

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

Name: Aida Urrea Monclus
Email: Aida.Urrea@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.

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 History of Education part, aims to analyse different perspectives and historically relevant authors in order to understand their present contribution.

This course complements other courses as "Mirem el món: Projectes Transdisciplinars", "Educació i contextos educatius", "Aspectes biopsicològics de la persona", and supplements the course "Bases sociopolítiques de l'educació". 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

THEORY OF EDUCATION

- Concept of education and pedagogy.
- Attitudes and dispositions of professionals of education.
- Pedagogical currents and authors of Western Pedagogy.

HISTORY OF EDUCATION

- The Greek paideia
- Christianity and education
- Modern pedagogy

Methodology

The protagonist in the teaching-learning process is the student. It is under this premise that the methodology of this course has been designed:

- Lectures: Lectures, workshops, exhibition of individual or group works, critical comments on readings.
- Seminars: Group dynamics and case studies, reading discussions, individual and group works, critical reflections on practices.

All the tasks of this subject follow 3 parts: autonomous activity, directed activity (large group and seminars) and supervised activity.

The methodology that will be used in this course will take into account both the gender perspective and the attention to diversity.

COVID Situation: Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	30	1.2	1, 2, 7, 4, 3, 5, 6
Seminars	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 evaluation of the subject will be carried out throughout the semester through the activities discussed in this section.

To pass the course, you must have a minimum arithmetic average of 5. A score that arises from the calculation between the three assessment activities. However, there is the possibility of re-evaluation the subject, provided that an arithmetic average of 3.5 is available. This will be through a new and unique activity. The maximum grade for this re-evaluation can only be approved (5 to 6.9).

Copying or plagiarism in any of the evaluation activities constitutes a crime and will be penalized with a 0 in the final grade of the subject losing the possibility of recovering it, whether it is an individual or group work.

Reasoning ability, linguistic correctness, writing and formal presentation will be taken into account in all assessment activities (individual and group). In addition, each student will have to express themselves fluently, correctly and showing mastery in the comprehension of academic texts. In this sense, an activity may be returned (not evaluated) or even suspended if the teacher considers these basic aspects of verbal and written expression insufficient.

The grades obtained in each of the assessment activities will be delivered to the student within a maximum of 20/25 days by publishing the results on the Virtual Campus or in the classroom.

Attendance is mandatory with a minimum of 80% of class sessions.

The following and, provisionally, the evaluation dates are mentioned:

Degree in Social Education

1. Resolution and exhibition of a case study: 14th December
2. Reading discussion: 21st December
3. Exam: 11th January

- Re-evaluation (only one exercise): 25th January

Degree in Pedagogy

1. Resolution and exhibition of a case study: 2nd December
2. Reading discussion: 9th December
3. Exam: 16th December

- Re-evaluation (only one exercise): 20th December

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam (Individual)	30%	0	0	1, 2, 7, 3, 5, 6
Reading discussion (Individual)	40%	0	0	2, 7, 4, 3, 5
Resolution and exhibition of a case study (Group Work)	30%	0	0	2, 7, 3, 6

Bibliography

Arendt, H. (2009). *La condició humana*. Barcelona: Empúries.

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

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

Carbonell, J. (2015). *Pedagogías del siglo XXI. Alternativas para la innovación educativa*. Barcelona: Octaedro.

Carr, W. (2002). *Una teoría de la educación*. Madrid: Morata.

Dewey, J. (1938). *Experiencia y educación*. Madrid: Biblioteca Nueva.

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

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

Freire, P. (2012). *Pedagogía del oprimido*. Madrid: Siglo XXI.

García, A. (2017). *Otra educación YA es posible. Una introducción a las pedagogías alternativas*. Albuixech: Llitera libros.

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

Martín, X. (2020). Una pedagogía a favor de la inclusión. *RES, Revista de Educación Social*, 20, enero-junio, 139-155.

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

Meirieu, P. (2009). *Pedagogia: el deure de resistir*. Barcelona, Associació de Mestres Rosa Sensat.

Mèlich, J. C. (2019). *La sabiduría de lo incierto. Lectura y condición humana*. Barcelona, Tusquets.

Nussbaum, M. (2005). *El cultivo de la humanidad*. Barcelona: Paidós.

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.

Software

No specific software is required.