

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

<b>Code</b>	33603
<b>Name</b>	History of schooling
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1304 - Degree in Preschool Education	Faculty of Teacher Training	2	First term
1305 - Degree in Primary School Education	Faculty of Teacher Training	2	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	2	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1304 - Degree in Preschool Education	2 - Educational processes and contexts	Basic Training
1305 - Degree in Primary School Education	1 - Educational processes and contexts	Basic Training
1324 - Degree in Preschool Education (Ontinyent)	2 - EDUCATIONAL PROCESSES AND CONTEXTS	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
LOPEZ MARTIN, RAMON	120 - Comparative Education and History of Education

**SUMMARY**

The course is bringing together an approach to the Early Childhood Education School (EEES) or Institutions from a multidisciplinary perspective including the historical, political, legal, and comparative nature. Therefore, its contents are formulated for getting closer to the knowledge of its foundations and its theoretical frameworks, as well as to its historical evolution, and the corresponding political and legal



determinants; the contents describe and explain too the main reasons for the location of the EEES within the Spanish education system, and the european and international context. Hence, the course is offering the possibility to draw near international experiences and practical cases of innovation on the field, ion order to acquire basic learning to develop educative interventions of renewal in the future. With regard to the previous considerations, the following academic guide named “‘La Escuela de la Educación Infantil’ develops as it follows:

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

"No previous requeriments have been specified".

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

### 1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.



- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Know the fundamentals of pre-primary and primary education.
- Know the historical evolution of the educational system in Spain and the political and legislative determinants of educational activity.
- Know and apply innovative experiences in pre-primary and primary education.

#### **1324 - Degree in Preschool Education (Ontinyent)**

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.



- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Know the fundamentals of pre-primary and primary education.
- Know the historical evolution of the educational system in Spain and the political and legislative determinants of educational activity.
- Know and apply innovative experiences in pre-primary and primary education.

**LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)****English version is not available****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY****English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- DEL POZO, M<sup>a</sup> del Mar y otros (2004) Teoría e instituciones contemporáneas de educación, Biblioteca Nueva, Madrid.
- ESCOLANO BENITO, Agustín (dir.) (2006), Historia ilustrada de la escuela en España. Dos siglos de perspectiva histórica, Madrid, Fundación Germán Sánchez Ruipérez.
- LOPEZ MARTIN, Ramón, (2001) La escuela por dentro. Perspectivas de la cultura escolar en la España del siglo XX. Tirant lo Blanch. Universitat de València.
- MAYORDOMO PEREZ, Alejandro, AGULLO DIAZ, M<sup>a</sup> del Carmen (2004), La renovació pedagògica al País Valencià, Universitat de València, València



- -MAYORDOMO, Alejandro; AGULLÓ DÍAZ, M<sup>a</sup> del Carmen, PÉREZ, Agustina (coord) (2014) *Mestres d'escola*, CEIC Alfons el Vell-Universitat de València, Gandia-València

#### **Additional**

- BALLARIN, Pilar (2001) *La educación de la mujer en la España contemporánea. Siglos XIX y XX*. Ed. Síntesis.
- DELGADO, Buenaventura(1992-1994) *H<sup>a</sup> de la Educación en España y América*. Tomos II (La educación en la España Moderna. Siglos XVI-XVIII) y III ( La Educación en la España Contemporánea 1789-1925), Ed. S.M.Madrid
- ESCOLANO , Agustín (2002) *La educación en la España contemporánea. Políticas educativas, escolarización y culturas pedagógicas*, Biblioteca Nueva, Madrid.
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- ESTEBAN, León, LÓPEZ, Ramón (1994) *H<sup>a</sup> de la Enseñanza y de la Escuela*, Tirant lo Blanch , Valencia.
- MAYORDOMO , Alejandro, AGULLO, M<sup>a</sup> del Carmen, GARCÍA, Gabriel (2011), *El patrimoni historicoeducatiu valencià V Jornades d'Història de l'educació valenciana*. CEIC Alfons el Vell-Universitat de València, Gandia.
- PUELLES, Manuel (2009), *Modernidad, republicanismo y democracia: Una historia de la educación en España (1898-2008)*, Tirant lo Blanc, València.
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- TIANA, Alejandro; OSSENBACH, Gabriela; SANZ, F (coord) (2002) *Historia de la Educación*. UNED. Madrid.
- VIÑAO, Antonio (2004) *Escuela para todos. Educación y modernidad en la España del siglo XX*, Marcial Pons, Madrid ducación. UNED. Madrid.
- AGULLÓ DÍAZ, M<sup>a</sup> del Carmen, MAYORDOMO, Alejandro, TORRO. Joan Josep (2016)*Escoles i mestres de la II<sup>a</sup> República al País Valencià*. Quadern didàctic. Universitat de València, València