

## COURSE PROGRAM

Academic Year: 2025/2026

| Identification and characteristics of the course                                                                                                                                                                        |                                                                          |                                                      |                |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------|----------------|----------|
| Code                                                                                                                                                                                                                    | 501540 (FEYP)<br>501578 (FFP)<br>501993 (CUSA)<br>502847 (TTC, Bilingüe) |                                                      | ECTS Credits   | 6        |
| Course name (English)                                                                                                                                                                                                   | Sociology Of Education                                                   |                                                      |                |          |
| Course name (Spanish)                                                                                                                                                                                                   | Sociología De La Educación                                               |                                                      |                |          |
| Degree programs                                                                                                                                                                                                         | Primary Education (Bilingual)                                            |                                                      |                |          |
| Faculty/School                                                                                                                                                                                                          | Teacher's Training College (Cáceres)                                     |                                                      |                |          |
| Semester                                                                                                                                                                                                                | 1                                                                        | Type of course                                       | Basic Training |          |
| Module                                                                                                                                                                                                                  | Level 1 – Basic Training                                                 |                                                      |                |          |
| Matter                                                                                                                                                                                                                  | Society, Family, School                                                  |                                                      |                |          |
| Lecturer/s                                                                                                                                                                                                              |                                                                          |                                                      |                |          |
| Name                                                                                                                                                                                                                    | Office                                                                   | E-mail                                               |                | Web page |
| Pilar Bonilla Manzano                                                                                                                                                                                                   | 3.1.1-G                                                                  | <a href="mailto:pilarbm@unex.es">pilarbm@unex.es</a> |                |          |
| Subject Area                                                                                                                                                                                                            | Sociology                                                                |                                                      |                |          |
| Department                                                                                                                                                                                                              | Business Management and Sociology                                        |                                                      |                |          |
| Coordinating Lecturer (If more than one)                                                                                                                                                                                |                                                                          |                                                      |                |          |
| Competencies                                                                                                                                                                                                            |                                                                          |                                                      |                |          |
| 1. <b>CB3.</b> That students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues. |                                                                          |                                                      |                |          |
| 2. <b>CG8</b> - To maintain a critical and autonomous relationship with knowledge, values and social institutions (both public and private)                                                                             |                                                                          |                                                      |                |          |
| 3. <b>CG9</b> - To assess individual and collective responsibility in the achievement of a sustainable future.                                                                                                          |                                                                          |                                                      |                |          |
| 4. <b>CG12.</b> To understand the function, possibilities and limits of education in today's society and the fundamental abilities which affect Primary Education schools and                                           |                                                                          |                                                      |                |          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| their staff. To know quality improvement models applicable to educational centres.                                                                                                                                                                                                                                                                                                                                                             |
| 5. <b>CT3.1.</b> To understand the evolving nature and plurality of current societies and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.                                                                                                                                                                                                                                                 |
| 6. <b>CT3.4</b> - To be aware of the right for equal opportunities for people with disabilities and implement measures aimed at avoiding or compensating for the disadvantages of a person with disabilities to fully participate in political, economic, cultural and social living.                                                                                                                                                          |
| 7. <b>CT3.6.</b> To think critically and logically about the need to eliminate all forms of discrimination, direct or indirect, racial, against women or derived from sexual orientation or disability                                                                                                                                                                                                                                         |
| 8. <b>CE22</b> - To link education with the environment and to cooperate with families and the community.                                                                                                                                                                                                                                                                                                                                      |
| 9. <b>CE23</b> - To critically analyze and incorporate the most relevant issues of contemporary society that affect the family and school education: social and educational impact of audiovisual languages and screens, gender relation and intergenerational changes, multiculturalism and interculturalism, discrimination and social inclusion, and sustainable development.                                                               |
| <b>Contents</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Course outline</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| The Education as a social fact; the "school practice" as a social construction; the socialization through education; sociology of the curriculum (social sources of curriculum, education, social class and race inequalities in educations system); early school dropout, school an social diversity; social change in advanced industrial societies (multiculturalism and technological development) and teachers' new roles and challenges. |
| <b>Course syllabus</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Name of lesson 1: SOCIOLOGY AS A SOCIAL SCIENCE                                                                                                                                                                                                                                                                                                                                                                                                |
| Contents of lesson 1: Origins of the Sociology: Purpose and main sociological approaches.                                                                                                                                                                                                                                                                                                                                                      |
| Description of the practical activities of lesson 1. Practical activities based on the application of the teaching methodology included in the course plan.                                                                                                                                                                                                                                                                                    |
| Name of lesson 2: BASIC SOCIOLOGICAL CONCEPTS                                                                                                                                                                                                                                                                                                                                                                                                  |
| Contents of lesson 2: Culture and socialization. Groups and social institutions. Stratification and social mobility. Deviant conduct and social control. Social change.                                                                                                                                                                                                                                                                        |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Description of the practical activities of lesson 2: Practical activities based on the application of the teaching methodology included in the course plan.</p>                                                                                                                                                                                                                                                                                                           |
| <p>Name of lesson 3: SOCIOLOGY OF EDUCATION AND EDUCATIONAL SYSTEM</p> <p>Contents of lesson 3: Object of study of Sociology of Education. Development of the Sociology of Education. Role of the Sociology of Education in the teachers' training. Educational system: characteristics and elements.</p> <p>Description of the practical activities of lesson 3: Practical activities based on the application of the teaching methodology included in the course plan.</p> |
| <p>Name of lesson 4: SOCIAL FUNCTIONS OF EDUCATION</p> <p>Contents of lesson 4: Manifest and latent Functions. From the cultural transmission up to the job training.</p> <p>Description of the practical activities of lesson 4: Practical activities based on the application of the teaching methodology included in the course plan.</p>                                                                                                                                 |
| <p>Name of lesson 5: SOCIOLOGY OF THE CURRICULUM</p> <p>Contents of lesson 5: The curriculum as social construction. The sociological analysis of the curriculum.</p> <p>Description of the practical activities of lesson 5: Practical activities based on the application of the teaching methodology included in the course plan.</p>                                                                                                                                     |
| <p>Name of lesson 6: THE EDUCATIONAL RELATION</p> <p>Contents of lesson 6: Social Interactions in the classroom. The social relations in the classroom. The interactions in the classroom. Resistance of the student body and the school subcultures.</p> <p>Description of the practical activities of lesson 6: Practical activities based on the application of the teaching methodology included in the course plan.</p>                                                 |
| <p>Name of lesson 7: SOCIOLOGICAL ANALYSIS OF THE PROFESSORSHIP</p> <p>Contents of lesson 7: The education as a profession. The proletarianization of the professorship.</p> <p>Description of the practical activities of lesson 7: Practical activities based on the application of the teaching methodology included in the course plan.</p>                                                                                                                              |
| <p>Name of lesson 8: SOCIAL CHANGE AND EDUCATION</p> <p>Contents of lesson 8: From the traditional society to the modernity and postmodernity. The educational changes in globalization. Education considering the Sustainable Development Goals.</p>                                                                                                                                                                                                                        |

