

TEACHING GUIDE

EDUCATION, CULTURE AND SOCIETY

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 29-06-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	1 course, 2Q semester
Nº of credits	6
Language in which the subject is taught	English

II.-Presentation

This course includes the comparative study of the institutions and the basic processes of education in the schools of contemporary society. Special emphasis is placed on the Spanish educational system and its context. In this way, the theoretical bases, the structure and the dynamics of the social framework of contemporary advanced societies are analyzed in all aspects related to education and schooling. With this course, students obtain an overview of the school environment, the knowledge and skills that are essential in the training of future graduates in Primary Education.

Students will develop their ability to analyze and interpret the educational environment in which their activity takes place in order to offer boys and girls a basic education that facilitates their personal and professional development within the school

III.-Learning outcomes

CGI01. Capacity for analysis and synthesis
 CGI06. Information management capability
 CGP01. Teamwork.
 CGP03. Skills in interpersonal relationships
 CGP05. Critical reasoning.
 CGP06. Ethical commitment
 CGS01. Autonomous learning
 CGS02. Knowledge of other cultures and customs
 CGS04. Motivation for quality
 CGS07. Creativity.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

1. Theoretical and methodological issues.

- Sociology as a science.
- Sociological theory.
- Sociology of education.

2. Basic concepts of education in contemporary society.

- Culture and civilization.
- Cultural traits, cultural variations, subcultures.
- Social and educational development.
- The process of socialization.

3. Relations between education and society.

- Social paradigms throughout history and their impact on education.
- Social stratification, social mobility and education.
- Social change and education.

4. Education in human groups

- Main agents of socialization: family and education.
- Other agents of socialization.

5. The school as a social institution

- Competence in cultural awareness and expressions
- Citizenship competence
- The coexistence plan
- School bullying

6. The teacher in the educational context

- Educational leadership and assertive authority
- Tutor role: development of socialization and life projects.
- Role of social agent: development of projects for the community.

IV.B.-Training activities

Type	Title
Prácticas / Resolución de ejercicios	Individual assignments (development of teaching units, projects, activities, practices, etc)
Prácticas / Resolución de ejercicios	Group assignments (development of teaching units, projects, activities, practices, etc)
Other activities	Group presentations (assignments, sessions, practices, etc.)
Other activities	Theory classes
Other activities	Partial written test
Other activities	Final written test
Other activities	Academic tutoring
Other activities	Attendance to practice sessions



V.-Student workload	
Theoretical sessions	36
Resolution of exercises, problems, case studies, etc.	20
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
Academic tutorials	35
Related activities: conferences, seminars, etc.	13
Preparation of theoretical sessions and self-study	20
Preparation of practical tasks, exercises, case studies, projects, etc.	25
Preparation for tests and/or exams	27
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 15	Theory classes
Practical sessions	Week 1 to Week 15	Practice sessions



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

Evaluation System	Evaluation Activities	Contents	Weight	Minimum Grade	Re-assessable in Extraordinary	Date
SE1	Written test type (or objective test)	All the course syllabus	60%	5	Yes	Official date
SE2	Individual assignments	3 Individual assignments related to key aspects of the course syllabus	30%	No minimum grade (cumulative)	No*	During the semester
SE3	Group assignments	1 Group assignments related to key aspects of the course syllabus	10%	No minimum grade (cumulative)	No*	During the the semester

* The same evaluation system cannot be reproduced in the extraordinary call.

• **Spelling and expression.** In the grading of the evaluable tests that require a written text, teachers will assess the criteria to be applied in this regard in the correction of exercises. In all cases, spelling mistakes will be penalized, as well as the quality of the writing and the transmission of ideas will be taken into account.

• **Originality of university papers.** They must be original, made entirely by the student. Fragments from other sources can only be used when they are properly cited. The professor may determine the appropriate criteria to be applied in case of use of other people's work (in whole or in part, when exceeding 20% similarity). It is reminded that plagiarism is considered an academic offense and implies a 0 in the activity in question.

Calculation of the final or overall grade

The **final grade** is calculated as the **weighted average** of the grades of the evaluation activities according to the percentages indicated, as long as they have been passed with the minimum grade indicated for each of them. Taking into account the above, to pass the course the weighted average must be not less than 5. If no evaluable test has been presented, the final grade will be "Not presented".

Extraordinary call

In the extraordinary call, students will only submit the assessment activities of the re-evaluated activities not passed, so that for the calculation of the final grade in this call, the grade of the assessment activities in the ordinary call that cannot be re-evaluated and the grades obtained in the re-evaluated activities in the extraordinary call will be used. The calculation of the final mark is carried out as indicated in the previous section.

Advanced call

The assessment will consist on a written, multiple-choice test on the course content (60%); and two individual assignments (40%)



VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: No.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Ballantine, J. H., Hammack, F. M., & Stuber, J. (2017). *The sociology of education: A systematic analysis* (8a ed.). Routledge.

Bee, H. L., & Boyd, D. G. (2012). *The developing child: International edition* (13a ed.). Pearson.

Booher-Jennings, J. (2008). Learning to label: Socialisation, gender, and the hidden curriculum of high-stakes testing. *British Journal of Sociology of Education*, 29,149–160.

Brisbane, H.E. (2010). *The developing child: Building brighter futures*. McGraw-Hill.

Freire, P. B. A. P. (s/f). Interlocutions Of Two Critics Of Social Inequality In Education. *Interlocutions Of Two Critics Of Social Inequality In Education*.

Kumar, P. (2023, noviembre 18). Paulo Freire's influence on literacy education in the 1970s. *Teachers Institute*. <https://teachers.institute/understanding-adult-education/paulo-freire-literacy-education-1970s/>

Taberner, J. (2009). Sociological science and its application to education. *Sociology and education. The educational system in modern societies. Functions, changes and conflicts* (4th ed.). Tecnos

Ward, S. (2013). *A Student's Guide to Education Studies* (3rd ed.). Routledge

Consultation bibliography

Beltran, J. & Hernández, F. J. (2011). *Sociología de la Educación*. McGraw Hill.

Contreras, M. (2004). El rol social de la escuela: individuo versus ciudadano. *BARBECHO, Revista de Reflexión Socioeducativa*, (4), 28-32.

Design for change España (2016). *Guía para facilitar proyectos*. DFC España.

Luengo, J.A. (2020). *La elaboración del plan de convivencia en los centros educativos. Guía de recursos y procedimientos para su elaboración*. Consejería de Educación y Juventud. Comunidad de Madrid.

Luengo, J.A. (2017). *Recursos para la elaboración de programas contra el acoso escolar en los centros educativos*. Consejería de Educación, Juventud y Deporte. Comunidad de Madrid.

Martínez, L. M., Gómez, M. & Romero-Iribas, A. (2018). *Sociedad, familia y educación*. Síntesis.

Romero Iribas, A. (2011). *La innecesaria necesidad de la amistad*. Eunsa.

UNESCO (2015). *Replantear la educación: ¿Hacia un bien común mundial?* Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

IX.-Professors

Name and surname	OBDULIA MARÍA VIGURIA GUERENDIÁIN
E-mail address	maria.viguria@urjc.es
Department	Ciencias de la Educación
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	No

Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	0
No. of positive evaluations by Docentia	1