

Contemporary Theories and Practices in education

Code: 102011
ECTS Credits: 6

2025/2026

Degree	Type	Year
Early Childhood Education	FB	2
Primary Education	FB	1

Errata

Group 31. Exam 1 (28/10/25), Exam 2 (13/01/2026). Retake 27/01/26. Group work submission 13/1/26

Group 21: Exam 1 (6/11/25), Exam 2 (15/01/26). Retake 29/01/26. Group work submission 15/1/26

Group 62: Exam 2 (18/06/26). Retake 25/06/26

These changes will be also applied for the single assessment mode.

Contact

Name: Isabel Alvarez Canovas

Email: isabel.alvarez@uab.cat

Teachers

Mireia Foradada Villar

Isabel Alvarez Canovas

Josep Lluis Rodríguez Bosch

Xavi Lopez Garcia

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

It's recommended to review the Philosophy studied of the High school. In case the admission to the University comes from another access route, different from the one previously mentioned, it would also be good to be able to study a brief History of philosophy.

Objectives and Contextualisation

It's to introduce students to the study of main educational theories in the contemporary world. At the same time, also he wants to show the historical evolution of these theories and their implementation.

In the first block, will be studied: the significance and the meaning of education, the relationship between the education and the Western culture and, of course, the epistemological role of pedagogy within the set of the education sciences. In addition, the main models of the educational theories are presented and carried out its critical consideration.

On the second block, it will deepen: in the institutions and the pedagogical movements, teaching practices and the most important education in current key.

This course complements other subjects like: ***Mirem el món // Educació Digital i Socioemocional // Habilitats comunicatives en l'àmbit educatiu.***

Competences

Early Childhood Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Appreciate the importance of teamwork.
- Assessing the personal relationship with each student and their family as a quality factor of education.
- Demonstrate an understanding of the role, possibilities and limits of education in today's society and core competencies that affect infant schools and their professionals.
- Demonstrate knowledge of quality improvement models with application to schools.
- Know about international experiences and examples of innovative practices in infant education.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Participate in the development and monitoring of educational programs in infant education in the framework of school projects and in collaboration with the territory and with other professionals and social agents.
- Place infant schooling in the Spanish education system, and in the European and international context.
- Understand the law governing kindergartens and their organization.

Primary Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Know about the historic evolution of the education system in our country and the political and legislative conditioners of educational activity.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Understanding the function, possibilities and limits of education in today's society and the fundamental skills affecting primary schools and their professionals

Learning Outcomes

1. Accept that the diversity and plurality of ideas, practices and educational institutions is a value to defend.

2. Access basic and contextual information on the main theoretical teaching and practical contributions that affect the teaching profession.
3. Analyse, contextually and pedagogically, educational projects and national and international assessment reports related to nursery and primary education and that help make decisions in the field of education policy.
4. Assessing the value of, and respecting the different pedagogical contributions of, different movements and authors of contemporary relevance.
5. Critically analyse the principles, values and procedures that govern the exercise of the profession.
6. Critically and independently analyse the main current formulations and pedagogical practices, and be able to defend the assumption of criteria.
7. Examining the knowledge of the main international, and especially European, pedagogical movements that have influenced contemporary pedagogical theory and practices that affect nursery and primary schooling.
8. Explain the explicit or implicit code of practice of one's own area of knowledge.
9. Find out about and develop a monitoring plan for infant education projects in the framework of a school that collaborates with the territory and with other professionals and social agents.
10. Gaining a deeper knowledge of certain authors and educational movements that have had a special importance in educational thinking and practice in our country.
11. Identifying the main changes affecting educational practice and the way teachers exercise their profession today.
12. Observing and describing the main limitations but also the possibilities of current educational projects and practices of different centres and teaching professionals.
13. Propose new methods or well-founded alternative solutions.
14. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
15. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
16. Understand the historical evolution of the main currents of educational thinking in terms of the various changing contexts that affect teaching.
17. Understand the main currents of contemporary thought of educational influence and their impact on nursery and primary education.
18. Using graphic techniques to analyse the legislation regulating infant schools and their organisation.
19. Using techniques such as the genogram, the video frame, family photos and family albums to critically analyse personal and other family relationships.
20. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
21. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

