

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

<b>Code</b>	33709
<b>Name</b>	Theory of education
<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>
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	1 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1307 - Degree in Pedagogy	40 - Education	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
GARCIA GARCIA, FRANCISCO JAVIER	335 - Education Theory
GARGALLO LOPEZ, BERNARDO	335 - Education Theory
VERDE PELEATO, IRENE	335 - Education Theory

**SUMMARY**

As an academic discipline, the Theory of Education integrates a basic training subject in the curriculum of Pedagogy and it is of special relevance to the professional profile. Its location in the first grade curriculum is a variable that influences decisions about the choice and the treatment of disciplinary content for teaching purposes.

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 pedagogists.

The Theory of Education aims to study the educational process in general terms, with the aim to provide students a general, comprehensive and integrative overview. This will allow that other subjects of this degree focus attention both on elements of that process and on specific objects of the same, without losing the general perspective.



As a discipline of initial training for degree studies, the Theory of Education provides a body of knowledge about the object that the Pedagogy studies. So it faces in the same the analysis of what is education, its dimensions and typologies

The Theory of Education also tries 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.

This subject also studies the subject of education and the elements and actors involved in the educational process.

Likewise, the Theory of Education deals with the general educational process, as has been said before, and analyses the threads that make it up to acquires that comprehensive and inclusive perspective that pedagogists need for their training and professional practice.

## 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.
- Be able to manage information.
- Develop the capacity to solve problems and make decisions.
- Develop the capacity for criticism and self-criticism.
- 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.



- Be prepared for independent lifelong learning.
- 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.
- Conduct prospective and evaluative studies on educational characteristics, needs and demands.
- Facilitate and manage cooperation in educational and professional processes.
- 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.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

## 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
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Depending on the learning objectives are different methods used will be specified in the various activities (lectures, practicals activities, tutorials, seminars): expository methodology, cooperative work, group discussion, text commentary, dialogic gathering, 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 "portfolio", that every student will deliver to his 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 or other programme, and will provide a written copy to the professor.

**EVALUATION****A) First call**





The evaluation will be performed with the following:

**1) Written test.** There will be 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.

Students who, for justified reasons, cannot attend class or connect to non-contact sessions, if any, will have an alternative work and evaluation plan. The deadline to speak with the teacher and specify these aspects is October 2.

## REFERENCES

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