



Universitat de Lleida

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

Coordination: BERNAD CAVERO, OLGA

Academic year 2023-24

Subject's general information

Subject name	THEORY, HISTORY AND EDUCATIONAL CONTEXTS			
Code	100864			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	1	COMMON/CORE	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	1	COMMON/CORE	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	1	COMMON/CORE	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	6		5
Coordination	BERNAD CAVERO, OLGA			
Department	EDUCATION SCIENCES			
Teaching load distribution between lectures and independent student work	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).			
Important information on data processing	Consult this link for more information.			
Language	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
BERNAD CAVERO, OLGA	olga.bernad@udl.cat	13,5	
DEL ARCO BRAVO, ISABEL	isabel.delarco@udl.cat	3	
GONZALEZ RODRIGUEZ, JUAN AGUSTIN	agustin.gonzalez@udl.cat	10,35	
SEGURA TORRES, JOAN	joan.segura@udl.cat	1,95	
URREA MONCLUS, AIDA	aida.urrea@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

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

Topic 1: Conceptualization of Education and its Study

- Education concept
- Principles of education
- Dimensions of the concept of education
- Educability and its limits
- Educational sciences: definition
- The role of educational theory

Topic 2: Spanish Education in the 20th Century

- Education at the beginning of the 20th century
- The Second Spanish Republic and the educational system
- The Catholic national education of Francoism
- The educational reform of 1970 and the beginning of democracy

Topic 3: Educational Theories throughout the 20th Century

- Pedagogical movement of the new school
- Pedagogy and socialist education
- Anti-authoritarian educational currents

Topic 4: Research Techniques in the History of Education

- Analysis of historical documents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

Topic 5: Educational Legislation: from LGE to LOMCE

- Legislative changes to the Spanish education system
- The latest organic laws in the field of education
- The LOE and work by skills
- LOMCE: organic law for improvement

Topic 6: Primary Education Context: Structure and Organization

- Educational organization
- Paradigms and models in 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 2023-2024 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	14-15 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	18-22 September	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	25-29 September	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	2-6 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	9-11 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	16-20 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	23-27 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.
8	30 October- 2 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	6-10 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	13-17 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	20-24 November	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	27 November-1 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	4-5 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	11-15 December	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	18-22 December	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.
25 December-5 January		Christmas holidays				
16	10-14 January	Week of evaluations				
17	15-19 January	Week of evaluations				
18	22-26 January	Week of evaluations				
19	29 January- 2 Febraury	Week of evaluations				

Closure of the first semester: February 24, 2024			
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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 of the blocks has a teacher who specializes in the content taught and has different assessments. These blocks and their evaluation systems are:

- **Theory and History of Education (THE):** students will have to carry out two assessment tests during the course of the teaching which will be used to assess the acquisition of the skills established in the subject. The first has a value of 35% and the second a value of 40% of the final mark of the subject. A minimum of 5 points is required to pass this part. These evidences are both recoverable. In case of recovery, the maximum grade will be 5.
- **Didactics and School Organization (DOE):** students will have to take a single exam that will assess the acquisition of the content seen throughout the DOE block. The grade of the DOE block has a value of 25% on the final grade of the subject. It is a requirement to pass this part to get a minimum of 5. In the event of not passing the test, the student may take a make-up test.

To pass the subject, the final mark of the subject must be equal to or higher than 5. To be able to pass, each student must have a minimum of 5 in both blocks. If this requirement is not met, the student will be considered to have failed the subject.

THE DELIVERY OF THE ACTIVITIES WILL BE CARRIED OUT VIA SAKAI VIRTUAL CAMPUS AND IN THE ACTIVITIES SECTION. WORKS OUTSIDE THIS SECTION OF SAKAI ARE NOT ADMITTED. ALL WORKS MUST BE DELIVERED ONLINE AND THE FILE WILL BE IDENTIFIED WITH THE NAME AND SURNAMES OF THE AUTHOR(S).

Exercises that are not self-made 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 verbatim, and must also be timely and conveniently referenced.

The evaluation of this subject will include the support measures provided by the UdLxTothom for students with NESE.

In the event of academic fraud or copying, the provisions of the Regulations for the evaluation and qualification of teaching in the degrees and master's degrees of the UdL will apply.

NEITHER THE FINAL GRADE OR WORKS WILL BE SAVED FOR FUTURE COURSES IF THE SUBJECT IS FAILED.

Alternative evaluation:

The student who cannot take the continuous assessment under justified circumstances has the right to waive the continuous assessment at the beginning of the semester and take the alternative assessment method. Regarding the subject of Theory, History and Educational Contexts, the alternative assessment is based on three evaluative evidences. To take up this option, interested students must submit an application to the Secretariat within the set deadline and provide supporting documentation of work activity and/or other personal situations.

The alternative evaluation modality includes:

- **Theory and History of Education (THE):** Written test on the contents of the subject (60%) and an individual work on a pedagogical figure of the 20th century (15%). 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.
- **Didactics and School Organization (DOE):** Test-type test with a value of 25% on the grade of the subject.

It is a requirement to pass this part to get a minimum of 5. In the event of not passing the test, the student may take a make-up test.

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