Description of the practical activities of lesson 8: Practical activities based on the application of the teaching methodology included in the course plan.

### Sustainable Development Goals taken into account



### Educational activities \*

| Student workload in hours by lesson |       | Lectures | Practical activities |     |     |     | Monitoring activity | Homework |
|-------------------------------------|-------|----------|----------------------|-----|-----|-----|---------------------|----------|
| Lesson                              | Total | L        | HI                   | LAB | COM | SEM | SGT                 | PS       |
| 1                                   | 14    | 6        |                      |     |     |     |                     | 8        |
| 2                                   | 18    | 7        |                      |     |     |     |                     | 11       |
| 3                                   | 23    | 8        |                      |     |     |     |                     | 15       |
| 4                                   | 23    | 8        |                      |     |     |     |                     | 15       |
| 5                                   | 19    | 8        |                      |     |     |     |                     | 11       |
| 6                                   | 18    | 8        |                      |     |     |     |                     | 10       |
| 7                                   | 16    | 6        |                      |     |     |     |                     | 10       |
| 8                                   | 15    | 5        |                      |     |     |     |                     | 10       |
| <b>Assessment</b><br>**             | 2     | 2        |                      |     |     |     |                     |          |
| <b>TOTAL</b>                        | 150   | 60       |                      |     |     |     |                     | 90       |

L: Lectures (100 students)

HI: Hospital internships (7 students)

\*\* Indicate the total number of evaluation hours of this subject.

