



Universitat de Lleida

DEGREE CURRICULUM  
**INSTITUTIONAL  
CONTEMPORARY THEORIES  
OF EDUCATION**

Coordination: LOPEZ TEULON, MARIA PAZ

Academic year 2022-23

Subject's general information

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

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BERNAD CAVERO, OLGA	olga.bernad@udl.cat	2,6	
GONZALEZ RODRIGUEZ, JUAN AGUSTIN	agustin.gonzalez@udl.cat	3,8	
LOPEZ TEULON, MARIA PAZ	paz.lopez@udl.cat	1,4	

## Competences

### General competencies:

- CG5 Develop capacity for selection, knowledge and information management.

### Specific competencies:

- 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.

### Transversal competences

- CT1 Have correct oral and written expression.
- CT3 Master ICT.
- CT5 Apply the gender perspective to own functions.

## Subject contents

### Unit 1: Theories of pedagogical modernity

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

### 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.

## Unit 7: Pedagogies of the 21st century

- Emotional pedagogy: Toshio 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	Content	Objectives
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1	Topic 1: Theories of pedagogical modernity	1,5,6 i 7
2	Topic 1: Theories of pedagogical modernity	1,5,6 i 7
3	Topic 1: Theories of pedagogical modernity	1,5,6 i 7
4	Topic 2: The renewing tradition	2,3,5,6 i 7
5	Topic 2: The renewing tradition	2,3,5,6 i 7
6	Theme 3: Anti-authoritarian theories	2,3,5,6 i 7
7	Topic 4: Marxist Theories	2,3,5,6 i 7
8	Topic 4: Marxist Theories	2,3,5,6 i 7
9	Topic 5: Theories of deschooling	2,3,5,6 i 7
10	Topic 6: Personalistic Theories	4,3,5,6 i 7
11	Topic 6: Personalistic Theories	4,3,5,6 i 7
12	Topic 7: Pedagogies of the 20th century	4,3,5,6 i 7
13	Topic 7: Pedagogies of the 20th century	4,3,5,6 i 7
14	Topic 8: Educational innovation in schools	4,3,5,6 i 7
15	Topic 8: Educational innovation in schools	4,3,5,6 i 7

16	
17	
18	Evaluation weeks
19	

## Evaluation

### Ordinary evaluation:

To pass the subject, the student must obtain a final numerical grade of 5 or higher. The evaluation of the subject will be composed of three pieces of evidence with the following weight in the final grade:

- Evidence 1: 40%
- Evidence 2: 40%
- Evidence 3: 20%

Evaluation evidence 1 and 2 will be recoverable if the student has not passed them. The recovery grade can never be higher than 5.

### Alternative assessment:

Students who have been granted the alternative assessment must complete the same assessment evidence as in the ordinary assessment, but doing all of them individually.

### General considerations:

- the evidence that is carried out individually in the development of the subject will always incorporate a bibliography with a minimum of three documents that come from books and/or magazines. And in those that are carried out in a group way, a minimum of 5 references will be requested.
- An indispensable requirement is linguistic and formal correction in written productions.
- The grade of NOT PRESENTED will be applied whenever the student has completed a percentage of less than 30% of the subject's assessment activities. If you have completed 30% or more of the assessment activities, the corresponding grade will be entered in the minutes.

## 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 moebi*, 53, 124-134.

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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.

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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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Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. (January 15, 2022). *UNESCO. España*. <https://es.unesco.org/countries/espana>