

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **FUNDAMENTOS TEÓRICOS E HISTÓRICOS DE LA EDUCACIÓN PRIMARIA**

Code: 272060

Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA**

Year: 1

Name of the module to which it belongs: PROCESOS Y CONTEXTOS EDUCATIVOS

Field: LA EDUCACIÓN PRIMARIA EN EL SISTEMA EDUCATIVO

Character: BASICA

Duration: FIRST TERM

ECTS Credits: 4.5

Classroom hours: 45

Face-to-face classroom percentage: 40.0%

Study hours: 68

Online platform: Moodle

LECTURER INFORMATION

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Area: TEORÍA E HISTORIA DE LA EDUCACIÓN

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Name: LUQUE GONZÁLEZ, ROCÍO

Department: EDUCACIÓN

Area: TEORÍA E HISTORIA DE LA EDUCACIÓN

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

INTENDED LEARNING OUTCOMES

- | | |
|--------|--|
| CM2.2 | To know the foundations of primary education. |
| CM2.3 | To analyse the teaching practice and the institutional conditions that frame it. |
| CM2.4 | To know the historical evolution of the educational system in our country and the political, ideological and legislative determinants of educational activity. |
| CM2.7 | To promote cooperative work and individual work and effort. |
| CM2.14 | To know and apply resources to address the demands of teaching-work without compromising one's emotional balance. |

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OBJECTIVES

- To know the basics of Primary Education.
- To analyze the teaching practice and the institutional conditions that frame it.
- To know the historical evolution of the educational system in our country and the political, ideological conditions of the educational activity.
- To promote cooperative work and individual work and effort.
- To know and apply resources to address the demands of teaching without compromising one's emotional balance.

CONTENT

1. Theory contents

- Topic 1. The teaching profession.
- Topic 2. Theory of education.
- Topic 3. Contemporary theories of education.
- Topic 4. Contemporary evolution of education systems.
- Topic 5. Current society and European context: Trends in institutional theories and practices.

2. Practical contents

- Topic 1. The teaching profession.
- Topic 2. Theory of education.
- Topic 3. Contemporary theories of education.
- Topic 4. Contemporary evolution of education systems.
- Topic 5. Current society and European context: Trends in institutional theories and practices.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

- Quality education
- Gender equality
- Reduced inequalities
- Peace, justice and strong institutions
- Partnerships for the goals

METHODOLOGY

General clarifications on the methodology (optional)

- Theoretical classes: Seminars / Presentations / Debates
- Practical classes: Cooperative Work / Case Resolution / Work Projects
- Tutorial: Advice on individual and group work
- Autonomous work of students: Carrying out works / readings / use of computer and bibliographic sources

Methodological adaptations for part-time students and students with disabilities and special educational needs

The methodological strategies and the evaluation system will be adapted according to the characteristics of the students with disabilities and special educational needs in the cases that are required, in accordance with the Regulation to facilitate the incorporation and integration of personnel with disabilities at the University of Cordoba.

-Agreement of the Governing Council, in ordinary session of April 28, 2017, UCO BOUCO- Link: <https://sede.uco>.



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Face-to-face activities

Activity	Large group	Medium group	Total
<i>Debates</i>	6	4	10
<i>Group presentation</i>	4	3	7
<i>Group work (cooperative)</i>	-	3	3
<i>Lectures</i>	20	-	20
<i>Projects</i>	-	3	3
<i>Text analysis</i>	-	2	2
Total hours:	30	15	45

Off-site activities

Activity	Total
<i>Group work</i>	25
<i>Information search</i>	8
<i>Reference search</i>	10
<i>Self-study</i>	25
Total hours	68

WORK MATERIALS FOR STUDENTS

Coursebook
Dossier
Oral presentations
References

EVALUATION

Intended learning	Debate	Exams	Portfolios
CM2.14			X
CM2.2		X	X
CM2.3		X	X

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Intended learning	Debate	Exams	Portfolios
CM2.4		X	X
CM2.7	X		
Total (100%)	10%	45%	45%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Method of assessment of attendance:

Attendance and active participation can be assessed in the light of individual and/or group activities carried out in class.

General clarifications on instruments for evaluation:

The evaluation system proposed will be global, identifying the selected competences as the basic referents, incorporating the cognitive, procedural and attitudinal dimensions of knowledge.

The following evaluation criteria are highlighted: degree of involvement and effort of the students in their learning process; degree of mastery of the conceptual framework of the subject; ability to relate theoretical concepts to simulated or real practical situations; critical and transformative attitude towards Primary Education; ability to express themselves orally and in writing.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Students enrolled part-time must communicate it at the beginning of the course to the responsible teachers of the subject in order to establish the follow-up mechanisms that are considered appropriate.

