The social context, its agents and interaction with the school

Year 2023/24

TEACHING GUIDE TO THE FIELD AND/OR SUBJECT

		ECTS
SUBJECT: The social context, its agents and interaction with the school		3 ECTS
Materia: Education and Society		3 ECTS
Módulo: Education and Society		6 ECTS
Educational Model[1]: Basic and compulsory education	**YEAR:** 1 **Semester**: 1º	
Instructors: **Dra. Cristina Martínez Ortega**	**Departament:** Education	
	E-mail:cristina.martinez@ucv.es	

MODULE ORGANIZATION

Education and Society				**6 ECTS**
Duration and temporal location within the curriculum: 3 ECTS in the first part of the course.				
Fields and Courses				
Field	**ECTS**	**COURSE**	**ECTS**	**Course/ semester**
Context and social agents	3	Social context, their agents and interactions with the school.	3	1/1
Educational Policy and Legislation.	3	Political approaches in the directive management. Comparative educational leadership and legal regulation	3	1/1

[1] Educational training (common field), Compulsory, Optional, External practice, Final Degree Project.

TEACHING GUIDE FOR FIELD/SUBJECT

Prerequisites: There are not requisites described.

GENERAL OBJECTIVES

a. Knowing the social, economic and cultural context in what concerns the educational environment and being able to identify what that context offers the school and what it can offer.
b. Recognize which social instances, how can they contribute to the improvement of the educational quality of the center and propose lines of work in common with these social instances.
c. Discriminate and recognize the possible contributions of the school to community intervention on the social context in which the center is embedded.
d. Know the strategies of cooperation in education between families and the center at the level of democratic management and educational coordination.

BASIC AND GENERAL COMPETENCES	Competence measuring scale			
	1	2	3	4
CB6- Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context		X		
CB7- That students know how to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study				X
CB8-That students are able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments				X
CB9- That students know how to communicate their conclusions and the knowledge and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear and unambiguous way		X		
CB10- That students have the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.		X		

CG01- Ability to manage information				X
CG02- Ability to work in teams and effective collaboration with other professionals (with the possibility of working in an interdisciplinary and international context).				X
CG03- Ability to update knowledge and skills		X		
CG04- Ability to solve problems and make decisions.	X			
CG05- Ability to adapt to new situations.			X	
CG06- Ability to assume responsibilities		X		
CG07- Ability to communicate orally and in writing.			X	
CG08- Concern for the development of people and communities.				X
CG09- Capacity for organization and planning			X	
CG10 -10. Self-critical attitude, knowing their own competences and limitations, relativizing possible frustrations, showing interest in the quality of teaching and developing systems that guarantee the quality of the services themselves.			X	
CG11 -11. Capacity for analysis and synthesis.				X
CG12 -12. Ability to maintain relationships with other professionals to contrast.		X		
CG13 -13. Ability to share and disseminate academic and professional knowledge		X		

SPECIFIC COMPETENCES				
	1	2	3	4
CE1.To know and keep the updated knowledge about the social, economic and cultural knowledge in a local, national and international environment that enable them to take suitable decisions in their headmaster functions in an educative place in a particular social environment.				X

CE2. To coordinate work with school organizations (movements, associations, unions, ...) and the exploitation of the potential of these in terms of the strategic objectives of the institution (CE02)				X
CE3. To promote the work with family and community through diagnosis, screening and appropriate management actions (CE03)				X

LEARNING OUTCOMES	COMPETENCES
R-1 Knows the social, economic and cultural context in what concerns the educational field and is able to identify what this context offers to the school and what the school can offer to its environment.	CG01, CG08, CE1
R-2 It is able to recognize which social instances and how they can contribute to the improvement of the educational quality of the center and to propose lines of work in common with these social instances.	CB7, CG01, CG08, CG11, CE2, CE3
R-3 Is able to discriminate and recognize the possible contributions of the school to community intervention on the social context in which the center is embedded.	CB8, CG01, CG08, CE2
R-4 Knows strategies and is sensitive to the need to cooperate in education with families and their representatives both for the democratic management of	CB8, CG01, CG02, CG08, CE1

the center and for the necessary educational coordination between the family and the educational center	

TRAINING ACTIVITIES OF PRESENTIAL WORK			
ACTIVITY	**Teaching- Learning Methodology**	**Relationship with Learning Outcomes for the Subject**	**ECTS (0.20%) 0,6**
PARTICIPATORY MASTER CLASS	Exhibition of contents by the teacher, analysis of skills, explanation and demonstration of skills, abilities and knowledge in the classroom.	R1, R2, R3, R4	0,6
		Total	0,6

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	**Teaching-Learning Methodology**	**Learning Outcomes Relationship Course**	**ECTS**
TEAMWORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1, R2, R3, R4	0,2
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R2	2,2
		Total	2,4

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool[2]	**LEARNING OUTCOMES ASSESSED**	**Allocated Percentage**
WRITTEN WORK: In which it will be necessary to describe the social context of the center, the	R1, R2, R3, R4	85%

[2]Techniques and instruments of evaluation: exam-exposure oral, written test (objective evidence, development, concept maps ...), tutorials, projects, case studies, logbooks, portfolio, etc.)

characteristics of the students and their families, as well as the quality of the relationship with the families and the possibilities of improvement of the center in relation to all the educational agents involved, as well as with the social agents present in their environment.		
SELF-VALID CHECKLIST: It will value the participation in learning circles and the implication in the classroom proposals and how these have allowed access to the learning outcomes of the subject (You can only have access to its realization if you have attended, at least, 80% of class sessions)	R1, R2, R3, R4	15%

MENTION OF DITINCTION

The number of Distinctions granted will be one for every 20 students, with the exception of groups that are less than 20 students. In this case, only one Distinction may be granted.

The Mention of Distinction will be awarded to students who have achieved with excellence ALL the assessments.

DESCRIPTION OF CONTENTS	COMPETENCES
Block 1: Sociocultural context and education. - School-Employment Relationship - Sociocultural context and Education - Social entities (unions, employers, professional associations, associations, community services ...). - Social entities and School: community intervention and learning communities.	CE1, CE2
Block 2: Relationship between family and school. - Family school relationship and its representatives - The role of management in the Family-School Relationship	CE3

- Strengthening the Educational Community.	

TEMPORAL ORGANIZATION OF LEARNING: (Pupils of first registration):		
	BLOCK CONTENT / TEACHING UNIT	**SESSIONS**
1	Block 1: sociocultural context and education.	**8 sesions (9h)**
2	Block 2: Relationship between family and school.	**2 sesions (6h)**

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Addendum to the Course Guide of the Subject

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Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

[ ] Microsoft Teams	[x] Blackboard Collaborate Ultra
[x] Kaltura	

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

[x] Microsoft Teams	[ ] Blackboard Collaborate Ultra
[ ] Kaltura	

Explanation about the practical sessions:

The practical sessions planned in the subject will be carried out using the applications that Microsoft Teams has for this purpose.

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

[x] The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

[ ] The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

Regarding the Assessment Tools:

[x] The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

[ ] The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide