



COURSE DATA

Data Subject

Code	33254
Name	Contemporary problems and trends in education
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1004 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	1	Second term
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	2	First term

Subject-matter

Degree	Subject-matter	Character
1004 - Degree in Philosophy	7 - Education	Basic Training
1012 - Degree in Philosophy	7 - Education	Basic Training

Coordination

Name	Department
ANCHETA ARRABAL, ANA	120 - Comparative Education and History of Education

SUMMARY

The subject aim is to introduce the students of Philosophy degree in some of the most important and pressing problems of the contemporary educational landscape, as well as some of the latest trends and proposals for understanding and solving such problems that are educational ones, radically human. Understanding reflection on education as a branch of practical philosophy, as Dewey did, we assume the opportunity and convenience of a subject such as this, where we invite those who start in the academic study of philosophy to known and discuss critically and with good arguments on issues such as relations of equality and differences in education, freedoms and rights in education, multiculturalism and citizenship education, the educational proposals of international organizations, coeducation, etc.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

There are none, as it is a first-year subject.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1004 - Degree in Philosophy

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Ser respetuoso con la diferencia y la pluralidad evitando la discriminación por razones de género.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Be able to obtain information from different primary and secondary sources.
- Be able to convey information, ideas, problems and solutions to others (experts or not).
- Have critical and self-critical capacity.
- Know how to work in a team avoiding gender discrimination.
- Be able to apply knowledge to practice.
- Be able to learn autonomously.
- Develop innovation and creativity.
- Work with an increasing degree of self-motivation and self-demand.
- Appreciate autonomy and independence of judgement.
- Recognise human fallibility.
- View original and creative thinking positively.
- Be able to take on social and ethical commitments.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

1. Analyse the characteristics of educational reflection as practical knowledge applied to contemporary problems.
2. Analyse the aims, methodologies and instruments of education.



3. To learn about global socio-educational problems through the Millennium Development Goals and Sustainable Development Goals (SDGs).
4. To analyse in depth the first Millennium Goal: achieving universal education and SDG4.
5. Analyse in depth the third Millennium Goal: promote gender equality and empower women.
6. Analyse the main educational challenges in today's complex and multicultural societies and possible solutions.
7. Analyse and understand educational freedoms and rights.
8. Understand that educational diversity in a globalised society must also consider gender, socio-cultural and contextual differences.
9. Know, analyse and carry out some programmes aimed at the development of non-sexist, xenophobic or racist attitudes and behaviours.
10. Understand that education is a continuous process throughout life, which should not be limited to the development of cognitive aspects, but should extend to emotional, affective, ethical and social dimensions.

DESCRIPTION OF CONTENTS

1. The multicultural phenomenon: Education for intercultural citizenship.

2. Epistemological principles in educational research.

3. International education policies.

4. Current problems and trends in educational research.

5. Inequalities and education. Attention to diversity. School violence.

6. Contemporary pedagogical movements.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Seminars	15,00	100
Tutorials	5,00	100
Attendance at events and external activities	5,00	0
Development of individual work	20,00	0
Study and independent work	30,00	0
Preparation of evaluation activities	25,00	0
Preparation of practical classes and problem	15,00	0
Resolution of case studies	5,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

THEORETICAL CLASSES: Theoretical presentation of contents by the teacher and discussion in the classroom.

SEMINARS AND PRACTICAL LESSONS: Dialogue and written reflection on the topics and issues presented.

MEMORIES OR DIRECTED WORK (students of the non-classroom option): Students will write papers, reviews or reports.

TUTORIALS: Guidance from the teaching staff on those aspects of the subject that require greater attention or in-depth study.

EVALUATION**1. ATTENDANCE OPTION**

The assessment will be joint and will bring together the scores of all the thematic blocks and the activities carried out. The long-answer test to be taken at the end of the term will consist of questions on the text of Rethinking Education (UNESCO, 2016) that links with the contents worked on in the theoretical classes and practical activities. This practical part will be evaluated jointly considering the average of the activities carried out during the term.

The final mark will be calculated based on the official evaluation system:



Aspect to be assessed	Percentage
Extended essay (answers to the theoretical credits of the subject, relating it to the text Rethinking Education).	90%
Oral test (answers to everything done in the practical credits of the subject by all the teaching staff).	10%
TOTAL	100%

Assessment criteria:**Theory**

- Proficiency in specific terminology and conceptual precision.
- Clarity in the written presentation and ability to synthesise.
- Orderly, systematic and documented presentation of the contents of the discipline.
- Personal, critical and well-founded elaboration of what has been learnt.
- Grammatical and syntactic correctness of expression.

Practical work

- Class attendance
- Active participation, commitment and interest
- Quality of the work presented: adaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.
- Compliance with the established deadlines.
- Clarity of presentation, organisation of ideas, ability to synthesise.
- Richness, originality and relevance of ideas and personal opinions.

