

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

Code	33724
Name	The philosophy of education
Cycle	Grade
ECTS Credits	6.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	2	Second term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	73 - Theoretical and epistemological foundations of education I	Obligatory

Coordination

Name	Department
GOZALVEZ PEREZ, VICENT EULOGI	335 - Education Theory
LOPEZ FRANCES, INMACULADA	335 - Education Theory
VAZQUEZ VERDERA, VICTORIA	335 - Education Theory

SUMMARY

The philosophy of education seeks to justify the practical knowledge of education and serve as an instrument to guide educational practice. At the same time it combines theoretical rationality and practice, to offer an integrative and relational perspective that addresses the new social challenges and give educational answers to them.

In this area, the main epistemological, anthropological and teleological contents of education are examined from a pedagogical and practical rationality. Relevant topics of the present day are highlighted, such as freedom and communication, traits that define the human being, and issues such as human rights, professional ethics of educators, citizen education and active participation in society. The subjects focus from a theoretical-practical perspective to provoke analysis, critical reflection and student action with the aim of training them so that in the future they will be able to select, analyze, criticize and act in relation to the problems that they Arise in the future exercise of their profession as pedagogues and pedagogues.

The contents of this subject complement, from the reflection and integral proposals of action, those



others that are in charge of the study of the knowledge, as well as of the procedures, abilities and educational skills, studied in other subjects.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Como requisito o recomendación previa se sugiere el dominio de la expresión oral y escrita, la capacidad para redactar con precisión y rigor ideas complejas y la capacidad de pensamiento crítico y abstracto, en este caso acerca de los fenómenos educativos.

OUTCOMES

1307 - Degree in Pedagogy

- Skills in analysis and synthesis.
- Develop the capacity to solve problems and make decisions.
- Develop the capacity for criticism and self-criticism.
- Develop, promote and revitalise interpersonal communication skills.
- Show active ethical commitment to human rights and sustainability.
- Be prepared for independent lifelong learning.
- Be able to recognise and value affective processes.
- Understand the theoretical references that constitute the human being as an active player in education.
- Support and collaborate in teaching activities in different socio-educational contexts.
- Develop strategies and techniques to promote participation and lifelong learning.
- Be able to evaluate educational and training resources.
- 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

- Aplicar los principios de la filosofía de la educación al análisis de problemas sociales y educativos.
- Ser capaz de analizar críticamente las situaciones sociales que atentan contra los derechos humanos y la libertad e igualdad de las personas.
- Participar responsablemente en la mejora de la comunidad.
- Escribir correctamente un informe, derivado de un proyecto de servicio comunitario.
- Exponer oralmente con claridad los resultados del informe.
- Elaborar proyectos sencillos de servicio a la comunidad para aplicar los conocimientos adquiridos en beneficio de la misma.
- Aprendizaje autónomo.
- Capacidad para cooperar y trabajar responsablemente por el bien común.
- Capacidad para trabajar en grupo y colaborar en la resolución de conflictos sociales.
- Desarrollar habilidades para la argumentación y el diálogo.

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	15,00	0
Development of individual work	15,00	0
Study and independent work	15,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	8,00	0
Preparation of practical classes and problem	7,00	0
Resolution of case studies	5,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The methodology to be followed will combine, depending on the type of activity carried out (theoretical class, practical class, tutoring), the following work modalities: teacher exposure, cooperative learning, student exposure, debates, text commentary, group activities.

Theoretical classes:



They will be devoted to the analysis, study and understanding of the fundamental concepts included in the syllabus of the subject. The most complex concepts and theories will be explained by the faculty and in all of them, exercises and complementary activities will be carried out by the students in order to facilitate their understanding.

Practical classes:

The students will receive practical materials with group work activities, which will be related to the contents studied and studied at a theoretical level. They will consist, in the analysis of practical cases, search of information in different media, text commentary, viewing and analysis of videos, etc. Some of these activities will be presented and analyzed at the group-class level.

Service learning (Service Learning)

It is a pedagogical proposal that is directed to the search of concrete formulas to involve the students in the daily life of the communities, neighborhoods or nearby institutions. Through this proposal, the participation of the different social agents of the community is also favored, contributing to the meeting of generations and to the search of joint solutions for the needs of the community. It offers the tools for students to go beyond traditional theoretical reflection and investigate what the real existing needs are, designing specific social action programs. This favors the involvement of students in the analysis of social reality and awareness of the needs detected. It is conceptualized within experiential education and is characterized by the following: a) protagonism of the students, individually and by groups; b) attention to a real social need; c) connection with curricular objectives; d) design of the service project and e) group exhibition in class.

EVALUATION

The evaluation will consist of four different parts:

a) Individual written test on the dates that are officially determined. In this test, the student will have to answer a series of questions of a theoretical nature about the contents explained in class, the readings made, or the aspects worked on in the practical cases. This test assesses the conceptual and technical mastery of the subject, it will have the value of the% of the final grade that appears in the teaching guide of each teacher.

b) Practical part. It will be done in group and / or individually, and its value will be% of the final grade that appears in the teacher's guide of each teacher.

c) Exhibition by groups of a Service Learning program. The originality of the program will be taken into account, the exploration and detection of real needs on which the service is based, the clarity in the design of the program and the exhibition in class of the same ...). The implementation or implementation of the service learning program is optional, given the absence of official recognition of this practice "extra-university" by the University of Valencia, and in absence for this reason of legal and safe coverage for



students who does it

In this way, the minimum required is only the design of the program, which will consist of at least the following sections:

1. Presentation of the program and its justification, according to the needs detected in the community (neighborhood, population, institution or organization ...).
2. Presentation of the objectives of the service and the learning objectives linked to the service.
3. Methods or instruments to evaluate the service and the learning obtained through it.

