



Universitat de Lleida

DEGREE CURRICULUM  
**THEORY, HISTORY AND  
EDUCATIONAL CONTEXTS**

Coordination: GONZÁLEZ RODRÍGUEZ, JUAN AGUSTÍN

Academic year 2020-21

Subject's general information

<b>Subject name</b>	THEORY, HISTORY AND EDUCATIONAL CONTEXTS			
<b>Code</b>	100864			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Primary Training	1	COMMON	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	1	COMMON	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	1	COMMON	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	6		5
<b>Coordination</b>	GONZÁLEZ RODRÍGUEZ, JUAN AGUSTÍN			
<b>Department</b>	PEDAGOGIA			
<b>Teaching load distribution between lectures and independent student work</b>	The autonomous work of the student has two parts: on the one hand, the one that entails following, complementing and studying the theory of matter (which will be valued through the carrying out of activities and an examination) and, on the other hand, teamwork (practical part of the subject).			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Spanish and Catalan.			

## Distribution of credits

The subject is divided into two parts, which have the following distribution of credits:

Theory and History of Education:

3.15 ECTS equivalent to teaching by the teacher and classroom work within the schedule indicated by "large group".

1.35 ECTS equivalent to practical work in the "middle group" timetable inside and outside the classroom.

Didactics and School Organization:

1.05 ECTS equivalent to teaching by the teacher and classroom work within the schedule indicated by "large group".

0.35 ECTS equivalent to practical work in the "middle group" timetable inside and outside the classroom.

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CATALÀ SANCHO, MARIA DEL MAR	mar.catala@udl.cat	4,5	
GONZÁLEZ RODRÍGUEZ, JUAN AGUSTÍN	agustin.gonzalez@udl.cat	11,7	
MARÍN MARQUILLES, ROGER	roger.marin@udl.cat	7,65	
MULLET BADIA, PAULA	paulamulletbadia@gmail.com	3	
RAMOS PLA, ANA ISABEL	anabel.ramos@udl.cat	1,95	
SILVA GARCIA, BLANCA PATRICIA	patricia.silva@udl.cat	3	

## Learning objectives

1. Express in a reasoned way the fundamentals of elemental education.
2. Exposing and evaluating critically the evolution of the education system in our country and in the world.
3. Learn and use correctly the basic conceptual framework of the theory of education.
4. Understand the historical and political references that make up the human being as the protagonist of education.
5. To interpret the current legislation and its application in real educational contexts.
6. Express the components that intervene in the school educational processes that occur in and outside of the classroom.
7. Identify the variables of cultural diversity present in educational contexts.
8. Understand the elements of innovation in the training proposals that the student design.

## Competences

### General competences:

1. Express yourself correctly in oral and writing ways.
2. Master the main tools of information and communication technologies (ICT).
3. Teamwork.
4. Communicate with different educational agents effectively in the different educational scenarios: in the classroom, with the teaching team and with the educational community.
5. Reflect, act and solve problematic situations in the educational sphere. Detect situations that require specific professional intervention. Know how to derive.

6. Manage the appropriate information for the development of the functions characteristic of the profession. Know how to understand the social reality that develops his educational work. Recognize changes in society and know how to evolve with them. Know how to change.
7. Assume the commitment of personal and professional development with oneself and the community.

## Specific competences:

1. Effectively address language learning situations in multicultural and multilingual contexts. Encourage reading and critical commenting on texts of the various scientific and cultural domains contained in the school curriculum.
2. To know the organization of elemental education schools and the diversity of actions that includes their functioning. Occupy the tutorial functions and orientation with the students and their families, taking care of the singular educational needs of the students. Assume that the exercise of the teaching function must be perfected and adapted to the scientific, pedagogical and social changes throughout life.
3. Collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of the teaching function and promote democratic education for active citizenship.
4. To maintain a critical and autonomous relation with the public and private social, social and values values.
5. Assess individual and collective responsibility in achieving a sustainable future.
6. Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning promote it among the students.
7. Know and apply the information and communication technologies in the classroom. Selectively remove the audiovisual information that contributes to learning, civic education and cultural wealth. Understand the function, possibilities and limits of education in today's society and the basic competences that affect primary schools and their professionals. To know models of quality improvement with application to educational centers, encouraging continuity between educational cycles and stages of the school environment and other socio-educational contexts, family and community, paying special attention to the characteristics of the rural environment.

## Subject contents

undamental contents of the subject:

### Theme 1: Conceptualization of education and its study.

- Concept of education
- Principles of education.
- The concept of education and its relation to other terms.
- Dimensions of the concept of education.
- Educability and its limits.
- The sciences of education: definition.

### Theme 2: Theories of pedagogical modernity.

- Illustration and its contribution to pedagogical ideas.
- John Locke, Jean-Jacques Rousseau and Melchor Gaspar de Jovellanos.
- Philosophical foundations of contemporary education.