LAB: Laboratory or field practices (15 students)  
 COM: Computer room or language laboratory practices (30 students)  
 SEM: Problem classes or seminars or case studies (40 students)  
 SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)  
 PS: Personal study, individual or group work and reading of bibliography

### Teaching Methodologies\*

1. Oral exposition. Executive Pedagogy. Large group classes aimed at exposing the different concepts and procedures associated with the subject, supported by bibliographic and audiovisual materials.
2. Discussion and debate. The oral presentation is combined with discussion activities and questions to be answered by the students to build new concepts based on well-known concepts (related to other subjects already studied or with other syllabus topics).
3. Annotated reading of bibliographic materials.
4. Visualization of audiovisual materials (documentaries, films, etc.) and discussion and debate about them.
5. Exposition on the assignments are carried out autonomously. This activity is programmed so students can explain the assignments and the materials elaborated in an independent way.
6. Exams. This activity aims to assess the students 'learning outcomes in relation with the objectives or competencies that arise in the teaching plan.
7. Case analysis and problem solving. Presentation of different cases by specialists and professionals; viewing of real situations, scientific and technical documentaries and exposition of resources; analysis of all of them
8. Experiences and practical applications. This activity, together with the previous one, is aimed at simulating and practicing the strategies and techniques presented by specialists and professionals.
9. Analysis and discussion of bibliographic and audiovisual materials.
10. Debates and discussion on current issues related to the subject.
11. Search and consultation of bibliographic material to carry out projects.
12. Analysis of texts, audiovisual materials and sociological data.
13. Elaboration of essays.

### Learning outcomes

Understanding concepts, processes and procedures and their application (their use in solving problems and as an analytical tool of social reality).

- Student's ability to relate and integrate the different materials and contents.
- Active participation in the practices carried out in the Seminar-Laboratory and in the Tutorials.
- Display oral and written verbal strategies during oral presentations and monographic assignments.
- Collection and synthesis of diverse information on specific topics

### Assessment systems

The evaluation of this subject will be carried out in two different ways depending on the evaluation system chosen by the students as agreed in article 4 of the RESOLUTION of October 26, 2020; published in DOE n. 212, of November 3, 2020.

A) Continuous evaluation: in this modality, the evaluation of the students will be carried out at two levels.

Theoretical Part: the evaluation of this part will be carried out through the resolution of a theoretical exercise (written exam, test and / or essays) that will deal with the whole of the subject taught by the teaching staff.

With the exam you can obtain a maximum of 6 points out of 10 (60% of the final grade).

The assessment of said exercise will be based on the following evaluation criteria:

- 1.- Degree of assimilation and concretion of the fundamental concepts.
- 2.- Degree of assimilation and concretion of theoretical knowledge.
- 3.- Expository clarity and correct use of spelling and grammar (if applicable).

Practical part: The practical activities will refer to the competences to be developed. Throughout the course, practices of diverse nature will be carried out and evaluated continuously: portfolios, diaries, viewing and analysis of audiovisual material, face-to-face and virtual debates, personal critical comments, participation in forums, completion, defense and presentation of works, tasks and activities, seminars, tutorials, etc.

In this practical part you can obtain a maximum of 4 points out of 10 (40% of the final grade).

To evaluate these activities, the following evaluation criteria will be taken as a reference:

- 1.- Quality of written documents (critical comments, papers, etc.): special attention will be paid to knowledge, organizational, relationship and synthesis skills, as well as to writing and the correct use of language.
- 2.- Degree of participation and quality of interventions in virtual debates and other online activities through the Moodle platform.

3.- Attendance and participation in face-to-face activities proposed in class: debates, commented readings, viewing of audiovisual documents, etc.

4.- Thematic originality and methodological proposal, quality of the contents and personal effort in the preparation of the works.

5.- Clarity and quality in oral presentations.

