

**COURSE DATA****Data Subject**

<b>Code</b>	33462
<b>Name</b>	Educational philosophy
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	2 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1306 - Degree in Social Education	31 - Theoretical and epistemological foundations of education	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
LOPEZ FRANCES, INMACULADA	335 - Education Theory
VAZQUEZ VERDERA, VICTORIA	335 - Education Theory

**SUMMARY**

The philosophy of education seeks to justify the practical knowledge of education and to guide educational practice. At the same time, it combines theoretical and practical rationality to offer an integrating and relational perspective capable of facing the new social challenges and being able to give educational answers to them. The subject examines, from a pedagogical and practical rationality, the main epistemological, anthropological, deontological and teleological contents of education. Topics such as freedom and equity, traits that define the human being, and issues such as human rights, professional ethics, citizenship education and active participation in society are addressed. The topics are approached from a theoretical-practical perspective to provoke analysis, critical reflection and action so that in the future (and present) they will be able to select, analyze, criticize and act.



## 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 no enrollment restrictions linked to other subjects in the study programme. However, the mastery of oral and written expression, the ability to write complex ideas with precision and rigor and the ability to think critically and abstractly, in this case about educational phenomena, will put students in a better position to take full advantage of the subject.

## OUTCOMES

### 1306 - Degree in Social Education

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- 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.
- Have capacity for analysis and synthesis.
- Have problem-solving skills and decision-making capacity.
- Have critical and self-critical capacity.
- 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.
- Be able to recognise and value affective processes.

## LEARNING OUTCOMES

Apply the principles of the philosophy of education to the analysis of social and educational problems. - To be able to critically analyze social situations that violate human rights and the freedom and equality of people. - Participate responsibly in the improvement of the community. - Write correctly. - Make clear oral presentations. - Develop simple community service projects to apply the knowledge acquired for the benefit of the community. - Autonomous learning. - Ability to cooperate and work responsibly for the common good. - Ability to work in groups and collaborate in the resolution of social conflicts. - Develop argumentation and dialogue skills.



## DESCRIPTION OF CONTENTS

### 1. Epistemologies in philosophy of education

- o Philosophy of education and pedagogical rationality.
- o Features of pedagogical rationality
- o Analysis of language

### 2. Educational action

- o Socialization vs. education
- o Human communication
- o The educational relationship

### 3. Education and freedoms

- o The complexity of the human biological structure
- o Freedom in history: ethical and pedagogical approach
- o Authority and freedom in education

### 4. The aims of education

- o Identity and dimensions of professional ethics
- o Education as a public service
- o Education for citizenship

### 5.

### 6.

### 7.

**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	15,00	0
Development of individual work	15,00	0
Study and independent work	15,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	8,00	0
Preparation of practical classes and problem	7,00	0
Resolution of case studies	5,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Dialogical Lectures and discussion of the students' contributions with the teacher's advice. Presentation, deliberation and execution of activities by the students for the solution of educational problems. Case studies, delimitation of educational problems, analysis of the language of educational texts or theories. Presentation of assigned work in cooperative groups. Guidance and deliberation between teachers and students on materials, topics or projects. Set of tests to verify the adequacy of the learning process. Learning related to theoretical classes. Preparation of seminars, readings, research, reports and papers to be presented orally or presented in class. Preparation, execution and presentation of work related to practical classes and educational problem solving projects. Voluntary training activities that respond to the interests of the students and that, in some way, are related to the subject. Service-learning projects

**EVALUATION**

The evaluation will consist of the following differentiated parts:

(a) Individual written test on the dates to be officially determined. In this test, the student will have to answer an array of theoretical questions about the contents explained in class, the readings done, or the aspects worked in the practical classes. This test evaluates the conceptual and technical mastery of the subject, it will have the value of % of the final grade that appears in the teaching guide of each teacher.

b) Practical part. It will be carried out in group and/or individually, and its value will be of the % of the final grade that appears in the teaching guide of each teacher.