### Theme 3: Educational theories throughout the s. XX.

- Pedagogical movement of the new school or active school.
- Pedagogy and socialist education.
- Educational anti-authoritarian currents.
- Critical theories in school education.

### Theme 4: The Spanish educational reform of 1970. The democratic transition and constitutional Spain

- The White Paper on Education. The General Law of Education and the financing of the educational reform.
- Education in Political Transition and in the Constitution (1976-1978).
- First constitutional and democratic developments in education (1980-1990).
- Spanish education from the nineties.

## Theme 5: Educational Legislation: from LGE to LOMCE

- The legislative changes in the Spanish educational system.
- The latest organic laws in the field of education.
- The LOE and work for skills.
- LA LOMCE: organic law for improvement.

## Theme 6: Educational context in primary school and structure.

- Educational organization
- Paradigms and models in the school organization.
- Types of schools.

## Methodology

The methodology of the subject Theory, History and Educational Contexts will be underlined in the action and participation of the students in the classes. In this way, the contents of the subject will be developed through one dialogue between students and professors. Thus, oral presentations will be carried out, either by the teacher as well as by the students, with the support of different didactic resources (scientific articles, audiovisual or computational media) with the purpose of developing different activities of application in the classroom. The main objectives that are achieved with this learning methodology are:

- To improve significantly the environment's work in the classroom.
- To improve educational attention to each student, depending on their abilities, their learning style, etc.
- To convert the classroom into an active work space for everyone.
- To encourage creativity and critical thinking.

For the academic year 2020-2021 students in this subject will have a manual with the contents basics of matter. This manual will be mandatory as not only readings will be made, but will allow extend knowledge with activities that are suggested as well as additional documentation of interest.

## Development plan

Week	Days	Hours of dedication	Contents of the subject	Objectives	Teacher's tasks	Student's tasks
1	22-23 September	3h in LG 1h each MG 5h per week	PRESENTATION OF SUBJECT THE: Unit 1: Conceptualization Approach to concept i dimensions.	1,3,6	Presentation of the contents of the subject, enhancement of class dialogue and critical thinking through the material.	Students must participate creating a positive work dynamic and constructive dialogue.

2	30 September-2 October	3h in LG 1h each MG 5h per week	THE: Unit1 : Conceptualization. Agents and contexts.	1,3,6	Presentation of the material, reinforcement of the debate, tutoring of the reflection and the contents that appears in the activity.	Students must participate creating a positive work dynamic and constructive dialogue.
3	5-9 October	3h in LG 1h each MG 5h per week	THE: Unit 2: Theories of pedagogical modernity: Illustration and its contribution to pedagogical ideas. John Locke, Jean-Jacques Rousseau and Melchor Gaspar de Jovellanos.	2,3,4	Presentation of the material, reinforcement of the debate, tutoring of the reflection and the contents that appears in the activity.	Students must make a selection of scientific readings and make a deep reading and analysis those papers.
4	13-16 October	3h in LG 1h each MG 5h per week	THE: Unit 2: Theories of pedagogical modernity: Illustration and its contribution to pedagogical ideas. John Locke, Jean-Jacques Rousseau and Melchor Gaspar de Jovellanos.	2,3,4	Presentation of the material, reinforcement of the debate, tutoring of the reflection and the contents that appears in the activity.	Students must show the results of their activities.
5	19-23 October	3h in LG 1h each MG 5h per week	THE: Unit 2: Theories of pedagogical modernity: Philosophical foundations of contemporary education.	2,3,4	Presentation of the material, reinforcement of the debate, tutoring of the reflection and the contents that appears in the activity.	Students must show the results of their activities.
6	26-30 October	3h in LG 1h each MG 5h per week	THE: Unit 2: Theories of pedagogical modernity: Philosophical foundations of contemporary education.	2,3,4,6	Presentation of the material, reinforcement of the debate, tutoring of the reflection and the contents that appears in the activity.	Students must make a selection of scientific readings and make a deep reading and analysis those papers.

