



Universitat de Lleida

DEGREE CURRICULUM
**INSTITUTIONAL
CONTEMPORARY THEORIES
OF EDUCATION**

Coordination: LOPEZ TEULON, MARIA PAZ

Academic year 2020-21

Subject's general information

Subject name	INSTITUTIONAL CONTEMPORARY THEORIES OF EDUCATION			
Code	100954			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Social Educator	1	COMPULSORY	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	2	1	
Coordination	LOPEZ TEULON, MARIA PAZ			
Department	PEDAGOGIA			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GONZÁLEZ RODRÍGUEZ, JUAN AGUSTÍN	agustin.gonzalez@udl.cat	5,3	
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LOPEZ TEULON, MARIA PAZ	paz.lopez@udl.cat	2,1	

Subject contents

BLOCK A. THEORIES OF POSTMODERNITY AND EDUCATION IN THE 21ST CENTURY

1. Pedagogies of the 21st century

- Emotional pedagogy: Toshiro Kanamori.
- "Slow" pedagogy of slowness.

2. Educational innovation in schools

BLOCK B. THEORIES OF PEDAGOGICAL MODERNITY

3. Theories of pedagogical modernity

- John Locke.
- Jean-Jacques Rousseau.
- Melchor Gaspar de Jovellanos.

4. The renovating tradition

- The New School movement.
- International Bureau of New Schools i Adolphe Ferrière.

5. Anti-authoritarian theories

- The Modern School, Ferrer and Guàrdia.
- Neill's anti-authoritarianism: Summerhill's school.

6. Marxist theories

- The colonies of Makarenko.
- Nadezhda Krupskaya and Bolshevik education.

7. Theories of out-of-schooling

- Theories of out-of-schooling: Illich and Goodman.
- John Holt and educating at home.

8. Personalist theories

- The Pedagogy of Paulo Freire.

- Lorenzo Milani and the school of Barbiana.

Methodology

The teaching-learning methodological proposal will be based on:

Face-to-face 40%:

- Exhibition of teachers (oral and multimedia)
- Student exhibitions (oral and multimedia)
- Debates, video forums
- Workshops in collaboration with other entities / institutions
- Group and individual tutorials

In person 60%:

- Self-employment
- Read academic texts
- Search for information
- Cooperative work
- Preparation and exhibition of works

Evaluation

Continuous Evaluation:

To pass the subject, a minimum grade of 5 must be obtained in each of the tests object of evaluation. If this requirement is met, the average mark of the different tests will be made. The subject will be considered passed when the student has obtained a final numerical grade of 5.

Matter is divided into two blocks:

Block A, from topics 1 to 2, with a value of 40% of the total subject.

In this block, two individual practices will be carried out: one with a value of 30% and another with a value of 10%.

Block B, from topics 3 to 8, with a value of 60% of the total subject.

In this block, three practices will be carried out with a value of 20% each.

Alternative Evaluation:

The student who wishes to do so has the right to waive the continuous assessment at the beginning of the semester and take advantage of the alternative assessment modality, with only two assessment pieces of evidence at the end of the subject. To do this, she will have to present an instance in the Secretariat within the established term and provide the supporting documentation of the work activity and / or other personal situations. The single assessment modality includes:

Individual written test on the contents of the subject (60%)

Individual work on a pedagogical figure from the 19th or 20th century (40%)

-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 magazines.

-An essential requirement is the linguistic and formal correction in the written productions following the work guide

that you will find at <http://www.fce.udl.cat/Recursos/guias/guiatreballs.pdf>.

Bibliography

Bibliography

Bona, C. (2016). *Las escuelas que cambian el mundo*. Plaza y Janés Editores.

Colom, A.J., Bernabeu, J.L., Domínguez, E. y Sarramona, J. (2008). *Teorías e instituciones contemporáneas de la educación*. Ariel Educación.

Delors, J. (1996). *Educació: hi ha un tresor amagat a dins*. Centre UNESCO de Catalunya.

Esteruelas Teixidí, A. (2009). Cent anys de pedagogia llibertària: el deixant de Francesc Ferrer i Guàrdia. *Temps d'Educació*, 37, 73-86.

Jarpa, C.G. (2015) Función política de la educación en el pensamiento de Antonio Gramsci. *Cinta moebí*, 53, 124-134.

Luri, G. (2015). *La escuela contra el mundo: el optimismo es posible*. Ariel Educación.

Martín Luengo, J. (2016). *Paideia. 25 años de educación libertaria. Manual teórico-práctico*. Madrid, Fundación Estudios Libertarios.

Meirieu, PH. (1998). *Frankenstein educador*. Laertes.

Pennac, D. (2012). *Mal de escuela*. Random House.

Perrenaud, PH. (2004). *Diez nuevas competencias para enseñar*. Graó.

Peters, M.A. y Besley, T. (2015). Introduction: Paulo Freire: The Global Legacy. *Counterpoints*, 500, 1-13.

Reimer, E. (1973). *La escuela ha muerto*. Barral.

Rousseau, J. (1989). *Emili o de l'educació*. Eumo.

Trilla, J. (2001). *El legado pedagógico del siglo XX para la escuela del siglo XXI*. Graó.

Webgrafía

Departament d'Educació. <http://educacio.gencat.cat/ca/inici>

Educació360. Educació a temps complet. <https://www.educacio360.cat/>

Ministerio de Educación, Cultura y Deporte. <http://www.mec.es>

Pangea <http://www.edualter.org>

Sociedad Española de Historia de la Educación <http://www.sedhe.es>

UNESCO <http://www.ince.mec.es>