



Universitat de Lleida

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

Coordination: GONZALEZ RODRIGUEZ, JUAN AGUSTIN

Academic year 2021-22

## 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 Pre-school Education and 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
<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>	GONZALEZ RODRIGUEZ, JUAN AGUSTIN			
<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
BENABARRE RIBALTA, ROSA	rosa.benabarre@udl.cat	4,5	
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DEL ARCO BRAVO, ISABEL	isabel.delarco@udl.cat	1,95	
FLORES ALARCIA, OSCAR	oscar.flores@udl.cat	1,05	
GONZALEZ RODRIGUEZ, JUAN AGUSTIN	agustin.gonzalez@udl.cat	11,7	
RAMOS PLA, ANA ISABEL	anabel.ramos@udl.cat	2,55	
URREA MONCLUS, AIDA	aida.urrea@udl.cat	2,4	

## 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

### Basic competences:

- BC2. To apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

- BC3. To gather and to interpret relevant data (usually within their study area) to make judgments that include a reflection on relevant social, scientific or ethical issues.

## General competences:

- GC1. To promote democratic values, with special emphasis on tolerance, solidarity, justice and non-violence, and to know and value human rights.
- GC2. To know the intercultural reality and to develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.
- GC3. To know the right to equal treatment and opportunities between women and men, in particular through the elimination of discrimination against women, whatever her circumstance or condition, in any of the spheres of life.
- GC4. To know the measures that guarantee and make effective the right to equal opportunities for people with disabilities.
- GC5. To develop the ability to critically analyze and reflect on the need to eliminate all forms of discrimination, direct or indirect, in particular racial discrimination, discrimination against women, that derived from sexual orientation or that caused by a disability.
- GC6. To assume the commitment of personal and professional development with oneself and the community. To adapt the learning proposals to the most significant cultural evolutions.

## Specific competences:

- SC1. To know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.
- SC2. To design, to plan and to evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.
- SC4. To encourage reading and critical comment on texts from the various scientific and cultural domains contained in the school curriculum.
- SC5. To design and regulate learning spaces in contexts of diversity and that attend to gender equality, equity and respect for human rights that shape the values of civic education.
- SC10. To collaborate with the different sectors of the educational community and the social environment.
- SC11. To assume the educational dimension of the teaching function and promote democratic education for active citizenship.
- SC14. To reflect on classroom practices to innovate and improve teaching.
- SC15. To acquire habits and skills for autonomous and cooperative learning and promote it among students.

## Transversal competences:

- TC4. To apply basic knowledge of entrepreneurship and professional environments.
- TC5. To apply essential notions of scientific thought.

## Subject contents

### 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: Spanish education in the twentieth century

- Education in the early twentieth century
- The Second Spanish Republic and the education system
- The national Catholic education of the Franco regime

- The educational reform of 1970 and the beginning of democracy

### Theme 3: Educational theories throughout the twentieth century

- Pedagogical movement of the new school
- Socialist pedagogy and education
- Anti-authoritarian educational currents

### Theme 4: Research techniques in the history of education

- Analysis of historical documents
- Interviews as research techniques
- Observation for the study of reality

### 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 competences.
- LA LOMCE: organic law for educational 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 based on the pedagogical approach called challenge-based learning (CBL). In this way, it will be necessary to establish an interaction between the academic study of the educational phenomenon from a historical perspective and the practical application of the studied contents. Thus, it will seek to bring the work done during the classes to real applications, encouraging the acquisition of the competences of this subject with active, team and specific work.

The main objectives that are achieved with this learning methodology are:

- Significantly improve the classroom work environment.
- To improve the educational attention to each student, in function of his capacities, of his style of learning, etc.
- Turn the classroom into an active workspace for everyone.
- Encourage creativity and critical thinking.

For the 2021-2022 academic year, students in this subject will have a manual with the basic contents of the subject. This manual will be mandatory as not only will readings, but it will allow to expand the knowledge with activities that are suggested in addition to 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 9, 2022		

## Evaluation

### Ordinary evaluation:

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

- **Theory and History of Education (THE):** students will have to carry out three activities during the course of the teaching that will serve to evaluate the acquisition of the competences established in the subject. The first of these activities has a value of 20% and the remaining two of 40% each. Failure to submit any of these activities will result in a one point penalty on THE final grade. The grade of the block of THE has a value of 75% on the final grade of the subject.
- **Didactics and School Organization (DOE):** students will have to take an exam that will evaluate the acquisition of the contents seen throughout the DOE block. The grade of the DOE block has a value of 25% on the final grade of the subject. The exam will be conducted online.

To pass the subject, the final grade of the subject must be equal to or greater than 5. Each student must have a minimum of 4 in both blocks. In case of not fulfilling this requirement, it will be considered that the student has not passed the subject.

THE DELIVERY OF THE ACTIVITIES WILL BE CARRIED OUT VIA SAKAI VIRTUAL CAMPUS AND IN THE ACTIVITIES SECTION. NO WORKS WILL BE ACCEPTED OUTSIDE THIS SAKAI SECTION. ALL WORKS MUST BE SUBMITTED ON-LINE AND THE FILE WILL BE IDENTIFIED WITH THE NAME AND SURNAMES OF THE AUTHOR (S).

Exercises that are not self-produced will not be accepted: the reference bibliography, both published by traditional methods and accessible via the Internet, must serve as a basis and not be copied literally, in addition it must be punctual and conveniently referenced.

Neither the final grade nor the works for future courses will be saved in the event that the subject is suspended.

### Alternative evaluation:

The student who is not able to carry out the continuous assessment under justified situations has the right to renounce the continuous assessment at the beginning of the semester and take advantage of the alternative assessment modality. Regarding the subject of Theory, History and Educational Contexts, the alternative assessment is based on two evaluative evidences. To take advantage of this option, an interested student must submit an application to the Secretariat within the set deadline and provide documentation justifying the work activity and / or other personal situations.

The alternative assessment modality includes: Written test on the contents of the subject (80%) and an individual work on a pedagogical figure of the 20th century (20%). The work carried out in the development of the subject will always incorporate a bibliography with a minimum of ten documents that come from books and/or scientific

journals.

## Bibliography

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