Students who regularly attend at least 80% of the classes are considered to be students with the attendance option; if the attendance is not regular or does not meet the minimum required, it is recommended that the student chooses the "non-attendance" option, as described below. Evaluation Criteria - Mastery of specific terminology and conceptual precision. - Clarity in the written tasks and synthesis capacity. - Orderly, systematic and documented exposition of the contents of the discipline. - Personal, critical and well-founded elaboration of the learned material. - Grammatical and syntactic correctness of expression. - Class attendance. - Active participation, commitment and interest. - Quality of the work presented: adequacy to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc. - Compliance with the established deadlines. - Clarity of the presentation, organization of ideas, synthesis capacity. - Richness, originality and relevance of ideas and personal arguments. Evaluation under conditions of "non-attendance".

Students who cannot attend class regularly will have to contact the teacher of the course during the first two weeks of the term, explaining and justifying their choice and their inability to take the course normally. Likewise, the purpose of the interview with the teacher is to specify the alternative work plan (consult the teaching guide of each teacher). Important note: In order to pass the course and to be able to apply the averages or percentages of the different exercises, it is necessary to pass or pass each of them, obtaining at least 50% of the scores assigned to each activity, whether theoretical or practical. This criterion will be applied both to the students of the regular classroom option and the non-attendance option.

## REFERENCES

### Basic

- Referència b1: GARCÍA-LÓPEZ. R., GOZÁLVEZ, V., VÁZQUEZ, V. y ESCÁMEZ, J. (2010): Repensando la educación. Cuestiones y debates para el siglo XXI. Valencia: Brief.

Referència b2: VÁZQUEZ, V., ESCÁMEZ, J. y GARCÍA-LÓPEZ. R. (2012): Educación para el cuidado. Hacia una nueva pedagogía. Valencia: Brief.

### Additional

- Referència c1: BUXARRAIS, M.R. y VILAFRANCA, I. (2018): Una mirada femenina de la educación moral. Bilbao: Desclée.

Referència c2: DEWEY, J. (1995): Democracia y educación. Madrid: Morata

Referència c3: ESCÁMEZ, J. y GARCÍA, R. (1989): Antropología de la educación, en VVAA, Filosofía de la educación hoy. Conceptos, autores y temas. Madrid: Dykinson, pp. 449-463.

Referència c4: ESCÁMEZ, J. (1992): La filosofía de la educación como praxis educativa, en VVAA Filosofía de la educación en Europa. Madrid: Dykinson.

Referència c5: ESCÁMEZ, J. (2005): El amor y la educación. Una aproximación desde Joaquín Xirau, en VVAA Cultivar los sentimientos. Propuestas desde la filosofía de la educación. Madrid: Dykinson.

Referència c6: GARCÍA-AMILBURU, M y GARCÍA-GUTIÉRREZ. (2012): Filosofía de la educación. Cuestiones de hoy y de siempre. Madrid: Narcea.

Referència c7: GARCÍA-AMILBURU, M. y RUÍZ-CORBELLA, M. (2009). ¿Qué puede hacer la filosofía por los educadores y por la educación? en IBÁÑEZ-MARTIN, J.A. (ed.) Educación, conocimiento y





justicia. Madrid: Dykinson, pp. 119-126.

Referència c8: GIL-CANTERO, F. y REYERO, D.(2014): La prioridad de la Filosofía de la Educación sobre las disciplinas empíricas en la investigación educativa. Revista Española de Pedagogía, 258, pp. 263- 280.

Referència c9: GUISÁN, E. (1986): Razón y pasión en ética. Los dilemas de la ética contemporánea. Barcelona: Anthropos.

- Referència c10: HERRERO, Y. (2016): Apuntes ecofeministas para educar ante la crisis global. Aula de innovación educativa, 256, pp. 31-35.

Referència c11: NODDINGS, N. (2012): Peace education. How We Come to Love and Hate War. New York: Cambridge University Press

Referència c12: REICHENBACH, R. (2011): Philosophy of education and the transformation of educational systems. European Educational Research Journal, 10 (3), pp. 287-291

Referència c13: VÁZQUEZ, V. (2010): La perspectiva de la ética del cuidado.

Una forma diferente de hacer educación. Educación XX1, 13, pp. 177-197.

Referència c14: ZAMBRANO, M. (2007): Filosofía y educación. Manuscritos. Edición de Ángel Casado y Juana Sánchez-Gey. Málaga:Editorial Ágora.