BASIC DETAILS:

Subject:	THEORY AND HISTORY OF EDUCATION (TEORÍA E HISTORIA DE LA EDUCACIÓN)		
Id.:	32480		
Programme:	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)		
Module:	PROCESOS EDUCATIVOS, APRENDIZAJE Y DESARROLLO DE LA PERSONALIDAD		
Subject type:	OBLIGATORIA		
Year:	1	Teaching period:	Segundo Cuatrimestre
Credits:	3	Total hours:	75
Classroom activities:	30	Individual study:	45
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:		Email:	

PRESENTATION:

In this subject we trace the origin of education and schooling as concepts and practices. To this end, the evolution of educational theories and teaching practices are analyzed in relation to one another. We will do this by reflecting on the founding fathers of educational philosophies and theories, both past and present. The socio-political and economic contexts of learning theories will be discussed, whenever relevant, with special focus on the Spanish educational context.

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

General programme competences	G01	Capacity to analyse and synthesise information from different sources.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G07	Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.
	G10	Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
Specific programme competences	E01	Understand the educational and learning processes for the 0-6 age group in family, social and school contexts.
	E02	Know the advances in childhood psychological development for the 0-3 and 3-6 age range.
	E03	Know the basics of early care.
	E04	Recognise the identity of this stage and its cognitive, psychomotor, communicative, social and affective characteristics.
	E05	Know how to engender habits with regard to independence, liberty, curiosity, observation, experimentation, imitation, acceptance of rules and limits, and symbolic and heuristic play.
	E06	Know the pedagogical side of interaction with equals and adults and know how to encourage participation in group activities, group work and individual effort.
Regulated profession competences	P01	Know the objectives, curricular content and assessment criteria for Preschool Education.
	P14	Know the organisation of preschools and the variety of activities that comprise how they work.
	P15	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P17	Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.
	P18	Understand the function, possibilities and limits of education in modern society and the fundamental competences that affect preschools and their employees.
	P19	Find quality improvement models that can be applied to educational establishments.
Learning outcomes	R01	Analyse the main modern educational schools of thought and their influence on the present conception of educational processes and curricular development.
	R02	Formulate and defend positions with regard to educational problems.
	R03	Design education as a holistic process that affects everyone and continues throughout their lives.
	R04	Reflect on educational concerns, coming up with well-rounded judgements.
	R05	Experience the ethical commitment that comes with educational intervention.

PRE-REQUISITES:

There are no content-related pre-requisites; however, English is integrated in the entire content of this course; therefore, it is highly recommended that you begin this course with a B1 level of English. If your level of English is less than a **B1** (lower intermediate), you should strongly consider improving your level by signing up for an English language course.

SUBJECT PROGRAMME:

Observations:

NOTE: Subject planning can be modified due to unforeseen circumstances, such as group performance, availability of resources, changes to the academic calendar, etc.). Accordingly, this plan should not be considered to be definitive.

Subject contents:

1 - Getting Oriented
1.1 - Personal beliefs about education and learning
1.2 - Philosophy of education: initial considerations
2 - Historical Perspectives on Learning and Schooling
2.1 - Education in ancient Athens
2.1.1 - Socrates and the Socratic method
2.1.2 - Plato and Aristotle
2.2 - Other key thinkers over the ages
2.2.1 - Quintilian
2.2.2 - John Comenius
2.2.3 - John Locke
2.2.4 - Friedrich Froebel
2.2.5 - Jean Jacques Rousseau
2.2.6 - John Dewey
2.2.7 - Maria Montesorri
2.2.8 - Henry Giroux
3 - Learning Educational Theories
3.1 - Synopsis on child natural development
3.2 - Behaviourism - Skinner
3.3 - Constructivism
3.3.1 - Cognitive - Piaget
3.3.2 - Social - Vygotsky
3.4 - Connectivism
4 - History of Education in Spain
4.1 - Education under the Second Republic and the Dictatorship
4.2 - Educational reform since 1970
4.3 - Contemporary issues in the Spanish educational system
5 - Final Reflection
5.1 - Changes in personal beliefs about education and learning theories

