



## COURSE DATA

### DATA SUBJECT

**Code:** 33254

**Name:** Contemporary problems and trends in education

**Cycle:** Undergraduate Studies

**ECTS Credits:** 6

**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	2	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1012 - Degree in Philosophy	Education	BASIC

### COORDINATION

ANCHETA ARRABAL ANA

GRAU DEL VALLE CAROLINA

SANCHO ALVAREZ CARLOS

## SUMMARY

The subject aim is to introduce the students of Philosophy degree in some of the most important and pressing problems of the contemporary educational landscape, as well as some of the latest trends and proposals for understanding and solving such problems that are educational ones, radically human. Understanding reflection on education as a branch of practical philosophy, as Dewey did, we assume the opportunity and convenience of a subject such as this, where we invite those who start in the academic study of philosophy to known and discuss critically and with good arguments on issues such as relations of equality and differences in education, freedoms and rights in education, multiculturalism and citizenship education, the educational proposals of international organizations, coeducation, etc.

## 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 are none, as it is a first-year subject.

## COMPETENCES / LEARNING OUTCOMES

-

Appreciate autonomy and independence of judgement.

Be able to apply knowledge to practice.

Be able to convey information, ideas, problems and solutions to others (experts or not).

Be able to learn autonomously.

Be able to obtain information from different primary and secondary sources.

Be able to take on social and ethical commitments.

Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.

Develop innovation and creativity.

Have critical and self-critical capacity.

Know how to work in a team avoiding gender discrimination.

Recognise human fallibility.

Ser respetuoso con la diferencia y la pluralidad evitando la discriminación por razones de género.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

View original and creative thinking positively.

Work with an increasing degree of self-motivation and self-demand.

## DESCRIPTION OF CONTENTS

**1. The multicultural phenomenon: Education for intercultural citizenship.**

**2. Epistemological principles in educational research.**



3. International education policies.

4. Current problems and trends in educational research.

5. Inequalities and education. Attention to diversity. School violence.

6. Contemporary pedagogical movements.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	5,00
Theory	30,00
Seminar	15,00
<b>Total hours</b>	<b>50,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	20,00
Independent study and work	30,00
Preparation of lessons	15,00
Preparation for assessment activities	25,00
Resolution of case studies	5,00
<b>Total hours</b>	<b>100,00</b>

## TEACHING METHODOLOGY

**THEORETICAL CLASSES:** Theoretical presentation of contents by the teacher and discussion in the classroom.

**SEMINARS AND PRACTICAL LESSONS:** Dialogue and written reflection on the topics and issues presented.

**MEMORIES OR DIRECTED WORK (students of the non-classroom option):** Students will write papers,



reviews or reports.

TUTORIALS: Guidance from the teaching staff on those aspects of the subject that require greater attention or in-depth study.

## EVALUATION

### 1. ATTENDANCE OPTION

The assessment will be joint and will bring together the scores of all the thematic blocks and the activities carried out. The long-answer test to be taken at the end of the term will consist of questions on the text of *Replantear la educación* (UNESCO, 2016) that links with the contents worked on in the theoretical classes and practical activities. This practical part will be evaluated jointly considering the average of the activities carried out during the term.

The final mark will be calculated based on the official evaluation system:

<b>Aspect to be assessed</b>	<b>Percentage</b>
Extended essay (answers to the theoretical credits of the subject, relating it to the text <i>Replantear la educación</i> ).	90 %
Oral test (answers to everything done in the practical credits of the subject by all the teaching staff).	10 %
<b>TOTAL</b>	<b>100 %</b>

Assessment criteria:



*Theory*

- Proficiency in specific terminology and conceptual precision.
- Clarity in the written presentation and ability to synthesise.
- Orderly, systematic and documented presentation of the contents of the discipline.
- Personal, critical and well-founded elaboration of what has been learnt.
- Grammatical and syntactic correctness of expression.

*Practical work*

- Class attendance
- Active participation, commitment and interest
- Quality of the work presented: adaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.
- Compliance with the established deadlines.
- Clarity of presentation, organisation of ideas, ability to synthesise.
- Richness, originality and relevance of ideas and personal opinions.

