VNIVERSITAT ĠİD VALÈNCIA

COURSE DATA

Data Subject

Code	33454
Name	Education theory
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	16 - Education	Basic Training

Coordination

Name	Department
GARGALLO LOPEZ, BERNARDO	335 - Education Theory

SUMMARY

As an academic discipline, the theory of education under a basic training curriculum of Pedagogy and Social Education and training a focus of particular relevance to the professional profile. Its location in the first grade curriculum is a variable that influences decisions about the choice and treatment of content teachers disciplining effects.

It is a theory of scientific and technological education as well as humanist, which aims to provide students with the knowledge, skills and attitudes / values necessary for their training as social educators / teachers. The Theory of Education aims to study the educational process in general terms, with the aim to provide students an overview, understanding and integrity. This will enable title in other disciplines can focus attention on both elements of that process as well as specific objects of the same, without losing the overview.

As a discipline of initial training of graduate studies, the Theory of Education provides a body of knowledge about the subject matter of pedagogy. So it faces the same analysis of what is education, its dimensions and typologies

It addresses also the Theory of Education to clarify the conditions of scientific knowledge of education, its epistemological status and location in the field of Educational Sciences of the various disciplines concerned with the study of educational phenomenon.

Study also this discipline the subject of education and the elements and actors in the educational process. It deals also, the theory Education general educational process, as has been said before, and to analyze the threads that make up that vision to acquire comprehensive and inclusive social needs and teacher educator for training and performance professional.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Ninguno

OUTCOMES

1306 - Degree in Social Education

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

- Have capacity for analysis and synthesis.

- Demonstrate organisational and planning skills.

- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

- Be able to use ICT in the field of study and in the professional context.

- Have skills for information management.

- Have problem-solving skills and decision-making capacity.

- Have critical and self-critical capacity.

- Acknowledge and respect diversity and promote interculturality.

- Be able to develop, promote and revitalise interpersonal communication skills.

- Show active ethical commitment to human rights, gender equality and sustainability.

- Be prepared for independent lifelong learning.

- Demonstrate initiative and entrepreneurship.

- Show commitment to professional identity, development and ethics.

- Be able to conduct educational research in different contexts.

- Be able to recognise and value affective processes.

- Understand the theoretical references that constitute the human being as an active player in education.

LEARNING OUTCOMES

English version is not available

DESCRIPTION OF CONTENTS

1. Foundations of education

Conceptualization of education: concept, scope, dimensions.
Education and learning throughout life
Education for sustainable human development
Subject, educational agents and agencies

2. Knowledge of education

Science Education
Epistemological approaches

3. Education as a process: theoretical and methodological approaches

The educational process. A theoretical model
The focus of critical pedagogy
The technological approach

4. The educational and learning

Learning Theories
Content and facilitators of the educational
Strategic and metacognitive processes

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Attendance at events and external activities	5,00	0
Development of group work	20,00	0
Development of individual work	10,00	0
Study and independent work	18,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	8,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	4,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

Depending on the learning objectives are different methods used will be specified in the various activities (lectures, practicals, tutorials, seminars): expository methodology, cooperative work, group discussion, text commentary, practical activities and individual application and group.

In the theoretical classes will use a participatory approach with the exposition and application of techniques of group dynamics.

The development of practical classes will be scheduled in a guide that is available to students. To be announced completion deadlines and reporting practices.

Throughout the course, students will be compiling a series of documents and conducting a series of readings and activities for the preparation and study of the subject, these documents, readings and activities should be specified and relate in a "teaching kit or portfolio "give every student the teacher, following the scheme of work specified in this Guide, the dates are notified promptly

Workgroups. Students will complete the course work in teams on topics proposed by the teacher / a, under his tutoring and guidance. The work will be discussed in class with a PowerPoint presentation, and will provide a written copy to the professor / a.

EVALUATION

The evaluation was performed with the following:

1) oral or written test. There will be oral or written examination at the end of the course. This exam will consist of issues relating to the subject program (theoretical and practical content presented by the teacher) and readings by students / a in relation to the issues. The value of the test is 40% of the final grade.

2) 2.1.) Alternative 1 ª: time and form determined by / the teacher / students to submit the following

documents whose value accounts for 60% of the final grade:

2.1.1.) Portfolio: whose value is 20% of the final grade.
2.1.2.) Reports of the practice: whose value is 20%.
2.1.3.) Group work: the value is 20%

2.2.) Alternative 2 ª: Portfolio. Students will deliver on the dates specified a portfolio whose value will be 60% of the final, which will include the following:

2.2.1.) Activities developed in relation to the theory (20% of score)
2.2.2.) Reports of the practices (20% of score)
2.2.3.) Teamwork (20% of score)

To pass the course the student / a will have to approve each of the four sections (1, 2.1.1., 2.1.2 and 2.1.3 or 1, 2.2.1., 2.2.2. And 2.2.3.)

REFERENCES

Basic

- Aznar, P., Gargallo, B., Garfella, P.R. y Cánovas, P. (2010). La educación en el pensamiento y en la acción. Tirant lo   Blanch.

  Bárcena, F. (2020). Maestros y discípulos. Anatomía de una influencia. Madrid: Apeiron Ediciones.

  Belando, M. (Coord.) (2015). La educación repensada. Dinámicas de continuidad y cambio. Pirámide.

  Casares, P., Soriano, A., Gervilla, E., Jiménez, F.J., Lara, T., Ortega, M., Saura, G. y Vera, J.A. (2014). Teoría de la Educación. Pirámide.

  Colom, A.J. y Núñez Cubero, L. (2001) Teoría de la Educación. Síntesis. Referencia

  Colom, A.J. (2002) La (de)construcción del conocimiento pedagógico. Nuevas perspectivas en Teoría de la educación. Paidós.

  Delors, J. (ed) (1998) La educación en el siglo XXI. Cuestiones y perspectivas. UNESCO.

  Esteve, J .M. (2003) La tercera revolución educativa. La educación en la sociedad del conocimiento. Paidós.

  García Aretio, L., Ruiz Corbella, M. y García Blanco, M. (2009) Claves para la educación. Actores, agentes y escenarios en la sociedad actual. Narcea.

- Gargallo, B. (2000) Procedimientos. Estrategias de aprendizaje. Su naturaleza, enseñanza y evaluación. Tirant lo   Blanch.

  Gargallo, B. (2002) La teoría de la educación. Objetos, enfoques y contenidos. Teoría de la Educación. Revista Interuniversitaria, 14, 19-46.

  Horcas, V. Sahuquillo, P.Mª. Y Sánchez, F.J. (2008) Conceptos y teorías sobre educación. Tirant lo Blanch.

  Martínez Mut, B. (Ed.) (1994) Acción educativa: variables facilitadoras. Universidad de Valencia. PADE.

  Naval, C. (2008) Teoría de la Educación: un análisis epistemológico. EUNSA (Edic. Universidad de Navarra).

  Núñez, L. y Romero, C. (2003) Pensar la educación. Conceptos y opciones fundamentales. Pirámide.

Núñez, L. y Romero, C. (2017) (Coords.) Teoría de la Educación. Capacitar para la práctica. Pirámide.

Ortega, P. (Coord.) (2003) Teoría de la Educación. Ayer y hoy. Pedro Ortega Ruiz.

Rabazas Romero, T. (Coord.) (2014). El conocimiento teórico de la educación en España. Evolución y consolidación. Síntesis.

Sarramona, J., Vázquez, P. y Colom, A. J. (1998) Educación no formal. Ariel.

Additional

- Ausubel, D.P., Novak, J.D. y Hanesian, H. (1990) Psicología educativa. Un punto de vista cognoscitivo. Trilla

Benso, C. y Pereira, C. (2007) Familia y escuela. El reto de educar en el siglo XXI. Fundación Santa María.

Bruner, J. (1997) La educación puerta de la cultura. Visor.

Cortina, A., Escámez, J., Pérez, E. (1996) Un mundo de valores. Conselleria deducació. Generalitat Valenciana.

Elliot, J. (1993) El cambio educativo desde la investigación acción. Morata.

Gardner, H. (2005) Inteligencias múltiples. La teoría en la práctica. Paidós.

Goleman, D. (1996) Inteligencia emocional. Paidós

Mora, F. (2013). Neuroeducación. Solo se puede aprender aquello que se ama. Alianza Editorial

Morin, E. (2001) Los siete saberes necesarios para la educación del futuro. Paidós.

Melero Martin, J. (2009) Conflictividad escolar y la nueva profesión docente. Ediciones Aljibe.

Novack, J.D. (1998) Aprendiendo a aprender. Martínez-Roca

Novo, M. (2009) El desarrollo sostenible. Human

Pérez Serrano, G. (1990) Investigación-Acción. Aplicaciones al campo social y educativo. Dykinson.

