



Information about the subject

Degree: Official Master's Degree in Marriage and Family Sciences

Faculty: Faculty of Philosophy, Letters and Humanities

Code: 1740011 **Name:** Family and Education

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: Family and person

Subject Matter: Family and Education **Type:** Compulsory

Department:

Type of learning: Blended

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

Family and person

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anthropology	6,00	Anthropology	6,00	1/1
Family and Education	6,00	Family and Education	6,00	1/2

Prerequisites

1. Family Pedagogy.

An X-ray of Spanish society. What is family pedagogy? Characteristics of family education. Contents and tasks of family pedagogy. Family educational factors and styles. The dialogue. Educational guidelines in the family. The audiovisual media environment. Character education.

2. Education of affectivity.

Historical approach to affection. Terminological distinction: affection, feeling, emotion. Affective dynamism. Difficulties in affective education.

Affection, truth, and freedom. Illiteracy and affective education.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Knowing the basic features of family pedagogy
- R2 Relate the current situation of the family to the educational factors of the family
- R3 Recognize processes for education in virtue
- R4 Relate the characteristics of audiovisual media to family education
- R5 To highlight the elements that lead to character education
- R6 Know the basic elements of affections
- R7 To know the basic processes of education of emotions and affections



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB7	Students are able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study		X		
CB8	Students should be able to integrate knowledge and deal with the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements		X		
CB9	Students should be able to communicate their findings and the ultimate knowledge and reasons behind them to specialist and non-specialist audiences in a clear and unambiguous manner		X		

GENERAL		Weighting			
		1	2	3	4
CG1	Training on all the structural elements of marriage and the family that provides an integral vision of the person, marriage and the family from an interdisciplinary perspective				X
CG2	To instruct in a methodology that enables to interpret, educate and guide the essentially human experience in the conjugal and family environment from the equal dignity of men and women.				X
CG3	Provide keys to understanding and personalized attention to the family in conflict situations.				X
CG4	To know, analyze and understand the influence of marriage and family in the field of culture from the promotion of the values of a culture of peace, non-discrimination and equal opportunities.		X		
CG5	To know, understand and deepen the proper anthropology of marriage and family		X		



SPECIFIC		Weighting			
		1	2	3	4
CE12	To know and analyze the affective dynamism in the development of the personality.				X
CE13	To deepen the educational role of the family as the natural environment of human formation by analyzing the basic educational axes of the relationship: conjugal, paternal-filial and fraternal				X

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	To develop systems of oral and written communication in one's own language specific to the disciplines of the scientific field related to family issues			X	
CT2	Develop organizational and planning capacity in specialized university study contexts		X		
CT3	To increase the ability to work autonomously, on the basis and premise of personal effort for self-learning from a multidisciplinary perspective that includes reference to the transcendent and ethical dimensions of the person and society			X	
CT4	To provide students with advanced skills in the use of computer and virtual systems related to study and research contexts	X			
CT5	Encourage the search for and analysis of information from various sources on issues related to marriage and family			X	
CT7	To equip students with the basic skills to solve situations with research competence		X		



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7	20,00%	Objective tests and/or questionaries
R1, R2, R3, R4, R5, R6, R7	20,00%	Carrying out theoretical and practical activities during the class time
	0,00%	Class attendance and active participation.
R2, R3, R4, R5	60,00%	Written assignments and/or essays

Observations

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom
- M2 Personalized and small groups support
- M3 Presentation and analysis of case studies
- M4 Reading and analysis of texts
- M5 Written reflection about the contents worked on in class



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-person class M1, M3, M4	R1, R2, R3, R4, R5, R6, R7	30,00	1,20
Individual coaching M2	R2, R3, R4	4,00	0,16
Evaluation M5	R1, R2, R3, R4, R5, R6, R7	2,00	0,08
TOTAL		36,00	1,44

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work of the student M4, M5	R2, R4, R5	108,00	4,32
Audiovisual content M1	R1, R2, R3, R4, R5, R6, R7	6,00	0,24
TOTAL		114,00	4,56



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Family pedagogy	An overview of Spanish society. What is pedagogy familiar? Characteristics of family education. Contents and tasks of family pedagogy. Educational factors and styles relatives. The dialogue. Family education guidelines. The environment of the audiovisual media. Character education
Education of affectivity	Historical approach to affection. Terminological distinction: affection, feeling, emotion. Affective dynamism. Difficulties in affective education. Affection, truth and freedom. Illiteracy and affective education

Temporary organization of learning:

Block of content	Number of sessions	Hours
Family pedagogy	9,00	18,00
Education of affectivity	9,00	18,00



References

Bauman, Z. (2012). *Amor líquido: acerca de la fragilidad de los vínculos humanos*. Fondo de cultura económica.

Francisco, P. (2016). *Amoris laetitia: Exhortación apostólica postsinodal sobre el amor en la familia*. Palabra.

Frankl, V. E. (1984). *Search for meaning*. Mount Mary College.

Malo, A. (1999). *Antropologia dell'affettività* (Vol. 16). Armando Editore.

Bisquerra Alzina, R. (2011). Educación emocional. *Padres y maestros*.



Addendum to the Course Guide of the Subject

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

☐ 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 activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



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

ONSITE WORK

Regarding the Assessment Tools:

☒ 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: