

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

Code	33706
Name	Secondary and permanent education
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	4	First term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	100 - Didactics II	Optional

Coordination

Name	Department
GARCIA RUBIO, JUAN	100 - Education and School Management

SUMMARY

The progressive extension of schooling, typical of the second half of the last century, led to the reorganization of secondary education and even to the generalization and compulsory nature of part of it, although with different educational and curricular policies. These changes are the consequence of multiple economic, social and cultural factors and are not exempt from inconsistencies and problems in their planning, implementation and development. The fundamental tension that is manifested in these policies is related to the segregating or integrating nature that this stage of the educational system must assume, especially, which has become the cornerstone of the subsequent trajectories of the subjects enrolled in it. On the other hand, the massification of secondary education accentuates, in contemporary societies, the crisis of the institutional program with which this stage was conceived. This, in turn, affects the nature and meaning of teachers' work and the meaning and usefulness of students' school activities. What is intended in this matter is to work on these problems, analyzing their complex nature and the strategic alternatives for their resolution. To this end, we will use reference texts and exercises on specific cases and situations in schools, as well as reports and documents from different agencies, institutions and organizations. On the other hand, education is seen as a process that occurs throughout life, and in this sense we will analyze and deepen the conceptualization of permanent education, of which adult education is only a part of it.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Enrollment restrictions with other subjects in the curriculum have not been specified

OUTCOMES

1307 - Degree in Pedagogy

- Be prepared for independent lifelong learning.
- Show commitment to professional identity, development and ethics.
- Be able to conduct educational research in different contexts.
- Understand the theoretical references that constitute the human being as an active player in education.
- Diagnose needs, complex situations and possibilities of people as a basis for educational actions.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Develop tools for gathering and analysing educational information.

LEARNING OUTCOMES

- * Possess and understand knowledge in the area of general secondary education.
- * Apply knowledge in a professional way within the Pedagogy study area.
- * Gather and interpret relevant data relative to Secondary and Permanent Education.
- * Know how to transmit information, ideas, problems and solutions related to Secondary and Permanent Education.
- * Develop learning skills necessary to undertake further studies.

DESCRIPTION OF CONTENTS



1. Configuración socio-histórica de la enseñanza secundaria

Auge y decadencia de las reformas comprensivas. El caso singular del sistema educativo español.

Determinaciones internacionales de la educación secundaria.

Nota: Los programas de los profesores y las profesoras estan disponibles en:

<http://www.uv.es/didorg/guiesdocents/>

2. Estudiantes y profesorado de secundaria

Crisis de legitimidad de la escuela secundaria. Diversidad, heterogeneidad y desigualdad. Formación inicial y desarrollo profesional del profesorado. Constitución y crisis en las identidades profesionales.

3. La configuración del currículum en secundaria

Política curricular de las últimas reformas (LOGSE, LOCE, LOE, LOMCE). El desarrollo curricular en los centros.

4. Organización de las instituciones de enseñanza secundaria

Reestructuración escolar y autonomía. Regulaciones de la organización de los centros de Secundaria. Concepciones del papel del Psicopedagogo/a.

5. La educación permanente

Concepciones y supuestos básicos de la educación permanente. De la función compensatoria a la formación para la adquisición de competencias laborales. Proyectos educativos para la ciudadanía.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparing lectures	3,00	0
Preparation of practical classes and problem	4,50	0
Resolution of case studies	10,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

The classes will be theoretical-practical. The topics will be developed mainly through the initial reading of academic articles, which will be the basis for the conceptual foundation and for the development of activities. This teaching modality will be complemented with other activities according to the topics covered (text comments, group exercises, group dynamics that help to consolidate the different theoretical knowledge taught in the syllabi, etc.).

EVALUATION

It is proposed to carry out a test on fundamental questions of the subject, as well as to carry out a series of individual and group activities. In addition to the controls established on a continuous basis, the productions or works carried out, the quality of the answers in different tests, attendance and participation in practical activities, workshops and seminars, individual or group work will be considered. The weighting that will be given to each of the aspects to determine the qualification will be established according to the relevance of the activities and work carried out in each case.

REFERENCES**Basic**

- DARLING-HAMMOND, L.: El derecho de aprender. Crear buenas escuelas para todos Barcelona: Ariel, 2001. (pp. 411-419).



Additional

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- BROCKBANK, A. y MCGILL, I.: Aprendizaje reflexivo en la educación superior. Madrid: Morata, 2008 (1ª ed., 2ª imp.)
- CASTELLÓ, R. i APARICIO, P.: Diagnosi i implementació de plans territorials d'educació permanent. Xàtiva: Edicions del CREC, 2007
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- FERNANDEZ ENGUITA, M.: Integrar o segregar: la escuela secundaria en los países industrializados. Barcelona: Laia, 1986
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- HARGREAVES, A.; EARL, L.; y RYAN, J.: Una educación para el cambio: reinventarla educación de los adolescentes. Barcelona: Octaedro, 2008
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- REQUEJO, A.: Educación permanente y educación de adultos: intervención socio- educativa en la edad adulta. Barcelona: Editorial Ariel, 2003
- VARELA, J.: Las reformas educativas a debate (1982-2006). Madrid: Morata, 2008
- VIÑAO, A.: Sistemas educativos, culturas escolares y reformas. Madrid: Morata, 2006 (1ªe., 2ª imp.)
- APARICIO, P. [et al.]: Educació permanent, globalització i moviments socials. Xàtiva: Edicions del CREC, 2008
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- FERNÁNDEZ ENGUITA, M., MENA, M. y RIVIERE, J. (2010) Fracaso y Abandono escolar en España. La Caixa. Colección Estudios Sociales nº 29
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- MARTÍNEZ GARCÍA, J. S. (2009). Fracaso escolar, PISA y la difícil ESO. Revista de la Asociación de Sociología de la Educación, vol. 2, nº 1, pp. 56-85.