

COURSE PROGRAM

Academic Year: 2024/2025

Identification and characteristics of the course			
Code	502849 FFP (Bilingüe)	ECTS Credits	6
Course name (English)	Theoretical, Historical and Political Bases of Education		
Course name (Spanish)	Fundamentos Teóricos, Históricos y Políticos de la Educación		
Degree programs	Primary Education – Bilingual module		
Faculty/School	Teacher Training College		
Semester	1	Type of course	Obligatory
Module	Basic training		
Matter	Educational processes and contexts		
Lecturer/s			
Name	Office	E-mail	Web page
Tamar Groves	1504-J-10	tamargroves@unex.es	
Subject Area	Theory and History of Education		
Department	Education Sciences		
Coordinating Lecturer (If more than one)	Tamar Groves		
Competences			
1. CB4 - Students are able to convey information, ideas, problems and solutions to both specialised and non-specialised audiences.			
2. CE7 - To analyse and understand the educational processes inside and outside the classroom related to the 6-12 age period.			
3. CE10 - To know the historical evolution of the educational system in our country and the political and legislative determinants of the educational activity.			
4. CE13 - To promote cooperative work and individual work and effort.			
5. CE15 - To be familiar and to deal with school situations in multicultural contexts.			
6. CE17 – To know and apply innovative experiences in primary education.			
7. CT1.1 - To publicly present ideas, problems and solutions in a logical and structured way, both orally and in writing, at C1 level in Spanish language, according to the Common European Framework of Reference for Languages.			
8. CT2.3 - To be updated in the socio-educational field through research and to know how to analyse future trends.			
9. CT3.5 - To promote and enhance the values of a culture of peace.			

CONTENTS
Course outline
The educational Phenomenon. Dimensions of education. Formal Education, non-formal education and informal education. Educator and learner. Educational relationship. Family, school and social contexts. Educational institutions and movements in history. Origins and development of the education system in Spain. Educational administration and policies.
Course syllabus
<p>Module 1: Philosophical principals of education Contents of Module 1: Nature, significance and objectives of education. Concept, characteristics and dimensions of Education. Research in Education Sciences Educational Theory and Practice Formal, non-formal and informal Education. Educator, learners and educational relationship. Civic Education</p> <p>Description of practical activities of module 1: Verbal exposition. Reading and comment bibliographic material.</p>
<p>Module 2: Historical perspectives on education since its origins until the 18th century Contents of Module 2: The principal contributes of antiquity and the middle ages to education. From pedagogical humanism to the problem of method in education. The cultural and pedagogical movement of the enlightenment.</p> <p>Description of practical activities of module 2: Verbal exposition. Reading and comment bibliographic material. Display of audiovisual material.</p>
<p>Module 3: Contemporary educational thought Contents of Module 3: The New Education pedagogical movement. Authoritarian educational models. The theories of de-schooling. Personalised theories. Other schools of educational thought.</p> <p>Description of practical activities of module 3: Verbal exposition. Reading and comment bibliographic material. Display of audiovisual material. Exposition of individual works.</p>
<p>Module 4: Education system in Spain Contents of Module 4: Schools in the 19th century. Teacher training. The Moyano law (1857). Schools in the 20th century until democracy. The LGE (1970). Educational policies in democracy: LOGSE (1990), LOCE (2002), LOE (2006), LOMCE (2013), LOMLOE (2020). The decentralization of the education system. The regional processes. The education in Extremadura: Ley de Education de Extremadura (2011). The impact of international organisations and the European Education Area.</p>

New challenges, necessities and approaches for primary education in the 21st century. Description of practical activities of module 4: Verbal exposition. Reading and comment bibliographic material. Display of audiovisual material.

Educational activities

Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	48	18						30
2	30	12						18
3	30	12						18
4	40	16						24
Assessment	2	2						
TOTAL	150	60						90

L: Lectures (85 students)

HI: Hospital internships (7 students)

LAB: Laboratory or field practices (15 students)

COM: Computer room or language laboratory practices (20 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

- Oral presentation
- Reading texts before classes
- Discussion and debates
- Commenting on bibliographical materials and text analysis
- Watching audio-visual materials
- Carrying out monograph assignments and projects
- Presentation of tasks carried out autonomously
- Debates and discussions of present issues related to the course
- Studying the content of the course
- Taking exams

Learning outcomes

- Comprehension of the concepts, processes and procedures and their implementation (Their use for resolving problems and as an analytic tool for analysing reality)
- Capacity of the student to connect and integrate the different materials and contents
- Active participation in classroom activities
- Show oral and written strategies during presentations and monographic assignments
- Compilation and synthesis of varied information related to specific topics

Assessment systems

Assessment systems	Types of activities	Percentage
Assessment	Final exam and or collaborative assignment.	70%
Continuous evaluation	Observation of the engagement and participation of the students, technical quality of written documents and the capacity to present the tasks.	30%

Comment: For the continuous evaluation to be taken into account the student has to pass the exam.

The evaluation of this subject is regulated by the Official Degree and Master Degree Evaluation Regulations of the University of Extremadura (DOE 212, November 3, 2020).

The course has two evaluation modalities for all calls:

a) Continuous Evaluation (Final exam and/or cooperative project 70% and observation of the participation of the student, the quality of his written assignments and the ability to express his ideas publicly 30%, which cannot be substituted)

b) Global Final Evaluation

The student can choose to take a global final test that evaluates all the contents of the subject. In this case, the teaching staff will manage these requests through a specific space, created for this purpose on the Virtual Campus. In the global evaluation, the common content for all students will be examined and they will also be asked about questions related to in-class activities as well as homework required from the rest of the students.

The student will choose the type of evaluation during the first quarter of the course period of the first semester. When a student does not communicate his/her decision using the procedure established by the faculty, it will be understood that he/she opts for continuous evaluation.

Whatever the modality chosen by the students, it is guaranteed that they can achieve the maximum grade "Outstanding-10".

Bibliography (basic and complementary)

Basic Bibliography

AAVV (coords.) (2020): *Trazos de Pedagogía Contemporánea. Autores, ideas y obras para una educación transformadora*. Gijón, Trea.

Aultman, L. P., Williams-Johnson, M. R., & Schutz, P. A. (2009). Boundary dilemmas in teacher–student relationships: Struggling with “the line”. *Teaching and Teacher Education*, 25(5), 636-646.

- CANALES SERRANO, A.F. y GÓMEZ RODRÍGUEZ, A. (eds.) (2015): *La larga noche de la educación española. El sistema educativo español en la posguerra*. Madrid, Biblioteca Nueva.
- CAPITÁN DÍAZ, A. (1984 y 1986): *Historia del pensamiento pedagógico en Europa*. Madrid, Dykinson, 2 vols.
- CAPITÁN DÍAZ, A. (1991 y 1994): *Historia de la educación en España*. Madrid, Dykinson, 2 vols.
- CAPITÁN DÍAZ, A. (2000): *Educación en la España Contemporánea*. Barcelona, Ariel.
- CARREÑO, M. (Ed.) (2000): *Teorías e instituciones contemporáneas de educación*. Madrid, Síntesis.
- COLOM, A. y DOMÍNGUEZ, E. (1997): *Introducción a la política de la educación*. Barcelona, Ariel.
- COLOM, A.; SARRAMONA, J. y DOMÍNGUEZ, E. (2011): *Formación básica para los profesionales de la educación*. Barcelona, Ariel.
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- DELGADO CRIADO, B. (Coord.) (1992 - 1994): *Historia de la educación en España y América*. Madrid, SM/Morata, 3 vols.
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- MARTÍN SÁNCHEZ, M.A. y CÁCERES MUÑOZ, J. (coords.) (2024): *Teoría e Historia de la Educación. Formación básica para educadores*. Madrid, Aula Magna-McGraw-Hill.
- MARTÍNEZ MARTÍN, J.A. (Dir.) (2015): *Historia de la educación en España (1936-1975)*. Madrid, Marcial Pons.
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- PUELLES BENÍTEZ, M. de (2008): *Elementos de política de la educación*. Madrid, UNED.
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- SAÍZ GÓMEZ, J.M. (ed.) (2021): *El patrimonio histórico educativo: memorias de ayer y reflexiones de hoy*. Polanco, Cantabria, CRIEME/ Consejería de Educación y Formación Profesional del Gobierno de Cantabria.
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- TIANA FERRER, A. y otros (Coords.) (2002): *Historia de la Educación (Edad contemporánea)*. Madrid, UNED.
- TOURIÑÁN LÓPEZ, J.M. y SÁEZ ALONSO, R. (2012): *Teoría de la Educación, metodología y focalizaciones: la mirada pedagógica*. A Coruña, Netbiblo.
- VAELLO ORTS, J. (2007): *Cómo dar clase a los que no quieren*. Madrid, Santillana.
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Complementary Bibliography

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- FERRAZ LORENZO, Manuel (ed.) (2020): *Modernización educativa y socialización política. Contenidos curriculares y manuales escolares en España durante el tardofranquismo y la transición democrática*. Madrid, Universidad de La Laguna/Morata.
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- VIÑAO FRAGO, A. (2004): *Escuela para todos: educación y modernidad en la España del siglo XX*. Madrid, Marcial Pons.

Other resources and complementary educational materials

Revistas de educación

- Bordón. Revista de Pedagogía: <http://www.sepedagogia.es/bordon.html>
- Campo Abierto: <http://revistas.ojs.es/index.php/campoabierto>
- Cuadernos de Pedagogía: <http://www.cuadernosdepedagogia.com/content/Inicio.aspx>
- Educational Theory: [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1741-5446](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1741-5446)
- Educational Philosophy and Theory: <http://www.tandfonline.com/toc/rept20/current>
- Espacio, Tiempo y Educación: <http://www.espaciotiempoyeducacion.com/ojs/>
- Historia y Memoria de la Educación: <http://sedhe.es/publicaciones/revista-historia-y-memoria-de-la-educacion/>
- History of Education: <http://www.tandfonline.com/toc/thed20/current>
- Profesorado. Revista de currículum y Formación del profesorado: <http://www.ugr.es/~recfpro/>
- Redex. Revista de educación de Extremadura: <http://campusvirtual.unex.es/revistas/index.php?journal=redex>
- Revista Electrónica Interuniversitaria de Formación del Profesorado: <http://aufop.com/aufop/revistas/lista/digital>
- Revista de Educación: <http://www.mecd.gob.es/revista-de-educacion>

Revista de Historia de la educación: <http://www.sc.ehu.es/sfwsedhe/revista.htm>

Revista de Teoría de la educación:
<http://campus.usal.es/~teoriadelaeducacion/index.html>

Revista Española de Pedagogía: <http://www.revistadepedagogia.org>