- 1.- General aspects of the **Theories of education**.
- 2.- Classics of Western pedagogy.
- 3.- Pedagogical currents associated with specific educational methodologies.
- 4.- Relevant issues related to educational practice of our present.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
-------	-------	------	-------------------

Type: Directed

Classroom activity in Large group	30	1.2	2, 6, 10, 17, 16, 11, 7, 4
Classroom activity in Seminars	15	0.6	2, 3, 6, 10, 17, 16, 11, 7, 12, 4
Type: Supervised			
Supervised activity	30	1.2	2, 6, 17, 16, 11, 7, 12
Type: Autonomous			
Autonomous activity	75	3	2, 6, 10, 17, 16, 11, 7, 4

All the tasks of the subject follow 3 parts: autonomous activity, directed activity (Large Group and Seminars) and supervised activity. All these parties, knowing of the changes that may be appropriate, want to make the gender perspective explicit. In addition, 15 minutes of a session will have to be allocated to answer the evaluation surveys.

NEW:

In this course, this subject will propose some activities with the Learning and Service. With this kind of methodology, students will be able to participate in an project which main aim is to help improve a community or a group of people.

In addition, as part of the celebration of the Centenary of Marta Mata, a field trip will be organized to her foundation in the Baix Penedès region. The trip will take place during class hours, will not involve an overnight stay, but will include transportation by coach, which will be arranged by the faculty. There will be a cost for students, which will be specified at a later date. For students who are unable to attend, guidelines will be provided so they can complete the visit independently. This activity will contribute to the group work evidence.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous assessment based on evidence in practical tasks (1st part: individual and/or group)	30%	0	0	2, 3, 5, 6, 1, 17, 16, 9, 8, 11, 12, 21, 13, 14, 15, 19, 18, 4, 20
Continuous assessment based on evidence in practical tasks (2nd part: individual and/or group)	20%	0	0	2, 3, 5, 6, 1, 17, 16, 9, 8, 11, 12, 13, 14, 15, 19, 18, 4, 20
Individual exercise	50%	0	0	2, 3, 6, 10, 17, 11, 7

CONTINUOUS ASSESSMENT

This evaluation will be conducted, during the semester, through the evaluative activities contained in this table.

To pass the subject, you must have a minimum arithmetic mean of 5. A score that comes from the calculation between the three sections. However, this calculation previously requires a minimum grade of 5 in the individual exercise (which may or may not be a written exam). In case of failing the subject, there is the possibility of recovering it, with the condition that a minimum arithmetic mean of 3.5 and have delivered 66% of total activities, through a new individual exercise. If successful, the maximum mark of this recovery can only be an approved. Repeating the subject implies doing the 3 evidences again and submitting them at the date of the single assessment that is assigned for each group. Finally, and according to point 9 of article 266 of the UAB Academic Regulations, a student is defined as 'Not Assessable' when the three pieces of evidence that constitute the assessment of the course have not been submitted.

The assessment will include, mainly, three kind of evidences:

- 1.- Critical Essay. Individual Evidence 30%
- 2.- Group project based on Service and Learning methodology. Group Evidence 20%
- 3.- Exam. Individual evidence 50%

Next, in a provisional way, the evaluation dates are mentioned:

1/ Bachelor's Degree in Primary Education (1st course, 1st semester)

1/ Primary Education group (1st course, 1st term)

Group 31 Exam 1 (6/11/2025) /Exam 2 (15/01/2026) // Re-Take (29/01/2026).Critical Essay.14/10/2025. Group work final submission: 15/1/2026.

Group 21 Exam 1 (28/10/2025)/ Exam 2 (13/01/2026) // Re-Take (27/01/2026). Critical Essay. 23/10/2025. Group work final submission. 13/1/2026

Group 71 Exam 1 (28/10/2025) / Exam2 (13/01/2026) / Re-Take (27/01/2026). Critical Essay. 14/10/2025. Group work final submission. 13/1/2026

Group 41 Exam 1 (06/11/2025) i Exam 2 (15/01/2026) // Re-Take (29/01/2026). Critical Essay. 23/10/2025. Group work final submission 15/1/2026

2/ Kindergarten Education Group (2nd course, 2nd semestre)