The methodological strategies and the evaluation system will be adapted according to the characteristics of the students with disabilities and special educational needs in the cases that are required, in accordance with the Regulation to facilitate the incorporation and integration of personnel with disabilities at the University of Cordoba.

Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

The assessment will consist of an examination about the theoretical and practical contents of the module.

Qualifying criteria for obtaining honors:

Minimum final grade: 9.5 or, alternatively, higher than 9 in the three assessment instruments.

BIBLIOGRAPHY

1. Basic Bibliography

Aubrey, K., & Riley, A. (2015). Understanding and using educational theories. London: Sage.

Aznar, P. y Ull, M. A. (2013). La responsabilidad por un mundo sostenible. Bilbao: Desclée de Brouwer.

Bailey, R. (Ed.). (2014). The philosophy of education: An introduction. London: Bloomsbury Publishing.

Belando Montoro, M. R. (Coord.) (2015). La educación repensada. Dinámicas de continuidad y cambio . Madrid: Pirámide.



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- De Puelles, M. (Coord.) (2008). Profesión y vocación docente. Presente y futuro. Madrid: Biblioteca Nueva.
- Dill, J. S. (2013). The longings and limits of global citizenship education. New York: Routledge.
- Escolano, A. (2002). La educación en la España contemporánea: políticas educativas, escolarización y culturas pedagógicas. Madrid: Biblioteca Nueva.
- Esteve Zarazaga, J.M. (2010). Educar: un compromiso con la memoria. Barcelona: Octaedro.
- Jimeno Sacristán, J. (Comp.) (2006). La reforma necesaria: entre la política educativa y la práctica escolar. Madrid. Morata.
- González-González, H., Gil-del Pino, M. C., Fernández-Caminero, G., Espino-Díaz, L., e Hidalgo-Ariza, M.D. (2021). *Fundamentos Teóricos e Históricos de la Educación Infantil y Primaria*. Madrid: Síntesis.
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- Jover Olmeda, G. (2013). Teoría de la Educación. Manual para maestros, pedagogos y educadores sociales. Madrid: Universidad Complutense.
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- Monge, C. y Gómez, P. (2018). Innovando la docencia desde la formación del profesorado. Madrid: Síntesis.
- Montero Fernández, M. (2019). Métodos pedagógicos emergentes para un nuevo siglo. ¿Qué hay realmente de innovación? Teoría de la Educación. Revista Interuniversitaria, 31(1), 5-34. <https://orcid.org/0000-0002-2153-1180>
- Pérez, A. (Coord.) (2010). Reinventar la profesión docente. Revista Interuniversitaria de Formación del Profesorado, 68 (Monográfico).
- Núñez Cubero, L., y Romero Pérez, C. (Coord.) (2017). Teoría de la Educación. Capacitar para la práctica. Madrid: Pirámide.
- Peters, M. A. (Ed.) (2017). Encyclopedia of Educational Philosophy and Theory. Singapore: Springer Singapore.
- Pozo Andrés, M. M., Álvarez Castillo, J. L., Luengo Navas, J., y Otero Urtaza, E. (2009). Teorías e instituciones contemporáneas de educación (2ª edición). Madrid: Biblioteca Nueva.
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- Zhao, Y., & Watterston, J. (2021). The changes we need: Education post COVID-19. Journal of Educational Change, 22, 3-12. <https://doi.org/10.1007/s10833-021-09417-3>

