



COURSE DATA

Data Subject

Code	33913
Name	History of Education in Spain
Cycle	Grade
ECTS Credits	6.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. Period year
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	3 First term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	75 - History of education I	Obligatory

Coordination

Name	Department
PAYA RICO, ANDRES	120 - Comparative Education and History of Education

SUMMARY

The subject History of Education in Spain has as its fundamental objective the critical understanding of the genesis and evolution of our educational system from the last part of the 18th century to the 70s of the 20th century.

We will try to understand and interpret this historical journey from three central axes of observation so that they allow us to obtain a general vision of the field:

- The linking of education to a social project of/for Spain.
- The political dimensions of the educational phenomenon and the historical development of educational policy



- Changes in pedagogical discourse and school culture.

Our object of study is the historical past, but our purpose must be to place ourselves before historical experience to take advantage of its explanatory potential:

- Get a better understanding of some issues and realities – discourses and practices – that are still current, think historically to help us in our capacity for complex, reflective and critical analysis in problems that are still current.
- Be able to transfer and intercommunicate or connect/link the processes and results of our historical study to the knowledge and understanding of other facts and realities integrated into other subjects or areas of the Pedagogy curriculum (Theory and Philosophy of Education, Didactics and School Organization, Comparative Education, Education Policy...)

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Having taken the subject Historical Fundamentals of Education

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1307 - Degree in Pedagogy

- Show commitment to professional identity, development and ethics.
- Understand the theoretical references that constitute the human being as an active player in education.
- Know and interpret the historical processes of education and training systems, institutions and organisations.
- 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.
- Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.
- Skills in analysis and synthesis.



LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Information and basic knowledge obtained, expository clarity in written tests or interviews, conceptual precision, level of understanding, capacity for interpretation and criticism regarding the genesis and evolution of our educational system (from the last part of the 18th century to the present day) , from the following central axes:

- The linking of education to a social project of/for Spain.
- The political dimensions of the educational phenomenon.
- Changes in pedagogical discourse and school culture.

DESCRIPTION OF CONTENTS

1. Education in the Spanish Enlightenment

Education in the Old Regime

Pedagogical sense of the Enlightenment movement and its impact in Spain.

The enlightened Spaniards: speeches and pedagogical achievements

2. The constitution of the school system

The liberal state and education

The legislative order of the school system: from the Constitution of Cádiz to the Moyano Law

The evolution of the schooling process and its characterization.

3. 3- School cultures and pedagogical renewal

Krausism and ILE

Social Catholicism and Ave Maria Schools

Labor Movements and Modern School

4. Education in the first third of the 20th century

Education and social regeneration: discourses and practices.

Education, social project and civic pedagogy.

The state of teaching and teaching: tradition and modernity.



5. The educational policy of the Second Republic

6. Education during the Franco regime

The ideological bases of the dictatorship from the perspective of education.
The principles and actions in education of national Catholicism.
The repercussions of developmentalism on education.
The meaning and postulates of the General Education Law of 1970.

7. The transition to democracy and education

Educational topics and projects as an alternative.
The educational framework in the 1978 Constitution.
The complex post-constitutional development.

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

Theoretical classes:

Presentation of content by the teacher to justify, frame and clarify the different thematic contents.

Practical classes:



Reading, analysis and critical evaluation of sources. Individual and group comments on historical-pedagogical texts.

Study and autonomous work:

Study related to theoretical classes, practices, seminars and workshops, about the contents of the subject

Tutorials:

Review and guidance of individual and group work.

EVALUATION

The evaluation (continuous and final) will be carried out through various procedures, taking into account the activities carried out by the students and possible adaptations (in-person/remote) for unexpected reasons.

The evaluation percentage will be distributed between 60% for the theoretical part and 40% for the practical part.

The following will be used, among others: written tests, attendance and active participation in practices, seminars and workshops, completion of individual and group work, as well as reasoned self-assessment reports. Each of these mechanisms may be assigned a percentage of the final grade, according to the importance given to the objective and evaluation procedure.

The evaluation of students will generally consider the following aspects:

THEORY

a) Carrying out a written development test. Adequate acquisition and understanding of knowledge will be especially valued.



PRACTICE

Carrying out other evaluation activities that may include:

- a) Initiation work to historical-pedagogical research.
- b) Control of specific readings on the subject (magazine articles or book chapters).
- c) Personal work or in small groups on topics indicated by the teaching staff,
- d) Study of original documents and historical novel. Other activities to be arranged: attendance at conferences, seminars or courses; reasoned self-assessment report, etc.

REFERENCES

Basic

- CAPITAN DÍAZ, A. (1991-1994) Historia de la educación en España. Dykinson, Madrid. (2 Vols.)
- CAPITÁN DÍAZ, A. (2002) Breve historia de la educación en España. Alianza Editorial, Madrid.
- DELGADO, B. (1993-1994) Historia de la educación en España y América. (Tomos II y III). Ediciones SM, Madrid.
- ESCOLANO BENITO, A. (2002) La educación en la España contemporánea. Políticas educativas, escolarización y culturas pedagógicas. Biblioteca Nueva, Madrid.
- ESTEBAN, L. y LÓPEZ, R. (1994) Historia de la enseñanza y de la escuela. Tirant lo Blanch, Valencia.
- NEGRÍN, O. (2006) Historia de la educación española. UNED, Madrid.
- PUELLES BENÍTEZ, M. (1980) Educación e ideología en la España contemporánea. Labor-Politeia, Madrid.
- PUELLES BENÍTEZ, M. (2009) Modernidad, republicanismo y democracia: una historia de la educación en España. Tirant lo Blanch, Valencia.
- RUIZ BERRIO, J. (Dir.) (1996) La educación en España. Textos y documentos. Actas, Madrid.
- TIANA, A.; OSSENBACH, G. y SANZ, F. (Coord.) (2002) Historia de la Educación (Edad Contemporánea). UNED, Madrid.
- BALLARIN, Pilar (2001) La educación de la mujer en la España contemporánea. Siglos XIX y XX. Ed. Síntesis.
- LÓPEZ, R. y MAYORDOMO, A. (2023) La escuela y el magisterio. Lecturas históricas. Tirant lo Blanch, Valencia.



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