Grup 61 Exam 1 (20/04/2026 i Exam 2 (15/06/2026) // Re-Take (29/06/2026). Critical Essay- 23/3/2025. Group work final submission 15/6/2026

Grup 62 Exam 1 (30/04/2026 i Exam2 (25/06/2026) // Re-Take (02/07/2026). Critical Essay. 09/4/2025. Group work final submission 25/6/2026

SINGLE ASSESSMENT

This evaluation implies that the students concentrate the delivery of the three evidences (same ones for continuous assessment with the same % for each evidence as continuous assessment) on the following dates according to each group: 41: 15/1/2026, 71: 13/01/2026, 31: 15/1/2026, 21: 13/1/2026, 61: 15/6/2026 and 62: 25/6/2026. In fact, the

weight and requirement of each evidence is identical to continuous assessment. Referring to the improvement, recovery, revision and repetition of the subject, they also follow the same procedure as in the continuous assessment.

RETURN

The marks obtained in each of the activities, in up to 20 business days, will be delivered to students by publishing the results in the classroom or in the *Virtual Campus*.

LANGUAGE DOMAINS

In this section, it also takes value: the linguistic correction, the writing and the formal aspects of presentation in all the activities (individual and/or group). In addition, it's necessary to express fluently, correctly and show aptitude in the comprehension of the academic texts. In this sense, an activity can be returned (not evaluated) or suspended, if the teacher considers that it doesn't fulfill these requirements. In turn, you must write the sources, notes, textual citations and bibliographic references correctly in accordance with the APA format.

PROHIBITIONS

Remember that it's not allowed to copy or plagiarize in the writing of any activity (regulation approved by the Comissió d'Ordenació Acadèmica de Graus i Màsters: Criteris i pautes generals d'avaluació de la Facultat de Ciències de l'Educació, May 28, 2015; and modified by the Junta de Facultat, April 6, 2017). For more information (http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html). Therefore, any attempt (URKUND) will be used as an anti-plagiarism tool) will mean failing the subject without the option of recovery. To pass the course, students must demonstrate attitudes compatible with the educational profession: active listening, respect, participation, cooperation, empathy, kindness, punctuality, reasoning, appropriate use of mobile phones and other technological devices, etc. In this regard, with respect to the use of Artificial Intelligence, this course follows Model 3, which permits its use and states: 'The use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection. The student must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final outcome of the activity. Lack of transparency in the use of AI will be considered a breach of academic integrity and may result in a penalty to the activity's grade or more severe sanctions in serious cases. This will receive a sanction of 0 in that item.'

Bibliography

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

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

Benejam, P. (2014). *Quina educació volem?* Barcelona: Associació de Mestres Rosa Sensat.

Bowen, J. (1985). *Historia de la educación occidental* (3 volums). Barcelona: Herder.

Carr, W. (2002). *Una teoría para la educación. Hacia una investigación educativa crítica*. Madrid: Morata.

Codina, M. T. (2008). *Educar en temps difícils*. Escola Talitha, 1956-1974. Vic: Eumo.

Cortina, A., (2024). *Ética o ideología de la Inteligencia Artificial*. Barcelona: Paidós.

Cuesta, P. (1994). *La escuela en la reestructuración de la sociedad española (1900-1923)*. Madrid: Siglo XXI.

Debesse, M. i Mialaret, G. (1973). *Historia de la pedagogía (2 volums)*. Barcelona: Oikos-Tau.

Drouin-Hans, A.-M. (2008). *Relativisme et éducation*. París: L'Harmattan.

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

Durst, A., (2010). *Women Educators in the progressive Era. The women behind Dewey's laboratory school*. US Palgrave MacMillan.

Escolano, A. (1984). *Historia de la educación (2 volums)*. Madrid: Anaya.

Fitzgerald, T., Smyth, E., (2014). *Women Educators, Leaders and Activists: Educational lives and networks 1900-1960*. US Palgrave MacMillan.

Fullat, O. (1992). *Filosofías de la educación*. Paideia. Barcelona: Ceac.

González, H., Gil del Pino, C., Fernández, G., Espino, L., Hidalgo, D., (2021). *Fundamentos teóricos e Históricos de la Educación*. Barcelona. Síntesis

Han, B. (2024). *La crisis de la narración*. Barcelona. Herder.