In this modality, to pass the subject it is necessary to pass each of the parts separately.

B) Alternative final test of a global nature:

This global assessment modality is intended for students who for different reasons will not meet the continuous assessment requirement. Therefore, the student should notify the teacher of the subject, through the virtual campus, of their choice to submit to the final test or the continuous evaluation of the subject. If the student does not communicate the type of assessment to which they wish to submit to the teacher, it will be understood that they opt for continuous assessment.

This modality will consist of a global test, written exam, test and / or essay (art. 4 of the RESOLUTION of October 26, 2020; published in DOE n.212, of November 3, 2020), that will evaluate on the theoretical-practical contents of the subject, with 100% of the qualification.

The assessment of said exercise will be based on the following evaluation criteria:

1.- Degree of assimilation and concretion of the fundamental concepts.

2.- Degree of assimilation and concretion of theoretical knowledge.

3.- Expository clarity and correct use of spelling and grammar (if applicable).

In the global assessment system, students who have chosen this modality may be required to attend learning activities that are difficult to grade in a final test.

The deadlines for choosing the global modality will be the following: For subjects taught in the first semester, during the first quarter of the teaching period. For subjects taught in the second semester, during the first quarter of the teaching period or until the last day of the enrollment extension period if it ends after that period.

Explanatory notes for both modalities:

More than 10 syntactic and / or grammatical errors in the writing may lead to failure

Plagiarism is considered a serious offense and is penalized with failure in the final grade.

The rating system in force in art. 10 of the RESOLUTION of October 26, 2020; published in DOE n. 212, of November 3, 2020; The results obtained by the students in each of the subjects of the study plan will be graded according to the following

numerical scale from 0 to 10, with an expression of one decimal, to which the corresponding qualitative mark may be added: 0 - 4, 9: Fail (SS), 5.0 - 6.9: Pass (AP), 7.0-8.9: Good (NT), 9.0 - 10: Excellent (SB). The Honorable Mention may be awarded to those who have obtained a grade equal to or greater than 9.0. Their number may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of enrolled students is less than 20, in which case a single Honor Roll may be granted

## Bibliography (basic and complementary)

- Almeida, J. (2003): Principios de Sociología de la Educación. Toledo: Azacanes.
- Beltrán, J. y Hernández, F. J. (2011): Sociología de la Educación. Madrid: McGraw Hill.
- Fernández, M. (2015): Sociología de la Educación. Teoría y recursos didácticos. Madrid: OMM Press.
- Fernández, F. (Coord.) (2008): Sociología de la Educación. Madrid: Pearson Educación.
- Guerrero Serón, A. (2009): Manual de Sociología de la Educación. Madrid: Síntesis
- Macionis, J.J. & Plummer, K. (2011) Sociología. Madrid: Pearson Educación (3ª edición).
- Macionis, J. J. (2012) Sociology. USA: Pearson (14th edition).
- OpenStax College (21 June 2012) Introduction to Sociology. OpenStax College. <http://cnx.org/content/col11407/latest/>

### COMPLEMENTARY BIBLIOGRAPHY

- Alonso Hinojal, I. (1984) 'Nuevos pasos en el desencantamiento: la sociología del currículum', en Infancia y Aprendizaje nº 25, pp. 115-130. Disponible en: <http://www.fia.es/revistas/infanciayaprendizaje/home>
- Ávila, M. (2005) 'Socialización, Educación y Reproducción Cultural: Bourdieu y Bernstein' En Revista Interuniversitaria de Formación del Profesorado 19 (1), pp. 159-174. Disponible en: <http://dialnet.unirioja.es/servlet/articulo?codigo=1343189>
- Baigorri, A (Dir.) , Centella, M., Chaves, M., Cortés, G., García Corrales, P., Fernández Díaz, R., López Rey, M.J., Medina, E., Muñoz González, B. (2006) Análisis del Debate Educativo. Documento para la reflexión y el debate sobre la educación en Extremadura. Educación Infantil y Primaria. Consejería de educación. Junta de Extremadura. Disponible en: <http://es.scribd.com/doc/56596425/Baigorri-Et-Al-2006-Debate-primaria>
- Baigorri, A (Dir.), Centella, M., Chaves, M., Cortés, G., García Corrales, P., Fernández Díaz, R., López Rey, M.J., Medina, E., Muñoz González, B. (2005) Análisis del Debate Educativo. Documento para la reflexión y el debate sobre la Educación Secundaria en Extremadura. Consejería de Educación. Junta de Extremadura. Disponible en: <http://es.scribd.com/doc/56474245/Baigorri-Et-Al-2005-Debate-Educativo-Secundaria-Informe-Sintesis>
- Carabaña, J. (1993) 'Sistema de enseñanza y clases sociales', en Mª Antonia García de León, Gloria de la Fuente y Félix Ortega (Eds.) Sociología de la Educación, Barcelona, Barcanova, pp. 209-252.

