

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

Code	33709
Name	Theory of education
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. Period year
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	1 First term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	40 - Education	Basic Training

Coordination

Name	Department
GARGALLO LOPEZ, BERNARDO	335 - Education Theory

SUMMARY

Resumen descriptivo de la asignatura

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

OUTCOMES

1307 - Degree in Pedagogy

- Skills in analysis and synthesis.
- Develop 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.
- Develop the capacity to solve problems and make decisions.
- Be able to work in multi- and inter-disciplinary teams.
- Be able to integrate and communicate with experts in other areas and in different contexts.
- Acknowledge and respect diversity and promote interculturality.
- Show active ethical commitment to human rights and sustainability.
- Demonstrate initiative and entrepreneurship.
- Be able to recognise and value affective processes.



- Understand the theoretical references that constitute the human being as an active player in education.
- Design educational plans, programmes, projects, actions and resources in different contexts.
- Supervise and evaluate plans, programmes, projects and schools.
- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.
- Know and understand the current educational and training systems in the international context.
- Know and interpret the historical processes of education and training systems, institutions and organisations.
- Know and analyse educational policies, their legislative development and their impact on socio-educational reforms.
- Facilitate and manage cooperation in educational and professional processes.

LEARNING OUTCOMES

- 1) From various sources of information, the student understands, explains and accurately describes the educational phenomenon and its conceptual network, and also the different issues related to the subject of education, educational agents and agencies as well as the dimensions of education, being able to establish relevant relationships between concepts.
- 2) He/she internalizes a comprehensive and integrating vision of the educational process and its various components and he is able to describe and relate them appropriately.
- 3) The student justifies the scientific nature of Pedagogy and properly places the Theory of Education in the context of Pedagogy and Educational Sciences.
- 4) From the assimilated conceptual basis, he/she effectively develops an introductory research work that includes information gathering, analysis and synthesis skills, and critical reflection. For this, it uses cooperative work, whose quality keys are integrated in its elaboration. Each group prepares a report on the research carried out, which they present orally to the class, being able to argue and respond to questions and objections raised.
- 5) He/she improves one's own learning strategies, placing special emphasis on autonomous, significant and self-regulated learning.



6) The student shows an ethical commitment to the own learning process and also to improve their social environment.

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

A) First call

The evaluation will be performed with the following:

- 1) **Written test.** There will a 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) **Portfolio.** Students will deliver on the dates specified a portfolio whose value will be **60%** of the final, which will include the following:
 - 2.1.) **Activities** developed in relation to the theory (20% of score).
 - 2.2.) **Reports of the practices** (20% of score)
 - 2.3.) **Teamwork** (20% of score).

All Portfolio activities are NON-RECOVERABLE.

To pass the course the student will have to pass each of the four sections (1, 2.1, 2.2 and 2.3).

B) Second call

Students who have attended class and carried out the corresponding activities will have the same evaluation system established for the first call.

Students who have not completed the portfolio activities will have a final written test. This test will be an exam, which will consist of questions related to the subject program (theoretical and practical content explained by the teaching staff and readings and activities carried out by the student in relation to the topics). The value of the test will be 60% of the final grade.

The addenda of the previous course will be attended to if necessary due to the health situation due to the pandemic.

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Additional

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