

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

<b>Code</b>	44534
<b>Name</b>	International trends in education
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations	Faculty of Philosophy and Educational Sciences	1 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations	1 - Advanced analysis of the historical, sociopolitical and comparative background of education management	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
LAZARO LORENTE, LUIS MIGUEL	120 - Comparative Education and History of Education

**SUMMARY**

In the last fifty years, the landscape of education in both developed and developing countries has changed very significantly. All educational systems have been undergoing a continuous process of reform, of greater or lesser intensity, to improve teaching and learning processes and increase the quality of education without neglecting, at least formally, an equity perspective. In these developments they have confronted different ideological and pedagogical conceptions about the meaning of education, the state's role in regulation, curricula, funding and teacher training. They are tendencies of educational change that is necessary to know to fully understand the current situation of education in a global perspective.

With the unstoppable development of globalization, from the nineties and especially since the early years of this century, they have established a set of international programs in the field of education sponsored agencies

International such as UNESCO, the World Bank or the OECD point to a growing interdependence of



national education policies in supranational frameworks such as the European Union, regional or global.

The ability of determination of the international agenda on education of these bodies determines priorities,

objectives and development of educational policies worldwide. Influence seated in turn on the search and definition of good educational practices linked to the so-called educational systems success, defined as such in various international rankings that are based on the performance of education systems in international achievement tests such as the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS) and the Programme for the International Assessment of Adult Competencies (PIAAC). Knowing the most significant features of trends in education that develop these educational systems is extremely useful for understanding the horizon that marks the current educational policies from a global perspective.

The specific objectives of the Master officially approved focus on developing advanced skills for:

Interdisciplinary obtain relevant information from national and international sources, and interpret them according to the contexts of reference; Also to use constantly updated data on the state of the most developed educational systems and the deficits detected in the set.

Conduct prospective studies referred to foreseeable trends in the development of education systems, pre-actively to address the challenges posed.

Ability to apply creative and innovative solutions to meet the challenges posed to education by institutional changes permanently operated in national and international contexts.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

There is nothing

## OUTCOMES

### 2216 - M.D. in Policies, Admin. and Manag. of Educ. Organisations

- Ser capaces de reconocer la naturaleza y las condiciones políticas de las prácticas educativas institucionales a efectos de atender los problemas y situaciones sociales emergentes.
- Ser capaces de conceptualizar las reformas escolares, comprenderlas genealógicamente y de aplicar un análisis que distinga entre las retóricas reformistas y su efectiva implantación.
- Ser capaces de elaborar un análisis histórico comparativo de los procesos de cambio e innovación en educación, fundamentando la resignificación de los mismos.



## LEARNING OUTCOMES

English version is not available

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	7,00	100
Group work	5,00	100
Classroom practices	5,00	100
Tutorials	4,00	100
Development of group work	4,50	0
Development of individual work	15,00	0
Study and independent work	5,00	0
Readings supplementary material	3,00	0
Preparation of evaluation activities	4,00	0
<b>TOTAL</b>	<b>52,50</b>	

## TEACHING METHODOLOGY

English version is not available

## EVALUATION

English version is not available

## REFERENCES

### Basic

- Dossier de Lecturas depositado en Reprografía.