7	2-6: November	3h in LG 1h each MG 5h per week	THE: Unit 2: Theories of pedagogical modernity: Philosophical foundations of contemporary education.	2,3,4,6	Presentation of the material, reinforcement of the debate, tutoring of the reflection and the contents that appears in the activity.	Students must make a selection of scientific readings and make a deep reading and analysis those papers.
8	9-13 November	3h in LG 1h each MG 5h per week	THE: Unit 3: Educational theories of the 20th century. Personalistic education and criticism of the educational system.	2,3,4,6	Presentation of the material, reinforcement of the debate, tutoring of the reflection and the contents that appears in the activity.	Students must show the results of their activities in a class debate.
9	16-20 November	3h in LG 1h each MG 5h per week	THE: Unit 3: Educational theories of the 20th century. Socialist and libertarian education.	2,3,4,6	Presentation of the material, enhancement of the debate, tutoring of the reflection and the contents that take part in the activities and help to synthesize the information.	Students must show the results of their activities in a class debate.
10	23-27 November	3h in LG 1h each MG 5h per week	THE: Unit 3: Educational theories of the 20th century. Socialist and libertarian education.	3,7,8	Presentation of contents, enhancement of the dialogue and critical thinking through activities done in class.	Students must participate creating a positive work dynamic and constructive dialogue.
11	30 November- 4 December	3h in LG 1h each MG 5h per week	THE: Unit 4: Education in the 21st century.	3,7,8	Presentation of contents, enhancement of the dialogue and critical thinking through activities done in class.	Students must make a selection of scientific readings and make a deep reading and analysis those papers.



12	9-11 December	3h in LG 1h each MG 5h per week	THE: Theme 4: Education in the 21st century.	3,7,8	Presentation of contents, enhancement of the dialogue and critical thinking through activities done in class	Students must make a selection of scientific readings and make a deep reading and analysis those papers.
13	14-18 December	3h in LG 1h each MG 5h per week	DOE: Unit 5: Educational Legislation: from the LGE to the LOMCE.	5,6,8	Presentation of the contents of the subject, enhancement of class dialogue and critical thinking through the material.	Students must participate creating a positive work dynamic and constructive dialogue.
14	21 and 22 December- 7 and 8 January	3h in LG 1h each MG 5h per week	DOE: Theme 5: Educational Legislation: from the LGE to the LOMCE.	5,6,8	Presentation of the contents of the subject, enhancement of class dialogue and critical thinking through the material.	Students must participate creating a positive work dynamic and constructive dialogue.
15	11-15 January	3h in LG 1h each MG 5h per week	DOE: Theme 6: Educational context in primary school and structure.	5,6,8	Presentation of the contents of the subject, enhancement of class dialogue and critical thinking through the material.	Students must participate creating a positive work dynamic and constructive dialogue.
23 December-6 January		Christmas holidays				
16	18-22 January	Week of evaluations				
17	25-29 January	Week of evaluations				
18	1-5 February	Week of evaluations				
19	8-12 February	Week of evaluations				

Closure of the first semester: February 17, 2020			
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## Evaluation

### Ordinary evaluation:

The Subject Theory, History and Educational Contexts is divided into two thematic blocks linked to two different areas of knowledge. Each block has a teacher specialized in the contents that are taught and have different evaluations. These blogs and their evaluation systems are:

- Theory and History of Education (THE): students must perform four activities during the course of teaching that will be used to evaluate the acquisition of the competences established in the subject. Each one of these activities has a value of 25% and, in case of not presenting any of these activities, there will be a penalty of a point on the final note of THE. The block note of THE has a value of 75% on the final grade of the subject. In the case of the Dual Primary modality, there will be five activities with a value of 20% each (the fifth one is the Integrative Training Activity, linked to the scholar center where students will carry out his/her practices).
- Didactics and School Organization (DOE): students will have to perform a single exam that will evaluate the acquisition of the contents seen throughout the DOE blog. The DOE blog note has a value of 25% on the final grade of the subject.

To pass the subject, the final grade of the subject must be equal to or greater than 5. To be able to do the average, each student must have a minimum of 4 in both blocks. If you do not meet this requirement, the student will not be considered as having passed the subject.

THE DELIVERY OF ACTIVITIES WILL BE REALIZED VIA SAKAI VIRTUAL CAMPUS AND THE SECTION OF ACTIVITIES. NO WORKS WILL BE GRADUATED OUT OF THIS SAKAI SECTION.

ALL THE WORKS SHALL BE GRANTED VIA ON-LINE AND THE FILE WILL BE IDENTIFIED WITH THE NAME AND SURNAME OF THE AUTHOR OR AUTHORS. Exercises that are not of their own elaboration will not be accepted: the query bibliography, published both by traditional methods and accessible through the Internet, must serve as a basis and not copy it literally, it must also be punctual and conveniently referenced. The final grade or the work for future courses will not be saved in case the subject is suspended.

### Alternative evaluation:

The student who can not carry out the continuous assessment under justified situations has the right to renounce the continuous evaluation at the beginning of the semester and to take up the alternative assessment modality. Regarding the subject of Theory, History and Educational Contexts, the alternative assessment is based on two evidence of evaluation. In order to take advantage of this option, the interested student will have to present an instance in secretary within the established period and provide documentation that justifies the work activity and / or other situations personal.

The alternative assessment method includes: exam based on the contents of the subject (80%) and an individual work on a pedagogical figure of the twentieth century (20%). The works that are carried out in the development of the subject will always include a bibliography with a minimum of ten documents that come from books and / or scientific journals.

## Bibliography

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