

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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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".

Competences

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
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Lectures	30		
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		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	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
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
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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

Assessment

The exam of the subject will be carried out throughout the semester by means of the activities that are shown in the following table. In order to pass the subject, the

activities of both sections must be approved. From a

minimum grade of 5 in either block, you can start averaging between all the proposed assessment activities. However, a minimum final grade of 5 in order to pass -well and considering- the practical works (individual, and group) and

The grades obtained in each of the assessment activities will be delivered to the students.

To pass the subject

you must have passed the two parts of the subject. Students who have to retake one of the follow-up tests will have to pass the subject again.

Copying or plagiarizing material, both in the case of assignments and in the case of exams, will involve a zero in the exercise.

Failure to submit any of the required works eliminates the option of "not submitted".

Likewise, the

reasoning capacity of the main ideas in the exam and in the practical works, the

linguistic correction, 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 must express themselves clearly and coherently.

The dates on which the exams will take place and the deliveries of the individual and / or group activities of practical works will be published in the subject's website.

Specifically, with regard to the
Group (1), degree in
Pedagogy (of this subject), the
exam of the
First Part will take place on
November
19,
2020; and the
exam of the
Second Part will be done on
January
21,
2021. As for the
recovery of the whole subject (for this group of
[1]) it will be done on
February 4,
2021.

With regard to the

Group (2), degree in
Social Education (of this subject), the
exam of the
First Part will take place on
November
10,
2020; and the
examination of the
Second Part will take place on
January
26,
2021. The
recovery of the whole subject (for this group
[2]) will be on
February 2,
2021.

Regarding the
delivery of the individual and group works, regarding the Group
(1), degree of
Pedagogy (of this subject), the
day of the
delivery of the individual and group works of the
First Part will be the
7 of
January of 2021 ... and the
day of the
delivery of the individual and group works of the
Second Part of the subject will be the

12 of
January of 2021.

As for the
delivery of the
individual and group works, with regard to the
Group (2), degree in
Social Education (of this subject) the
day of delivery of these of the
First Part will be on
January 12,
2021 ... and the
delivery of these i
ndividual and group works of the
Second Part of the course will be on
January
14,
2021.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	50%	0	0	1, 2, 7, 4, 3, 5, 6
Group works	20%	0	0	2, 7, 3, 6
Individual works	30%	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