

Degree	Type	Year	Semester
2500260 Social Education	OB	1	1
2500261 Education Studies	OB	1	1

Contact

Name: José Antonio Jordán Sierra

Email: Josep.Jordan@uab.cat

Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Teachers

Joan-Carles Mèlich Sangrà

Geo Saura Casanova

Prerequisites

Preferably, students should have review the basic themes of Philosophy (Higher Education).

Objectives and Contextualisation

The course aims to study the main theories of contemporary education and to analyse the historical evolution of these theories and their implementation.

At the first part, Educational Theory, the students analyse the sense and meaning of education, the relationship between education and Western culture, the epistemological role of pedagogy within the set of sciences of education. Also, the course aims to study different educational theories with a critical perspective. The second part, History of Education, aims to analyse different perspectives and historically relevant authors in order to understand their present contribution.

This course complements other courses of the first year: "Sociedad, Ciencia y Cultura", "Contextos educativos", "Aspectos biopsicológicos de la persona", and supplements the course of the second year: "Bases sociopolíticas de la educación". Also, this course establishes the epistemological base of the course "Research in education" and establishes the philosophical and historical aims of "Anthropology and philosophy of education".

Skills

Education Studies

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.

- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Understand the processes that occur in educational and training activities and their impact on learning.

Learning outcomes

1. Acquire the main conceptual and epistemological references that make up the main theories of education.
2. Critically accept the historical trajectory of educational thinking and action.
3. Demonstrating personal educational thinking based on the knowledge of the theoretical and historical references of education.
4. Identifying and analysing the most relevant episodes in the history of education and pedagogical thought.
5. Obtaining a historical and critical vision of the evolution of the school institution, in order to understand some of the factors that condition its renewal.
6. Recognising the major educational problems and assessing the theoretical contributions and practices of educational renewal that have been adopted to deal with them in our country.
7. Understand the social factors involved in the creation and development of current educational theories and currents.

Content

EDUCATIONAL THEORY

1. Concept of education and pedagogy

- 1.1. Sense and meaning of education
- 1.2. The educator's role
- 1.3. Concept of pedagogy: art, science and technology

2. Teachers' attitudes and dispositions

- 2.1. Pedagogical responsibility
- 2.2. Pedagogical hope
- 2.3. The tact of teaching

3. Authors

- 3.1. Maria Montessori
- 3.2. Janusz Korczak

HISTORY OF EDUCATION

4. The Greek paideia

- 4.1 The Sophists: Protagoras
- 4.2 Socrates
- 4.3 Plato: The Republic

5. Christianity and education

5.1 Clement of Alexandria

5.2. Augustine of Hippo

6. Modern pedagogy

6.1 Montaigne

6.2. Comenius

6.3 Rousseau: Emilio, or On Education

7. Marxist pedagogy

7.1. Marx and Engels

7.2 Makarenko

8. Anarchist pedagogy

8.1. Ferrer Guardia

9. Contemporary Education

9.1 Paulo Freire and Critical Pedagogy

9.2 The Free Educational Institution and Giner de los Ríos

9.3 Education in the 21st century

Methodology

The protagonist in the process of learning is the student; it is under this premise that the methodology of this course has been designed.

Activities	Hours	Methodology	Learning outcomes
Lectures	30	Lectures, practices, preparation of individual works, preparation of group works, group seminars	G1.4/ G1.5/ EP1.7/ EP1.8/ EP2.3/ TF5.4/ TF5.3
Tutorials	15	Reading discussions, presentations of individual- and group works, readings, individual reflection, and individual study	G1.4/ G1.5/ EP1.7/ EP1.8/ EP2.3/ TF5.4/ TF5.3/ G1.5/ EP1.7/ EP1.8

Activities

Title	Hours	ECTS	Learning outcomes
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Type: Directed			
Exam	0	0	1, 4, 5
Lectures	30	1.2	1, 2, 7, 4, 3, 5, 6
Tutorials	15	0.6	1, 2, 7, 4, 3, 5, 6
Type: Supervised			
Supervision	30	1.2	7, 6
Type: Autonomous			
Individual work	75	3	2, 7, 4, 3, 5

Evaluation

This course is a system of continuous assessment through activities shown within the next table

Evaluation activities*	% of the final marks	Learning Outcomes	To pass this course the student must pass both parts: Educational Theory and History of Education. The final mark of this course will be an average of both parts. In order to pass this course it is necessary that the student achieves a minimum of 4.5 in each part of the course.
Voluntary works could modify the final %			
Exams	50% (divided into three parts)	EP1.7/ EP1.8/ EP2.3/ TF5.4/ TF5.3	
Practices and presentations of individual- and group works	50% (divided into three parts)	G1.4/ G1.5/ EP1.8/ EP2.3/ TF5.3	The marks obtained in each of the activities' assessment are given to students to a maximum of 20/25 days by

publishing the results on the "Virtual Campus" or in the classroom. Students who like to review their exams have the opportunity do so within a period of 15 days. Students who do not pass the exam have the opportunity to repeat during the days afterwards.

The student must attend a minimum of 80% of the sessions, otherwise the students will be considered absent for the whole course.

Copying and plagiarism will be punished with a zero in the entire block where the student commits the plagiarism.

The presentation of an obligatory task results in an compulsory evaluation and might not be considered later as "not presented" afterwards.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Exam	50%	0	0	1, 2, 7, 4, 3, 5, 6

Bibliography

EDUCATIONAL THEORY

Bauman, Z. (2007): Els reptes de l'educació en la modernitat líquida, Barcelona, Arcàdia

Duch, Ll. (1997): La educación y la crisis de la modernidad, Barcelona, Paidós

Meirieu, P. (1998): Frankenstein educador, Barcelona, Laertes

Rancière, J. (2003): El maestro ignorante, Barcelona, Laertes

Steiner, G. (2004): Lecciones de los maestros, Madrid, Siruela

Steiner, G./Ladjali, C. (2005): Elogio de la transmisión. Maestro y alumno, Madrid, Siruela

Van Manen, M.(1998). El tacto en la enseñanza. Hacia una pedagogía de la sensibilidad. Barcelona, Paidós

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HISTORY OF EDUCATION

Bowen, J. (1985). Historia de la Educación occidental (3 vols.), Barcelona, Herder

Escolano Benito, A.(1985): Historia de la educación, Madrid, Anaya

Luzuriaga, L. (1981): Historia de la educación y la pedagogía, Buenos Aires, Losada

Marrou, H. I. (2004): Historia de la educación en la Antigüedad, Madrid, Akal.

Ponce, A. (1981): Educación y lucha de clases, Madrid, Akal

Viñao, A. (2002). Sistemas educativos, culturas escolares y reformas: continuidades y cambios. Madrid: Morata.

Viñao, A. (2004). Escuela para todos: Educación y modernidad en la España del siglo XX. Madrid: Marcial Pons Ediciones.

Links

<http://www.sc.ehu.es/sfwsedhe/>

<http://www.iecat.net/institucio/societats/SHistoriaEducacioPaisosLlenguaCatalana/inici.htm>

http://www.inrp.fr/she/histed_accueil.htm