



Universitat de Lleida

DEGREE CURRICULUM
**INSTITUTIONAL
CONTEMPORARY THEORIES
OF EDUCATION**

Coordination: LOPEZ TEULON, MARIA PAZ

Academic year 2021-22

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
BERNAD CAVERO, OLGA	olga.bernad@udl.cat	1,3	
GONZALEZ RODRIGUEZ, JUAN AGUSTIN	agustin.gonzalez@udl.cat	4,4	
LOPEZ TEULON, MARIA PAZ	paz.lopez@udl.cat	2,1	

Competences

Competencies:

- CG5 Develop capacity for selection, knowledge and information management.
- CE1 Understand the theoretical, historical, cultural, comparative, political, environmental and legal references that constitute the human being as the protagonist of education.
- CE2 Understand the historical trajectory of Social Education and the configuration of its field and professional identity with special attention to the initiatives of the European Union.
- CE4 Analyze needs as well as design, apply and evaluate plans, programs, projects and activities of socio-educational intervention in diverse contexts.
- CE5 Know how to use socio-pedagogical procedures and techniques for intervention, mediation and analysis of personal, family, community and institutional reality in order to resolve possible conflicts.
- CE7 Show an empathic, respectful, supportive and trusting attitude towards the subjects and institutions of social education.
- CE9 Design and carry out introductory research projects on the social and institutional environment where the intervention is carried out.
- CT1 Have correct oral and written expression.
- CT3 Master ICT.
- CT5 Apply the gender perspective to own functions.

Subject contents

BLOCK A. THEORIES OF PEDAGOGICAL MODERNITY

Unit 1: Theories of pedagogical modernity

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

Unit 2: The renewing tradition

- The movement of the New School.
- Bureau International des Ecoles Nouvelles and Adolphe Ferrière.

Unit 3: Anti-authoritarian theories

- The Modern School, Ferrer Guardia.

- Neill's Anti-Authoritarianism: The Summerhill School.

Unit 4: Marxist theories

- Makarenko's colonies.
- Nadezhda Krupskaya and Bolshevik education.

Unit 5: Theories of deschooling

- Theories of deschooling: Illich and Goodman.
- John Holt and homeschool.

Unit 6: Personalist Theories

- The Pedagogy of Paulo Freire.
- Lorenzo Milani and the Barbiana school.

BLOCK B. POSTMODERNITY THEORIES IN 21ST CENTURY EDUCATION

Unit 7: Pedagogies of the 21st century

- Emotional pedagogy: Toshiro Kanamori
- Slow pedagogy

Unit 8: Educational innovation in schools

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

Development plan

Week	Days	Contents of the subject	Objectives
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1	February 7-11	Unit 1: Theories of pedagogical modernity	1, 5,6 i 7
2	February 14-18	Unit 1: Theories of pedagogical modernity	1, 5,6 i 7
3	February 21-25	Unit 1: Theories of pedagogical modernity	1, 5,6 i 7
4	February 28- March 4	Unit 2: The renewing tradition	2,3,5,6 i 7
5	March 7-11	Unit 2: The renewing tradition	2,3,5,6 i 7
6	March 14-18	Unit 3: Anti-authoritarian theories	2,3,5,6 i 7
7	March 21-25	Unit 4: Marxist theories	2,3,5,6 i 7
8	March 28- April 1	Unit 4: Marxist theories	2,3,5,6 i 7
9	April 4-8	Unit 5: Theories of deschooling	2,3,5,6 i 7
10	April 19-22	Unit 6: Personalist theories	4,3,5,6 i 7
11	April 25-27	Unit 6: Personalist theories	4,3,5,6 i 7
12	May 2-6	Unit 7: Pedagogies of the 20th century	4,3,5,6 i 7

13	May 9-13	Unit 7: Pedagogies of the 20th century	4,3,5,6 i 7
14	May 16-20	Unit 8: Educational innovation in schools	4,3,5,6 i 7
15	May 23-27	Unit 8: Educational innovation in schools	4,3,5,6 i 7
16			
17	May 30-	Evaluation	
18	June 23	week	
19			

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

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- 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.
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- 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.
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- 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.

Webgraphy

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