**2. NON-ATTENDANCE OPTION**

Students who opt for assessment through distance learning or regular non-attendance at classes, an option that will be subject to justified reasons and always providing reasonable reasons in writing to the teaching staff at the beginning of the course, must pass a written test based on the COMPLETE REPORT of *Replantear la educación* (UNESCO, 2016); they must also provide reviews of the following books or documents:

a) PÉREZ, C., ESCÁMEZ, J. GARCÍA, R. SANZ, R. y LÓPEZ, I. (2012). *La acción educativa social: nuevos planteamientos*. Bilbao: Desclée de Brouwer.

b) NACIONES UNIDAS (2015): *Transformar nuestro mundo: la Agenda 2030 para el desarrollo sostenible*. Nueva York: Naciones Unidas. [https://unctad.org/meetings/es/SessionalDocuments/ares70d1\\_es.pdf](https://unctad.org/meetings/es/SessionalDocuments/ares70d1_es.pdf)

c) CIRUJANO, P. Y LÓPEZ, I. (2007): "Un impulso feminista a la integración de género en los Objetivos de Desarrollo del Milenio". En VV.AA.: *Movimientos de mujeres en el mundo actual: derechos, conflictos y alianzas*. Madrid: Universidad Autónoma de Madrid.

The reviews of these three books or documents must include: 1) Introduction, or brief presentation of the text; 2) Summary, which includes the author's objectives, arguments and fundamental ideas; 3) Selection of at least 5 fragments, with a detailed commentary on them; and 4) Final considerations and critical evaluation.



Assessment criteria:

### *Theory*

- Proficiency in specific terminology and conceptual precision.
- Clarity in the written presentation and ability to synthesise.
- Orderly, systematic and documented presentation of the contents of the discipline.
- Personal, critica and well-founded elaboration of what has been learnt.
- Grammatical and syntactic correctness of expression.

### *Practical work*

- Quality of the work presented: adaptation to the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.- Compliance with the established deadlines.
- Clarity of presentation, organisation of ideas, ability to synthesise.
- Richness, originality and relevance of ideas and personal opinions.

**Important Note:** A positive evaluation or at least a pass will require that each and every part of the subject (both theoretical and practical) is passed with at least 50% of its value. This criterion is applicable to both on-site and off-site students.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

[Basic references]

- GARCÍA, R., GOZÁLVEZ, V., VÁZQUEZ, V. y ESCÁMEZ, J. (2010). Repensando la educación: cuestiones y debates para el siglo XXI. Valencia, Brief.



- CIRUJANO, P. Y LÓPEZ, I. (2007): "Un impulso feminista a la integración de género en los Objetivos de Desarrollo del Milenio". In VV.AA.: Movimientos de mujeres en el mundo actual: derechos, conflictos y alianzas. Madrid: Universidad Autónoma de Madrid.
- UNESCO (2016). Replantear la educación. Paris, UNESCO.

[Complementary refernces]

- GRACIA CALANDÍN, J. (2016). El desafío ético de la educación. Dykinson S.L.
- FIERRO, C., FORTOUL, B., y ROSAS, L. (1999). Transformando la práctica docente. Una propuesta basada en la investigación-acción. México D.F.: Editorial Paidós (pags. 17-37).
- FULLAT, O. (1992). La Filosofía de la Educación: concepto y límites. La filosofía de la educación en Europa (pp 149-160). Dykinson. Recuperado a partir de <https://educar.uab.cat/article/view/v11-fullat-3>
- LUENGO NAVAS, J. (2004). La educación como objeto de conocimiento. El concepto de educación. In M. d. Pozo Andrés, J. L. Álvarez Castillo, J. Luengo Navas, y E. Otero Urtza, Teorías e instituciones contemporáneas de educación (pags. 30-47). Madrid: Biblioteca Nueva.
- NACIONES UNIDAS (2015). Transformar nuestro mundo: la Agenda 2030 para el desarrollo sostenible. Nueva York: Naciones Unidas. [https://unctad.org/meetings/es/sessionaldocuments/ares70d1\\_es.pdf](https://unctad.org/meetings/es/sessionaldocuments/ares70d1_es.pdf)
- ORTIZ OCAÑA, A. (2011). Hacia una nueva clasificación de los modelos pedagógicos: el pensamiento configuracional como paradigma científico y educativo del siglo como paradigma científico y educativo del siglo XXI. Revista Praxis, 121-137.
- PÉREZ, C., ESCÁMEZ, J. GARCÍA, R. SANZ, R. y LÓPEZ, I. (2012). La acción educativa social: nuevos planteamientos. Bilbao: Desclée de Brouwer.
- LEY para la igualdad efectiva de mujeres y hombres (<http://www.uv.es/igualtat/estatal.htm>).