

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

<b>Code</b>	33712
<b>Name</b>	Comparative education
<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. Period</b>
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	2 Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1307 - Degree in Pedagogy	71 - Comparative education	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
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 COMPARED EDUCATION, maintains close ties with other disciplines of marked theoretical character or foundation and relations with practically all the subjects that compose the Degree. In the second year of the Degree, the student is faced with the need to base his or her future professional activity as a pedagogue from a theoretical point of view, that is to say, he / she needs to know the educational framework at both the local and international levels where he / she will practice his / her activity.



The action of comparing has been synonymous with learning over the centuries and comparison has undoubtedly been one of the main learning methods. When we want to approach the comparison from a scientific perspective, we need to use certain norms and a way of doing it: the comparative method. That is why the first steps of our subject must be devoted to learning to make and interpret comparisons. Even so the subject of Comparative Education does not aim at a theoretical study of comparison, but the application of the method compared to various European and world educational realities to reflect its clarity, our own educational reality.

Educational reforms introduced by the legislatio, as well as the process of European convergence that begins with the Bologna Declaration. Motivate us to look at the European Union and look at the state of the various stages of education systems and teacher training. Our look will never be monographic, that is to say that the national realities of the systems interest us as a sample to obtain our comparative vision and sometimes as a comparative criterion other educational realities.

If we stay in the European Union, we would have developed a very partial view of the world educational landscape. That is why the last part of the course addresses the educational situation in North America and Japan, as well as the realities of the developing world: Latin America so close and distant at the same time, the trends of countries struggling to achieve educational situations at least Justice and the efforts of international organizations such as Unesco and Cepal from the Dakar conference and the implications of Education for All.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

The course has no prerequisites, so there are no enrollment restrictions. Even so, it is convenient to update the knowledge and skills acquired in the first year in subjects such as "Education Policy", "Historical Foundations of Education" and "Initiation to Educational Research".

## OUTCOMES

### 1307 - Degree in Pedagogy

- Capacidad de comunicación en una lengua extranjera.
- Understand the theoretical references that constitute the human being as an active player in education.
- Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.



- Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.
- Skills in analysis and synthesis.
- Conocer y comprender los Sistemas Educativos y formativos actuales en el contexto internacional.
- Capacidad de trabajar en equipos multi e interdisciplinares.
- Reconocimiento y respeto a la diversidad y fomento de la interculturalidad.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.
- Capacidad de gestión de la información.
- Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.
- Capacidad para realizar investigación educativa en diferentes contextos.
- Capacidad crítica y autocrítica.
- Capacidad de resolución de problemas y toma de decisiones.

## LEARNING OUTCOMES

**Regarding mastered concepts.** We hope that at the end of the subject the student will have a complete vision of the educational situation worldwide with mastery of the concepts included in the contents of this subject.

**Regarding acquired skills.** Students will have to master the skills necessary to make and interpret socio-educational comparisons, as well as international documentation on education. For this purpose, mastering one of the working languages of the international organizations (English, French or German) will be a necessary skill.

**Regarding Attitudes and Social Skills.** The work in the subject must develop attitudes of openness and interculturality, as well as solidarity and justice towards the educational situations studied.

## DESCRIPTION OF CONTENTS

### 1. Basic aspects of comparison in education

### 2. Evolution of educational problems in the second half of the 20th century

**3. LThe processes of educational reform in the OECD and Latin American countries****4. The European Union and education****5. The educational problems of the developing world****6. International Organizations and Educational Policy****7. The world programs in matters of education****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
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

This subject may combine several methodologies in its development, among which we can highlight:

- teacher's exposition.
- Practical work of the students.
- Group work.
- Writing essays or written work.
- Reception of invitats in the class.
- Group exhibitions on themes that will be established.
- Autonomous documentation research.

In each of the groups, the faculty will specify which of them will be used.



## EVALUATION

Depending on the methodological diversity and the content of the program itself, different means of evaluation are foreseen. The use of which and their weighting will be indicated to the classes:

1. Examination of some of the parts of the program.
2. Objective test or short questions.
3. Completion of the individual activity notebook.
4. Essay or elaboration of written texts on program themes.
5. Group work and group activities.

## REFERENCES

### Basic

- LÁZARO, L. (2001)(ed.).Problemas y desafíos para la educación en el siglo XXI en Europa y América Latina. Universitat de València.
- FERRER, F.(2002). La Educación Comparada actual. Ariel.
- MARTÍNEZ USARRALDE, M.J (2003). Educación Comparada: Nuevos retos, renovados desafíos. Editorial La Muralla.
- Egido, I., y Martínez-Usarralde, M.J. (2019). La educación Comparada hoy, enfoques para una sociedad globalizada. Síntesis.

### Additional

- LAZARO LORENTE, L.M. (1997). Enredados en la red. Internet como fuente de investigación en Educación comparada. Revista Española de Educación Comparada 3, 83-106.
- SEMENT, JM. (2009). El Espacio Europeo de la Educación superior: 10º aniversario de la Declaración de Bolonia. Revista Española de Educación Comparada, 15, Monográfico.
- VEGA, L (2005). Claves de Educación Comparada en perspectiva social. Tirant lo Blanch.