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2. Further reading

- Blejmar, B. (2017). *Gestionar es hacer que las cosas sucedan*. Buenos Aires: Noveduc.
- Bosio, E. (Ed.) (2021). *Conversations on global citizenship education. Perspectives on research, teaching, and learning in higher education*. New York: Routledge. <https://doi.org/10.4324/9780429346897>
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- Dixon, A. D., y Anderson, C. R. (2018). Where are We? Critical Race Theory in Education 20 Years Later. *Peabody Journal of Education*, 93 (1), 121-131. <https://doi.org/10.1080/0161956X.2017.1403194>
- Jover, G., Bárcena, F., Villamayor, P., e Igelmo, J. (2015). La educación como derecho: escenario actual y paradojas. In González-Geraldo, J. L. (Ed.), *Educación, desarrollo y cohesión social* (pp. 113.140). Cuenca: Universidad de Castilla-La Mancha.
- Jules, T. D., Shields, R., & Thomas, M. A. M. (Eds.) (2021). *The Bloomsbury handbook of theory in comparative and international education*. Londres: Bloomsbury Academic.
- Osberg, D., & Biesta, G. (2021). Beyond curriculum: Groundwork for a non-instrumental theory of education. *Educational Philosophy and Theory*, 53(1), 57-70. <https://orcid.org/10.1080/00131857.2020.1750362>
- Pérez, A. et al. (2007). *Profesorado y otros profesionales de la educación: alternativas para un sistema escolar democrático*. Madrid: MEC.
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- UNESCO (2021). *COVID-19: respuesta*. <https://es.unesco.org/covid19>
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- Veugelers, W., & de Groot, I. (2019). Theory and practice of citizenship education. En W. Veugelers (Ed.), *Education for democratic intercultural citizenship* (pp. 14-41). Leiden: Brill. https://doi.org/10.1163/9789004411944_002
- Vilanou Torrano, C., y Laudo Castillo, X. (2013). El pensamiento vitalista y sintético en la Pedagogía general en España. *Revista Española de Pedagogía*, nº 255, 193-208.
- Waite, D. (2010). On the Shortcomings of Our Organisational Forms: With Implications for Educational Change and School Improvement. *School Leadership & Management*, 30 (3), 225-248.
- Wegerif, R. (2013). *Dialogic: Education for the Internet Age*. New York : Routledge.
- Wrigley, T (2007). *Escuelas para la esperanza. Una nueva agenda hacia la renovación*. Madrid: Morata.

COORDINATION CRITERIA

Common evaluation criteria
Common learning outcomes
Joint activities: lectures, seminars, visits ...

Clarifications

Common evaluation criteria
Common learning outcomes
Joint activities: lectures, seminars, visits ...



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The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

Theoretical classes: Lectures/Presentations/Debates

Practical classes: Cooperative Work/Debates/Group Presentations

Tutorial: Advice on individual and group work

Autonomous work of students: Carrying out works /readings/use of computer and bibliographic sources

EVALUATION

Intended learnig	Debate	Exams	Portfolios
CM2.14			X
CM2.2		X	X
CM2.3		X	X
CM2.4		X	X
CM2.7	X		
Total (100%)	10%	45%	45%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Method of assessment of attendance (Scenario A):

Attendance and active participation can be assessed in the light of individual and/or group activities carried out in class.

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General clarifications on instruments for evaluation (Scenario A):

The evaluation system proposed will be global, identifying the selected competences as the basic referents, incorporating the cognitive, procedural and attitudinal dimensions of knowledge.

The following evaluation criteria are highlighted: degree of involvement and effort of the students in their learning process; degree of mastery of the conceptual framework of the subject; ability to relate theoretical concepts to simulated or real practical situations; critical and transformative attitude towards Primary Education; ability to express themselves orally and in writing.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

Students enrolled part-time must communicate it at the beginning of the course to the responsible teachers of the subject in order to establish the follow-up mechanisms that are considered appropriate.

The methodological strategies and the evaluation system will be adapted according to the characteristics of the students with disabilities and special educational needs in the cases that are required, in accordance with the Regulation to facilitate the incorporation and integration of personnel with disabilities at the University of Cordoba.

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

Theoretical classes: Lectures/Presentations/Debates

Practical classes: Cooperative Work/Debates/Group Presentations

Tutorial: Advice on individual and group work

Autonomous work of students: Carrying out works /readings/use of computer and bibliographic sources

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EVALUATION

Intended learning	Debate	Exams	Portfolios
CM2.14			X
CM2.2		X	X
CM2.3		X	X
CM2.4		X	X
CM2.7	X		
Total (100%)	10%	45%	45%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Moodle Tools	Debate	Exams	Portfolios
Assessment rubric			X
Forum	X		
Questionnaire		X	

Method of assessment of attendance (Scenario B):

Attendance and active participation can be assessed in the light of individual and/or group activities carried out in class.

General clarifications on instruments for evaluation (Scenario B):

The evaluation system proposed will be global, identifying the selected competences as the basic referents, incorporating the cognitive, procedural and attitudinal dimensions of knowledge.

The following evaluation criteria are highlighted: degree of involvement and effort of the students in their learning process; degree of mastery of the conceptual framework of the subject; ability to relate theoretical concepts to simulated or real practical situations; critical and transformative attitude towards Primary Education; ability to express themselves orally and in writing.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

Students enrolled part-time must communicate it at the beginning of the course to the responsible teachers of the

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subject in order to establish the follow-up mechanisms that are considered appropriate.

The methodological strategies and the evaluation system will be adapted according to the characteristics of the students with disabilities and special educational needs in the cases that are required, in accordance with the Regulation to facilitate the incorporation and integration of personnel with disabilities at the University of Cordoba.