

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

Code	33473
Name	International education
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	3	Second term

Subject-matter

Degree	Subject-matter	Character
1306 - Degree in Social Education	313 - International education	Obligatory

Coordination

Name	Department
ANCHETA ARRABAL, ANA	120 - Comparative Education and History of Education
LAZARO LORENTE, LUIS MIGUEL	120 - Comparative Education and History of Education
MARTINEZ USARRALDE, MARIA JESUS	120 - Comparative Education and History of Education

SUMMARY

The subject of International Education constitutes a field of study and reflection that provides various knowledge for the student to study, analyze and interpret the transnational educational scenario based on well-founded knowledge of national and international educational policies that are applied in the countries and regions of the world. In this way, International Education brings the student into contact with various educational realities inserted in the social sphere and promotes reflective and critical knowledge on current issues, which are structured under the polarity offered from the socio-educational context of developed countries and developing countries: educational reforms and debates around the key problems of education within the OECD and the EU, in the first case, and the work of international organizations from the educational point of view, the relationship between globalization and education, the concept of development and its translation in socio-educational terms, in the second, are good



examples of what has been pointed out.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

La asignatura de 'Educación Internacional' mantiene lazos evidentes con otras disciplinas que el alumnado puede haber cursado antes/al mismo tiempo y le confiere cierto bagaje conceptual que ayudará a consolidar los marcos teóricos de análisis y estudio: 'Educación Social Comparada', asignatura obligatoria de segundo curso, y 'Cooperación al desarrollo en Educación', asignatura optativa de cuarto curso, conjuntamente con otras también optativas del mismo, como 'Educación para la sostenibilidad' y 'Diagnóstico y atención socioeducativa', entre las más significativas. Ahora bien, la finalidad que la singulariza viene dada de algún modo por su objeto de estudio: los diferentes y variados contextos internacionales en los que la educación se desarrolla.

A partir de este eje se articulan una serie de temáticas que pretenden conocer y poner en contacto al alumnado con la realidad de las políticas sociales y educativas tanto de los países desarrollados como los países en desarrollo.

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

LEARNING OUTCOMES



The alumnat will be able to understand and value the clauses that have definitively explained the evolution of the problems and debats educatius, as well as the reality and the reform processes of the educational systems of the countries that are developing in the development of the former nouns of the second passat. . Linked to this contextual and analytical perspective, students will learn to value the paper they play in defining the guidelines of educational policies in a world of global agaties with the OECD, UNESCO or the World Bank. They will critically connect the theoretical-political and pedagogical foundations that underlie the reform processes of companies in countries that are developing with Estats Units or Japan. It is also the case that they guide the approach of the initiatives, programs and strategies in education for development by the European Union in the last five years. In relation to the problem of education in development, the student will be able to understand that the conditions of the educational reality, the serious limitations, problems and challenges will be determined by the context of the underdevelopment. Així mateix, they make critical sentiment conèixer, oriented and limitations of the major international programs of the supranational organizations to address the soci-educational problems of the developing countries. Finally, as a reference to the situation of education to America Llatina, a subcontinent marked by inequality, students will understand and critically value the Sebastian, limitations and challenges facing the Latin American countries in education for the 21st century.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Attendance at events and external activities	4,00	0
Study and independent work	30,00	0
Readings supplementary material	15,00	0
Preparation of evaluation activities	28,00	0
Preparing lectures	7,00	0
Resolution of case studies	6,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Theoretical classes (and their preparation): master class. - Group work (and its preparation): cooperative and project work. - Seminars: Reading, study and debate around topics guided by the teacher - Workshops (and their preparation): Group work; debates; preparation of reports; case studies, problem solving, development of programs and materials. - Tutorials (and their preparation): Personal interview of the agents involved or electronic consultation (through virtual classroom, e-mail, forums, etc.). - Preparation and realization of the student's individual work. Analysis, synthesis, reflections. - Oral interviews with teachers.



EVALUATION

Students will be evaluated from different methodologies: exam, class diary, group exhibitions, development cooperation projects, workshop dossier, service learning group work etc. The evaluation system will be consistent with the methodology used, and will consist of different percentages proportional to the importance given to each one. Evaluation criteria Theory: Mastery of specific terminology and conceptual precision. Clarity in written exposition and capacity for synthesis. Organized, systematic and documented exposition of the contents of the discipline. Personal, critical and informed elaboration of what has been learned. Grammatical and syntactic correction of the expression. Group work: Class attendance Active participation, commitment and interest Quality of the works presented: adaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc. Compliance with the established delivery times. Clarity of exposition, organization of ideas, capacity for synthesis. Wealth, originality and relevance of personal ideas and opinions.

REFERENCES

Basic

- Referència b1: MARTÍNEZ USARRALDE, M. J. (coord.): Educación Internacional. Valencia: Tirant lo Blanch, 2009.
- Referència b2: LÁZARO, L. M. (Ed.) (2013). Lecturas de Educación Comparada e Internacional. Valencia: Universitat de València
- Referència b3: Bibliografía procedente de los informes de organismos internacionales: UNESCO, BANCO MUNDIAL, PNUD, OCDE, UNIÓN EUROPEA, ETC.

Additional

- Referència c1: LÁZARO, L.M. Y ANCHETA, A. (eds.) (2021). La educación en América Latina en la perspectiva de 2030. Valencia: Tirant Lo Blanch
- Referència c2: MARTÍNEZ USARRALDE, M.J., VIANA, M.I Y VILLAROEL, C. (2015). UNESCO, educación con todos los sentidos. Valencia: Tirant lo Blanch-Patronat Sud Nord.
- Referència c3: TOMASEVSKI, K. (2006). Human Rights Obligations in Education: The 4-A Scheme. Nijmegen: Wolf Legal Publishers.

ADDENDUM COVID-19

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



English version is not available

ACUERDO CAT 2 DE FEBRERO DE 2021

"Se garantiza a los estudiantes que, de ser necesario, se adaptará la modalidad de impartición de la docencia (en línea, híbrida o presencial), así como la modalidad de la evaluación, a las exigencias sanitarias formuladas por las autoridades competentes, manteniendo los parámetros habituales de evaluación previstos en las guías y sin que ello suponga una carga adicional en el trabajo del alumnado".

1. Continguts / Contenidos

2. Se reducen los contenidos inicialmente recogidos en la guía docente seleccionando los conceptos indispensables para adquirir las competencias

2. Volum de treball i planificació temporal de la docència

2. Volumen de trabajo y planificación temporal de la docencia

2. Reducción del peso de unas actividades y sustitución por otras manteniendo el volumen de trabajo que marca la guía docente original.

3. Metodología docente

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1. 1. Subida de materiales al Aula virtual
2. 2. Propuesta de actividades por aula virtual
3. 3. Videoconferencia síncrona BBC
4. 4. Videoconferencia asíncrona BBC
5. 5. Transparencias locutadas
6. 6. Debates en el fórum
7. 7. Problemas/ejercicios resueltos (clases prácticas)
8. 8. Vídeos grabados en el laboratorio (clases prácticas)
9. 9. Desarrollo de proyectos
10. 10. Tutorías mediante videoconferencia
11. 11. Forum en Aula Virtual

Otros (describir en la adenda): elaboración de un diario en grupo, exámenes realizados previamente a la pandemia, resolución de dudas individuales mediante explicaciones a través del correo electrónico.

4. Avaluació

4. Evaluación



1. *Adición de actividades de evaluación continua*
2. *Incremento del peso en la nota final de la evaluación continua*
3. *Pruebas de evaluación mediante trabajos académicos*
4. *Pruebas de evaluación mediante proyectos*
5. *Prueba escrita abierta (examen tradicional) pero distribuido en aula virtual*
6. *Otros (describir en el adenda): heteroevaluación (evaluación intergrupos), coevaluación (evaluación intragrupos), autoevaluación sobre las competencias de la asignatura y conceptos clave.*

5. Bibliografía

5. Bibliografía

La bibliografía ya estaba a disposición del alumnado en reprografía o en aula virtual desde el inicio del cuatrimestre. No hay textos añadidos más allá de los que surgen para un ejercicio práctico, un comentario o un foro.