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

Teaching and learning methodologies and activities applied:

Teaching and learning methodologies and activities applied: This subject is based on active

participation with a socio-constructivist approach in mind. For this reason, there are required readings listed in the Guía Docente that must be completed before coming to class. This system is meant to foster discussion about the content subject through English. Remember that History and Theory of Education is a CLIL subject in this degree program (i.e. it integrates content and language learning). Peer teaching (instructed and supported by the instructor) is another learning feature of this course. When acting as peer teachers, you will also be responsible for presenting information to others, leading discussions and checking learning. Preparing for peer teaching, group work and individual tasks will help promote your autonomy as a learner and lead to more meaningful learning.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	11
	Other theory activities	4
	Practical work, exercises, problem-solving etc.	7
	Coursework presentations	4
	Assessment activities	4
Individual study	Tutorials	3
	Individual study	16
	Individual coursework preparation	8
	Group cousework preparation	7
	Research work	4
	Compulsory reading	7
	Total hours:	75

ASSESSMENT SCHEME:

Calculation of final mark:

Written tests:	25	%
Individual coursework:	20	%
Group coursework:	20	%
Final exam:	35	%
TOTAL	100	%

*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

BIBLIOGRAPHY AND DOCUMENTATION:

Basic bibliography:

BATES, B. (2016). Learning Theories Simplified:... and how to apply them to teaching. SAGE.

FLECHA GARCIA, C. (2011). Education in Spain: Close-up of Its History in the 20th Century. Analytical Reports in International Education 4 (1), pp. 17-42.

GRAY, C. and MACBLAIN, S. (2015). Learning Theories in Childhood. Sage.

MOORE, T. W. (2010). Philosophy of Education. An Introduction. Routledge

SCHUNK, D. (2012). Learning theories. An educational perspective. Pearson

SWIM, T. (2007). Building blocks for developmentally appropriate practices. Retrieved from http:/ / www.earlychildhoodnews.com/ earlychildhood/ article_view.aspx?ArticleID=411

THOMAS, G. (2013). Education. A Very Short Introduction. London: Oxford University Press.

VIÑAO, A. (2014). From dictatorship to democracy: history of education in Spain, Paedagogica Historica, 50:6, 830-843, DOI: 10.1080/ 00309230.2014.948006

YOUNG, M. (2015). What is learning and why does it matter?. European Journal of Education, 50(1), 17-20.

Recommended bibliography:

ADAIR, J.K., TOBIN, J. (2011). The dilemma of cultural responsiveness and professionalization: listening closer to immigrant teachers who teach children of recent immigrants. Teachers College Record.

BELOGLOVSKY, M and DALY, L. (2015). Early Learning Theories Made Visible. Readleaf Press.

DANIELS, H., LAUDER, H and PORTER, J (Eds.) (2011). Educational Theories, Cultures and Learning: A Critical Perspective. London: Routledge.

KROGH, S. and SLENTZ, L.(Eds.) (2011). Early Childhood Education: Yesterday, Today, and Tomorrow. New York: Taylor

WALSH, D. (2005). Developmental theory and early childhood education: necessary but not sufficient. In N.J. Yelland (ED.) Critical Issues in Early Childhood. Buckingham: Open University Press.

Recommended websites:

The Learning Classroom. Theory into Practice	http://www.learner.org/resources/series172.html
The History of Early Childhood Education	http://www.communityplaythings.com/resources/articles/2010/history-of-early-childhood-education
A research-based, comprehensive bullying prevention education webpage	http://www.speakupbesafe.org/developmental_characteristics.html
Articles about Education and Theories (EarlyChildhoodNEWS). Can be used for Group Interview	http://www.earlychildhoodnews.com/page2.aspx
How people learn. Vanderbilt University Centre for Teaching	https://cft.vanderbilt.edu/guides-sub-pages/how-people-learn/

* Guía Docente sujeta a modificaciones