

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

Code	33736
Name	Politics of education
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

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

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	74 - Education policy I	Obligatory

Coordination

Name	Department
CRUZ OROZCO, JOSE IGNACIO	120 - Comparative Education and History of Education
FERNANDEZ SORIA, JUAN MANUEL	120 - Comparative Education and History of Education
MENGUAL ANDRES, SANTIAGO	120 - Comparative Education and History of Education

SUMMARY

The subject aims to provide students with basic knowledge of the main issues that make up the education policy, its essential principles, the doctrinal and ideological structure and the factors that determine it, relating it to the Spanish reality. It seeks to provide the concepts, elements of judgment and tools of analysis necessary to know, describe, understand and examine the politics of education in general. Likewise, it aims to develop a series of competences that allow students to investigate the keys to educational policy and build their own critical analysis on the contents of the program of the subject.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Those that mark the VERIFICA of the degree and, specifically, the subject Political Education of the 2nd year.

OUTCOMES

1307 - Degree in Pedagogy

- Show commitment to professional identity, development and ethics.
- Develop strategies and techniques to promote participation and lifelong learning.
- Be able to evaluate educational policies, institutions and systems.
- Capacidad de resolución de problemas y toma de decisiones.
- Capacidad crítica y autocrítica.
- Conocer y comprender los Sistemas Educativos y formativos actuales en el contexto internacional.
- Conocer y analizar las políticas educativas, su desarrollo legislativo y su incidencia en las reformas socioeducativas.
- Reconocimiento y respeto a la diversidad y fomento de la interculturalidad.
- Compromiso ético activo con los derechos humanos y la sostenibilidad.

LEARNING OUTCOMES

It is intended that students, upon finishing the course of this subject, be in a position not only to be in possession of the cognitive keys of the subject, but also to know how to access the most relevant information about it, to be able to have a holistic vision of the main issues that affect educational policies in general, and being able to critically analyze and observe the political and ideological discourses that underlie all political action.

DESCRIPTION OF CONTENTS

1. Education Policy: concepts and dimensions

**2. Issues and problems in Education Policy****3. Political links of education and the education system****4. State and education****5. Rights and freedoms in education****6. The commitment of education policy to democracy: equality, participation, citizenship and social inclusion****7. Decentralization and 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
TOTAL	150,00	

TEACHING METHODOLOGY

Depending on the objectives and each of the contents, various procedures and work methods may be used, which may include the following:

- Teacher explanation
- Reading of materials set by the teacher
- Text analysis, problem solving and case analysis
- Individual or group work
- Exhibitions and debates



The teacher will explain the main contents of each topic, which will be complemented with practical activities to which time will be dedicated to determine each week.

Likewise, students will be able to carry out any type of work or contribution, individually or in groups, to analyze and work on the contents of the subject, after consultation and agreement with the teacher.

EVALUATION

The assessment of the course will include a continuous assessment -not recoverable in the second call- (which will mean 40% of the final grade), and another of sufficiency through a test or written exam (which will mean 60% of the final score).

The evaluation will include:

- Practical activities in which, in addition to the criteria indicated below, active participation in the development of the subject will be especially valued.
- The theoretical contents will be evaluated through the general performance test (exam) indicated in the Center's calendar.
- All the contents worked on in the development of the subject will be the subject of the same.
- The value of the qualifications of the sections in which, if it is the case, the continuous evaluation and the written exam are subdivided, will be set by each professor in their specific programming at the beginning of each course.

Evaluation criteria. All the information that can be evaluated will be based on the following criteria:

- Theoretical foundation
- Understanding of the above
- Methodological rigor
- Conceptual precision
- Synthesis capacity
- Clarity in exposure
- Personal elaboration, including critical elements and well-founded arguments
- Expository correction
- Bibliographic / documentary foundation

Given the purpose of the subject, with regard to individual or group work, students must refrain from doing any practice related to plagiarism in any of its meanings and whatever its format: books, magazines, printed matter, documents, etc. All the documentation used, printed or electronic, must be treated with the appropriate appointment system

REFERENCES

Basic



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- Fernández Soria, Juan Manuel (2016). Reivindicación de la política en la formación de ciudadanos y alumnos de las Facultades de Educación. En Antoni J. Colom, A. y Carmelo Lisón (Eds.). Antropología, Cultura y Educación. Tirant Humanidades, pp. 357-380.
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- Rivas, A., Mezzadra, F. y Veleza, C. (2013). Caminos para la evaluación: bases, esencias e ideas de política educativa. Granica.

Additional

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- Galup, Luciano. Big data & política, de los relatos a los datos: persuadir en la era de las redes sociales / Luciano Galup. Buenos Aires. Ediciones B.
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- Granell Pérez, R. (2003): Vales educativos: el cheque escolar de Valencia. Tirant lo Blanch. Valencia.
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- Kymlicka, W. (1996). Ciudadanía multicultural. Una teoría liberal de los derechos de las minorías. Paidós. Barcelona.
- Leturia Navaroa, A. (2007). El derecho a la participación educativa. Bilbao: Universidad del País



Vasco Madrid.

Meix Cereceda, Pablo (2014). El derecho a la educación en el sistema internacional y europeo. Tirant Lo Blanch. Valencia.

Multiculturalismo y la política del reconocimiento. Ensayo de Charles Taylor. FCE. México. 2003.

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