- Feito, R. (2001) 'Teorías sociológicas de la educación' En Rodríguez Caamaño, M.J. Temas de Sociología Volumen 1. Madrid. Huerga & Fierro Editores. Lectura accesible en la página de la Universidad Complutense de Madrid: <http://www.ucm.es/BUCM/cps/lecturas/4.htm>
- Fernández Enguita, M. (1987) La escuela en el capitalismo democrático. Universidad Autónoma de Sinaloa, México. Pp. 215-240.
- Fernández Enguita, M. (1990) La escuela a examen. Madrid, Eudema . "LA AMBIGÜEDAD DE LA DOCENCIA: ENTRE EL PROFESIONALISMO Y LA PROLETARIZACIÓN" Profesor y Sociedad: I Jornadas de Estudio. La educación a debate, Cádiz, 21 al 24 de febrero de 1989.
- Gaitán, L. (2006) 'El bienestar social de la infancia y los derechos del niño'. En Política y Sociedad, Vol. 43, nº 1, pp. 63-80. Disponible en: <http://www.ucm.es/BUCM/revistas/cps/11308001/articulos/POSO0606130063A.PDF>
- Giroux, H. (1983) 'Theories of Reproduction and Resistance in the New Sociology of Education: A Critical Analysis'. En Harvard Education Review No. 3, 1983. Versión en español disponible en Cuadernos Políticos nº 44, México, Ed. Era (1985), pp. 36-65 en la siguiente dirección: <http://www.cuadernospoliticos.unam.mx/cuadernos/contenido/CP.44/cp.44.6.%20HenryAGiroux.pdf>
- Giroux, H.A. y Flecha, R. (1992): Igualdad educativa y diferencia cultural, Barcelona, EL Roure.
- Guerrero Serón, A. (2007) 'El análisis sociológico del profesorado: categoría social y agente educativo'. En Educación y Futuro: revista de investigación aplicada y experiencias educativas, nº 17, pp. 43-70. Disponible en: <http://www.cesdonbosco.com/revista/revistas/revista%20ed%20futuro/REVISTA%2017/ESTUDIOS/3-Guerrero%20Seron%20-%20El%20análisis%20sociológico%20del%20profesorado.pdf>
- Guerrero Serón, A. (2011) Enseñanza y sociedad. El conocimiento sociológico de la educación. Madrid. Siglo XXI (3ª edición)
- Mena, L.; Fernández Enguita, M.; Rivièrre, J. (2010) 'Desenganchados de la educación: procesos, experiencias, motivaciones y estrategias del abandono y del fracaso escolar' en Revista de Educación, pp. 119-145. Disponible en: [http://www.revistaeducacion.mec.es/re2010/re2010\\_05.pdf](http://www.revistaeducacion.mec.es/re2010/re2010_05.pdf)
- Taberner, J. (2008): Sociología y educación. El sistema educativo en sociedades modernas. Funciones, cambios y conflictos, Madrid, Tecnos.
- Usátegui, E. (2003) 'La educación en Durkheim: ¿socialización versus conflicto?. En Revista Complutense de Educación Vol 14, núm. 1, pp. 175-194. Disponible en: <http://www.ucm.es/BUCM/revistas/edu/11302496/articulos/RCED0303120175A.PDF>

### **Other resources and complementary educational materials**

The resources and bibliography may be expanded throughout the course with the relevant communication to students through the virtual campus