The value of this section will be the% of the final grade that appears in the teaching guide of each teacher. The exhibitions will be held in the last class of the course.

Those who attend classes regularly, at least 80% of them; if the attendance is not regular or does not meet the minimum required, it is recommended that the student take advantage of the "non-presential" option, below.

Evaluation criteria

Theory

- Master the specific terminology and conceptual precision.
- Clarity in written exposition and ability to synthesize.
- Orderly, systematic and documented exposition of the contents of the discipline.
- Personal, critical and informed learning.
- Grammatical and syntactic correction of the expression.

Practices

- Class attendance
- Active participation, commitment and interest
- Quality of the submitted works: adaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.
- Compliance with established delivery deadlines.
- Clarity of the exhibition, organization of ideas, capacity for synthesis.
- Wealth, originality and relevance of ideas and personal opinions.

Evaluation under conditions of "non-presence"

Students who can not attend regularly in class will have to contact the professors of the subject during the first two weeks of the semester, explaining and justifying their option and their inability to take the subject normally. Likewise, the objective of the interview with the teaching staff is to specify the alternative work plan (consult the teaching guide of each teacher).

Important note: To pass the subject and apply the means or percentages of the different exercises, it is necessary to pass or approve each of them, obtaining at least 50% of the scores assigned to each activity, be it theoretical or practical. This criterion will be applied both to the students of the face-to-face option and the non-face-to-face option.



REFERENCES

Basic

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García, R., Gozávez, V., Vázquez, V. y Escámez, J. (2010): Repensando la educación. Cuestiones y debates para el siglo XXI. Valencia, Brief.

Gozálvez, V. (2010): Hacia una reconstrucción de la razón pedagógica, *Teoría de la Educación*, 22, 2, pp. 1942.

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Naval, C; Altarejos, F. (2000), *Filosofía de la educación*, Pamplona, Eunsa.

Reboul, O. (1999), *Los valores de la educación*, Barcelona, Idea Books.

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Varios, (1998), *Filosofía de la educación, hoy (temas)*, Madrid, Dykinson.

Varios, (1997), *Diccionario de filosofía de la educación*, Madrid, Dykinson.

Varios, (1993,1995), *Pensadores de la educación (tres tomos)*, Paris, Unesco.

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Additional

- Bouché, H. (1998), "Concepciones del hombre y de la educación en el pensamiento del siglo XX", en *Varios Filosofía de la educación, hoy (temas)*, Madrid, Dykinson, páginas 93-114.

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Escámez, J. (2005) El amor y la educación. Una aproximación desde Joaquín Xirau, en *Varios, Cultivar los sentimientos. Propuestas desde la Filosofía de la Educación*, Madrid, Dykinson, páginas 63-75.

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Escámez, J.; Gil, R. (2002): *La educación de la ciudadanía*. Madrid. CCS-ICCE.

Escámez, J; García López, R. (1989), "Antropología y educación", en *Filosofía de la educación hoy (Conceptos, autores y temas)* Madrid, Dykinson, páginas 449-463.

García Amilburu, M. (1996), *Aprendiendo a ser humanos. Una antropología de la educación*, Pamplona, Eunsa.

García López, R.; Escámez, J. y Pérez Pérez, C. (2009) *La educación ética en la familia*, Bilbao, Desclée.

Gozálvez, V. (2006): Concepto y características de la ciudadanía cosmopolita o global. En Boni, A. y Pérez-Foguet, A., *Construir la ciudadanía global desde la universidad*, Barcelona, Intermón Oxfam ediciones.

Naval, C; Altarejos, F. (2000), *Filosofía de la educación*. Pamplona, Eunsa, páginas 163-206.



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. Continguts

- Es mantenen els continguts inicialment establerts a la Guia Docent, encara que per a l'últim tema es prioritzaran els continguts essencials per a garantir la consecució dels objectius d'aprenentatge i el desenvolupament de les competències de l'assignatura.

2. Volum de treball i planificació temporal de la docència

- La càrrega de treball es distribueix tal com està definida en la Guia Docent, ja que es mantenen els horaris en dies i hores de les classes, en aquest cas on line mitjançant la plataforma Blackboard. Així mateix, es continua treballant per equips cooperatius, coordinats i assessorats pel professor/a, en la part pràctica de l'assignatura.

3. Metodologia docent

- Docència de forma síncrona per videoconferència via BBC
- Habilitació de Fòrums a l'Aula Virtual per tal de debatre continguts o comentar i resoldre dubtes.
- Pujada de materials (articles, enllaços, presentacions o diapositives dels temes...) a l'Aula Virtual.
- Tutories per videoconferència i online mitjançant correu electrònic

4. Avaluació

PART TEÒRICA (45% VALOR NOTA FINAL). Resolució d'alguna o de diferents proves d'avaluació:

- Prova escrita de reflexió i relació de conceptes i continguts del temari, distribuïda en aula virtual i de resposta en temps limitat.
- Prova objectiva (tipus test) en aula virtual.
- Proves d'avaluació per treballs acadèmics (resum i reflexió articles, documents, temes...) per aula virtual.

PART PRÀCTICA (55% VALOR NOTA FINAL). Desenvolupament d'activitats i projectes com:

- Realització Educlip i dossier
- Projecte Aprenentatge Servei centrat en disseny, justificació i recerca marc teòric
- Activitats pràctiques relacionats amb els temes
- Recensió llibre bibliografia
- Treballs d'investigació
- Diaris reflexius i mapes conceptuals

5. Bibliografia

Es faciliten, via Aula Virtual, materials digitalitzats o enllaços a fonts (articles, vídeos...) com a complement de la bibliografia especificada a la Guia Docent