UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: HISTORY AND THEORY OF EDUCATION

Type: BASIC

Degree: 328 - UNDERGRADUATE DEGREE IN SOCIAL EDUCATION (CU)

Center: 11 - FACULTY OF EDUCATIONAL SCIENCES AND HUMANITIES OF CUENCA

Year: 1

Main language: Spanish

Use of additional languages:

Web site:

Code: 33305

ECTS credits: 6

Academic year: 2023-24

Group(s): 30

Duration: C2

Second language: English

English Friendly: N

Bilingual: N

Lecturer: JOSE LUIS GONZALEZ GERALDO - Group(s): **30**

Building/Office	Department	Phone number	Email	Office hours
Facultad de Ciencias de la Educación y Humanidades	PEDAGOGÍA	926053876	joseluis.geraldo@uclm.es	

2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

Not established

4. Degree competences achieved in this course

Course competences

Code	Description
E15	Understanding theoretical, historical, cultural, political, environmental and references that make the human being lie in the heart of education
E16	Knowing and understanding the track record of Social Education and the configuration of its professional field and identity, as well as of the current contexts and scopes of social intervention
G01	Communicative and relational ability when working with individuals and groups
G02	Critical capacity and self-criticism linked to the analysis of social reality and to an ethical, responsible commitment when exercising this profession
G03	Observation capacity and self-oriented learning within the framework of social and personal interaction with a wide range of agents, groups and sociocultural contexts
G08	Oral and written language skills at a professional level and ability to use and to speak other languages
T09	Ability to develop socio-educational interventions and actions, from a sensibility focused on the respect of human rights, on the ecological principles and on the values of democratic culture
T10	Ability to implement socio-educational programmes and actions that promote the recognition of cultural and linguistic diversity, universal access of disabled people and full equality between men and women

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Acquire a critical capacity to analyze the different educational options.

Know the evolution and the most representative milestones of the contemporary education systems.

Understand Education as a set of interdependent elements that make up a process.

Know the basic and conceptual terminology used in the field of pedagogical and social studies.

Analyze the elements of teaching-learning processes to organize teaching practices in a rational, critical and reflective way.

Learn to plan different types of educational actions.

Know the most relevant theoretical orientations that support Social Pedagogy and the most significant authors.

Know the different didactic methods that can be used in Social Education.

Know and apply the methods and techniques used by Social Pedagogy to design preventive and corrective programs to solve socio-educative problems.

Understand and think about the different theoretical models of intercultural education, its concepts and practices, and understand the functions of the social educator.

Know the main theories and contemporary educational institutions in their historical and social context.

Additional outcomes

6. Units / Contents

Unit 1:

Unit 2:

Unit 3:

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	E15 G01 G02 G08 T09	1.8	45	N	-	
Individual tutoring sessions [ON-SITE]	Guided or supervised work	G02 G08 T09	0.45	11.25	N	-	
Final test [ON-SITE]	Assessment tests	G01 G08 T09	0.15	3.75	Y	Y	
Writing of reports or projects [OFF-SITE]	Cooperative / Collaborative Learning	G01 G08 T09	0.7	17.5	Y	N	
Writing of reports or projects [OFF-SITE]	Group Work	G01 G08 T09	0.5	12.5	Y	N	
Study and Exam Preparation [OFF-SITE]	Self-study	E15	2.4	60	N	-	
Total:			**6**	**150**			
Total credits of in-class work: 2.4				**Total class time hours: 60**			
Total credits of out of class work: 3.6				**Total hours of out of class work: 90**			

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Theoretical papers assessment	30.00%	30.00%	
Theoretical papers assessment	30.00%	30.00%	
Final test	40.00%	40.00%	
Total:	**100.00%**	**100.00%**	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

9. Assignments, course calendar and important dates

Not related to the syllabus/contents	
Hours	**hours**

Unit 1 (de 3):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	10
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	1.5
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	1.5
Writing of reports or projects [AUTÓNOMA][Group Work]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	10

Unit 2 (de 3):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	15
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	3
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	5
Writing of reports or projects [AUTÓNOMA][Group Work]	6.5
Study and Exam Preparation [AUTÓNOMA][Self-study]	25

Unit 3 (de 3):	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	20
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	6.75
Final test [PRESENCIAL][Assessment tests]	3.75
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	11
Writing of reports or projects [AUTÓNOMA][Group Work]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	25

Global activity	
Activities	**hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	45
Study and Exam Preparation [AUTÓNOMA][Self-study]	60
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	11.25
Final test [PRESENCIAL][Assessment tests]	3.75
Writing of reports or projects [AUTÓNOMA][Cooperative / Collaborative Learning]	17.5
Writing of reports or projects [AUTÓNOMA][Group Work]	12.5
Total horas:	150

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
Capitán Díaz, A.	Historia de la educación en España. II Pedagogía Contemporánea	Dykinson	Madrid		1994	No es de los más importantes, pero sí relevante para la asignatura
Colom et al	Teoría e instituciones contemporáneas de la educación. Barcelona: Ariel Educación	Ariel	Barcelona		2008	Junto con el de Sarramona, uno de los más importantes de la asignatura
González-Geraldo, J. L.	Hacia una universidad más humana: ¿es superior la educación superior?	Biblioteca Nueva			2014	Se utilizarán algunos ejemplos y consideraciones sobre la educación.
Puelles, M.	Educación e ideología en la España Contemporánea	Politeia	Barcelona		1980	No es de los más importantes, pero sí relevante para la asignatura
Rabazas Romero, T (Coord.)	El conocimiento teórico de la educación en España. Evolución y consolidación	Síntesis			2014	Algunas bases sobre la evolución de la Teoría de la Educación en nuestro país.
Sarramona, J.	Teoría de la educación. Reflexión y normativa pedagógica	Ariel	Barcelona		2000	Junto con el de Colom et al, uno de los más importantes de la asignatura
González-Geraldo, J. L.	La sombra del lobo blanco	Octaedro			2019	
Úcar, X.	La educación escindida. perspectivas desde la pedagogía y la educación social https://doi.org/10.14201/teri.27805				2023	

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	Historia de la educación en España. II Pedagogía Contemporánea	Dykinson	Madrid			
	Teoría e instituciones contemporáneas de la educación. Barcelona: Ariel Educación					