2. NON-ATTENDANCE OPTION

Students who opt for assessment through distance learning or regular non-attendance at classes, an option that will be subject to justified reasons and always providing reasonable reasons in writing to the teaching staff at the beginning of the course, must pass a written test based on the COMPLETE REPORT of Rethinking Education (UNESCO, 2016); they must also provide reviews of the following books or documents:

a) PÉREZ, C., ESCÁMEZ, J. GARCÍA, R. SANZ, R. y LÓPEZ, I. (2012). La acción educativa social: nuevos planteamientos. Bilbao: Desclée de Brouwer.

b) NACIONES UNIDAS (2015): Transformar nuestro mundo: la Agenda 2030 para el desarrollo sostenible. Nueva York: Naciones Unidas.

https://unctad.org/meetings/es/SessionalDocuments/ares70d1_es.pdf



c) CIRUJANO, P. Y LÓPEZ, I. (2007): “Un impulso feminista a la integración de género en los Objetivos de Desarrollo del Milenio”. En VV.AA.: Movimientos de mujeres en el mundo actual: derechos, conflictos y alianzas. Madrid: Universidad Autónoma de Madrid.

The reviews of these three books or documents must include: 1) Introduction, or brief presentation of the text; 2) Summary, which includes the author's objectives, arguments and fundamental ideas; 3) Selection of at least 5 fragments, with a detailed commentary on them; and 4) Final considerations and critical evaluation.

Assessment criteria:

Theory

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- Clarity in the written presentation and ability to synthesise.
- Orderly, systematic and documented presentation of the contents of the discipline.
- Personal, critica and well-founded elaboration of what has been learnt.
- Grammatical and syntactic correctness of expression.

Practical work

- Quality of the work presented: adaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.- Compliance with the established deadlines.
- Clarity of presentation, organisation of ideas, ability to synthesise.
- Richness, originality and relevance of ideas and personal opinions.

Important Note: A positive evaluation or at least a pass will require that each and every part of the subject (both theoretical and practical) is passed with at least 50% of its value. This criterion is applicable to both on-site and off-site students.

REFERENCES

Basic

- GARCÍA, R., GOZÁLVEZ, V., VÁZQUEZ, V. y ESCÁMEZ, J. (2010). Repensando la educación: cuestiones y debates para el siglo XXI. Valencia, Brief.
- CIRUJANO, P. Y LÓPEZ, I. (2007): Un impulso feminista a la integración de género en los Objetivos de Desarrollo del Milenio. En VV.AA.: Movimientos de mujeres en el mundo actual: derechos, conflictos y alianzas. Madrid: Universidad Autónoma de Madrid.
- UNESCO (2016). Replantear la educación. Paris, UNESCO.



Additional

- GRACIA CALANDÍN, J. (2016). El desafío ético de la educación. Dykinson S.L.
- FIERRO, C., FORTOUL, B., y ROSAS, L. (1999). Transformando la práctica docente. Una propuesta basada en la investigación-acción. México D.F.: Editorial Paidós (págs. 17-37).
- FULLAT, O. (1992). La Filosofía de la Educación: concepto y límites. La filosofía de la educación en Europa (pp 149-160). Dykinson. Recuperado a partir de <https://educar.uab.cat/article/view/v11-fullat-3>
- LUENGO NAVAS, J. (2004). La educación como objeto de conocimiento. El concepto de educación. En M. d. Pozo Andrés, J. L. Álvarez Castillo, J. Luengo Navas, y E. Otero Urtza, Teorías e instituciones contemporáneas de educación (págs. 30-47). Madrid: Biblioteca Nueva.
- NACIONES UNIDAS (2015). Transformar nuestro mundo: la Agenda 2030 para el desarrollo sostenible. Nueva York: Naciones Unidas. https://unctad.org/meetings/es/sessionaldocuments/ares70d1_es.pdf
- ORTIZ OCAÑA, A. (2011). Hacia una nueva clasificación de los modelos pedagógicos: el pensamiento configuracional como paradigma científico y educativo del siglo como paradigma científico y educativo del siglo XXI. Revista Praxis, 121-137.
- PÉREZ, C., ESCÁMEZ, J. GARCÍA, R. SANZ, R. y LÓPEZ, I. (2012). La acción educativa social: nuevos planteamientos. Bilbao: Desclée de Brouwer.
- LEY para la igualdad efectiva de mujeres y hombres (<http://www.uv.es/igualtat/estatal.htm>).

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1.- Contents

The contents initially collected in the teaching guide are maintained.

2.- Volume of work and temporary planning of teaching

1. Possible reduction of the weight of some activities (long response/objective test).
2. Sessions scheduled on the same dates and times with the same duration.

3.- Teaching methodology

1. Upload of materials to the virtual classroom
2. Proposal of activities for virtual classroom
3. BBC synchronous video conference



4. BBC Asynchronous Video Conference

7. Discussions in the Virtual Classroom

9. Project development
10. Tutoring by videoconference, email, messaging of the Virtual Classroom or specific forum of the Virtual Classroom

11. Autonomous work sessions

4.- Evaluation

Final evaluation in relation to the work carried out in the continuous evaluation and not only on a single document.

Adding continuous assessment activities

Weight increase in the final grade of the continuous evaluation

Assessment tests through academic work

Assessment tests through projects

Open written test (traditional exam) or test but distributed in virtual classroom if the final exam is not present.

Others (describe in the addendum): hetero-evaluation (inter-group evaluation), coevaluation (intra-group evaluation), self-evaluation on the subject's competences and key concepts.

Following the guidelines issued by those responsible for the UV, we will bet on granting a higher percentage of the final grade to the continuous evaluation process. Consistent with this, the teachers of the groups may modify the initial weight assigned to the different parts in the final grade of the subject.