

Theories and History of Education

Code: 101662
ECTS Credits: 6

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

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

Social Education

- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.

- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.

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 Homer, *Odyssey*. The Greek Tragedy

4.2. The Sophists: Protagoras

4.3 Socrates

4.4 Plato: *The Republic*

5. Christianity and education

5.1 Paul of Tarsus

5.2. Clement of Alexandria

5.3. Augustine of Hippo

6. Modern pedagogy

6.1 Montaigne

6.2. Comenius

6.3 Rousseau: *Emile, or Education*

7. Marxist pedagogy

7.1. Marx, *The Communist Manifesto*

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/

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	Credits ECTS	Learning results
-------	-------	--------------	------------------

Type: Directed

Evaluation activity	0	0	1, 2, 3, 4, 5, 6, 7
---------------------	---	---	---------------------

Large group presence	30	1,2	1, 2, 3, 4, 5, 6, 7
----------------------	----	-----	---------------------

Seminars	15	0,6	1, 2, 3, 4, 5, 6, 7
----------	----	-----	---------------------

Title	Hours	Credits ECTS	Learning results
-------	-------	--------------	------------------

Type: Supervised

Supervised activity	0	0	1, 2, 3, 4, 5, 6, 7
---------------------	---	---	---------------------

Type: Autonomous	30	1,2	1, 2, 3, 4, 5, 6, 7
------------------	----	-----	---------------------

Autonomous activity	15	0,6	1, 2, 3, 4, 5, 6, 7
---------------------	----	-----	---------------------

Activities

Title	Hours	ECTS	Learning outcomes
-------	-------	------	-------------------

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

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.

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.

Likewise, the corrective language, the writing and the formal aspects of presentation in all the activities (individual and group) will also be considered, in an important qualitative percentage. In addition, each student will have to express themselves fluently, with correction and showing mastery in the comprehension of the academic texts. In this sense, an activity can be returned (not evaluated) or, even, suspended ... if the teaching staff considers these basic aspects of verbal expression and, above all, written, inadequate.

Also detailed below are the dates in which the exams will be done and the deliveries of the individual and / or group activities of practical works.

Specifically, regarding the Group (1), the Pedagogy Degree (of this subject) the exam of the First Part will be held on November 8, 2018; and the examination of the Second Part will take place on January 17, 2019. With respect to the Group (2), Social Education degree (of this subject) the exam of the First Part will be held on November 6 of 2018; and the examination of the Second Part will be done on January 15, 2019. The recovery of the entire subject will be January 31, 2019.

With regard to the delivery of individual and / or group work, regarding the Group (1), the Pedagogy Degree (of this subject) on the day of the delivery of the group work of the First Part will be on January 10th 2019 ... and the day of the delivery of the individual and / or group works of the Second Part of the subject will be on January 17th. With regard to the delivery of individual and / or group work, regarding the Group (2), Social Education degree (of this subject) the day of delivery of the group work of the First Part will be on the 8th of January 2019 ... and the day of the delivery of the individual and / or group works of the Second Part of the subject will be on January 15th. The recovery of the entire subject will be January 29, 2019.

<spanlang="EN-US">

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Exam	50%	0	0	1, 2, 7, 4, 3, 5, 6
Group works	25%	0	0	2, 7, 3, 6
Individual works	25%	0	0	2, 7, 4, 3, 5

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

Van Manen, M. (2004): *El tono en la enseñanza. El lenguaje de la pedagogía*, Barcelona, Paidós

HISTORY OF EDUCATION

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

Foucault, M. (2005). *Hermenéutica del sujeto*, Madrid, Akal.

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

Links

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

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

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