Piaget, J. (1990) La equilibración de las estructuras cognitivas. Reflexión y normativa pedagógica. Siglo XXI.

Racionero, S. (2013). Aprendiendo Contigo. Hipatia.

- Ruiz Corbella, M. (2003). Educación moral: aprender a ser, aprender a convivir. Ariel.

Touriñán López, J.M. (Coor.) (2008) Educación en valores, sociedad civil y desarrollo cívico. Netbiblo.

Trilla, J. (2005). Hacer Pedagogía hoy, en J. Ruiz Berrio (ed.) Pedagogía y Educación ante el siglo XXI. Graó.

Vygotsky, L. (1979). El desarrollo de los procesos psicológicos superiores. Crítica.

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 scheduled in the original teaching guide of the subject are maintained.

2.- Volume of work and temporary planning of teaching

The students will attend the class every two weeks. Given the hybrid modality of development of teaching approved by the CCA of the degree, , if the projection of the classes by streaming is possible, there will be no changes in the face-to-face dedication of the students. The students attending class in the faculty will participate in class dynamics and the non attending students through online connection; If this is not possible, the time dedicated to the development of non-presential activities will be increased compared to that considered in the original teaching guide. Thus, if the students attended only 50% of the face-to-face classes provided in the original guide, without online connection to the other 50% sessions, the volume of non-contact work would increase by 30 hours compared to what is reflected in the same.

3.- Teaching methodology

If the projection of the classes in streaming was possible, the two groups of students would carry out an alternative dynamic: the class group would follow the teaching of the subject and the development of the activities proposed by the teacher, and the group without face-to-face assistance to class would follow from home, using Blackboard Collaborate or some other similar tool, such as Teams.

If this was not possible, the students attending the class would participate in the face-to-face sessions guided by their teacher and the non-assistants would carry out a remote/online autonomous work, carrying out the activities and tasks planned by the teachers. Every week the dynamics would be reversed. In this case, these activities and tasks would be shared in face-to-face classes the following week.

The tools available in the virtual classroom of the University of Valencia and in Blackboard Collaborate or other tools will be used for the development of online tasks and for their supervision. The necessary materials will be uploaded to the virtual classroom or the necessary bibliography will be provided and, where possible, the corresponding links.

The materials provided in the original guide for face-to-face teaching will be used, completing them, if necessary, with videos, texts, articles, links to various materials, presentations, spoken or not, documents with activities and work/projects to develop, and also models that serve as a guide and orientation for the elaboration of works or reports.

The teaching staff will be available for inquiries from their students, via online In the established tutoring sessions. If necessary, an hour of weekly voluntary group tutoring by videoconference would be established at the time previously specified by the teacher.

If it was necessary, due to health circumstances, to modify the conditions of development of the subject from a hybrid modality to a totally remote modality, the available resources (virtual classroom, Blackboard Collaborate or others) would be used, prioritizing the development of synchronous sessions with the Students by the time specified in the original teaching guide.

4.- Evaluation

The assessment system is the one included in the original teaching guide. The requirements and evidence established therein are maintained, as well as their relative weight in the final grade for the course. In the second call, the activities included in the portfolio are still considered non-recoverable.

If it was necessary to modify the teaching dynamic due to a health regression situation that caused the academic authorities to replace the face-to-face examination system with an online examination, the final written test included in the teaching guide would be carried out through the Virtual Classroom of the university , as a task uploaded to the website of the subject on the date and time stipulated for its completion, and must be downloaded by each student on their personal computer, completed and uploaded back to the virtual classroom in the stipulated time. In this case, the final written test would consist of between 4-5 open-ended questions of a certain level of demand, as it could be done with all the materials available to the student (eg, application, analysis, comparison, integration, evaluation, judgment) relating to cases / situations/examples on the knowledge and learning activities developed in the subject. If any student does not had the means to establish the relevant connections and access the virtual classroom, or if a connection error attributable to overload or network drop/virtual classroom occurred in the development of the same, they should contact immediately the teaching staff by email to communicate this question to him, so that he could offer an alternative-oral exam, or written exam at another time-, provided that the problems of overload/network crash/ virtual classroom in the period could be verified during the exam period.

5. Bibliography

The bibliography of the original guide is maintained. If necessary, due to health circumstances, to modify the development conditions of the subject from a hybrid modality to a totally remote modality, use would be made of materials provided by the teaching staff, notes and transparencies with complementary information, as well as available articles, open articles or those available in the databases of Valencia University (requires VPN).