Han, B. (2024). *El espíritu de la esperanza*. Barcelona. Herder.

Ladjali, C. (2014). *Ma bibliothèque. Lire, écrire, transmettre*. París: Seuil.

Llevadot, L. i Riba, J. (2012). *Filosofías postmetafísicas. 20 años de filosofíafrancesa contemporánea*. Barcelona: UOC.

Luque, D. & Sánchez-Serrano, S. (Eds.) (2024). *Teoría de la Educación*. Ediciones Complutense.

Luzuriaga, L. (1980). *Historia de la educación y de la pedagogía*. Buenos Aires: Losada.

Mata, M. (2010). *Per avançar en Educació*. Vic: Eumo

Meirieu, P. (1998). *Frankensteineducador*. Barcelona: Laertes.

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

Mèlich, J-C. (2023). *La fragilitat del món. Assaig sobre un temps precari*. Barcelona: Tusquets.

Monés, J. (1977). *El pensament escolar i la renovació pedagògica a Catalunya (1833-1938)*. Barcelona: La Magrana.

Montessori, M. (1984). *La descoberta de l'infant*. Vic: Eumo.

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

Ordine, N. (2013). *La utilitat de l'inútil*. Barcelona: Quaderns Crema.

Pagès, A. (2018). *Cenar con Diotima. Filosofía y feminidad*. Barcelona: Herder.

Rabazas, T. (2015). *El conocimiento teórico de la educación en España. Evolución y consolidación*. Madrid: Síntesis.

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

Reale, G. i Antiseri, D. (2010). Historia del pensamiento filosófico y científico (3 volums). Barcelona: Herder.

Santoni, A. (1981). Historia social de la educación. Barcelona: Reforma de la Escuela.

Sensat, R. (1996). Vers l'escola nova. Vic: Eumo.

Solà, R. (2003). L'escola Ton i Guida: quan la pedagogia activa va anar al suburbi (Barcelona 1962-1994). Barcelona: Edicions 62.

Soler, J. (2015). Vint mestres i pedagogues catalanes del segle XX. Un segle de renovació pedagògica a Catalunya. Barcelona: Associació de Mestres Rosa Sensat.

Sotos, M. (2016). Maria Antònia Canals i Tolosa. Renovación pedagógica y didáctica de las matemáticas. Barcelona: Octaedro.

Steiner, G. (2016). Lecciones de los Maestros. Madrid: Siruela.

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

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

VVAA (2022). Mujeres imprescindibles. Educadoras en la Vanguardia del Siglo XX. Kalandraka.

Webs d'interès

<https://blogs.iec.cat/she/>

<https://blogs.iec.cat/scp/>

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

<http://www.sophied.org>

Software

This subject doesn't use any type of technological software.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	211	Catalan	first semester	morning-mixed
(SEM) Seminars	212	Catalan	first semester	morning-mixed
(SEM) Seminars	213	Catalan	first semester	morning-mixed
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(SEM) Seminars	313	Catalan	first semester	morning-mixed

(SEM) Seminars	411	Catalan	first semester	afternoon
(SEM) Seminars	412	Catalan	first semester	afternoon
(SEM) Seminars	413	Catalan	first semester	afternoon
(SEM) Seminars	611	Catalan	second semester	morning-mixed
(SEM) Seminars	612	Catalan	second semester	morning-mixed
(SEM) Seminars	613	Catalan	second semester	morning-mixed
(SEM) Seminars	621	Catalan	second semester	afternoon
(SEM) Seminars	622	Catalan	second semester	afternoon
(SEM) Seminars	623	Catalan	second semester	afternoon
(SEM) Seminars	711	English	first semester	afternoon
(SEM) Seminars	712	English	first semester	afternoon
(SEM) Seminars	713	English	first semester	afternoon
(TE) Theory	21	Catalan	first semester	morning-mixed
(TE) Theory	31	Catalan	first semester	morning-mixed
(TE) Theory	41	Catalan	first semester	afternoon
(TE) Theory	61	Catalan	second semester	morning-mixed
(TE) Theory	62	Catalan	second semester	afternoon
(TE) Theory	71	English	first semester	afternoon