

**COURSE DATA****DATA SUBJECT****Code:** 33254**Name:** Contemporary problems and trends in education**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**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.

Likewise, of transversal way in this subject develop partly of complementary form the ODS4 (education of quality), ODS5 (equality of gender), ODS8 (decent work and economic growth) and ODS16 (Paz, justice and solid institutions).

The course will promote knowledge of the regulatory framework and the fundamental principles of Organic Law 10/2022, of September 6, on the comprehensive guarantee of sexual freedom. Content related to equality and a gender perspective will be covered, and attention will be paid to strategies for the prevention,



awareness-raising, and detection of situations of sexual violence in the educational field. At the same time, teaching practices for the prevention and detection of sexual violence will be integrated, in coordination with the institutional resources and protocols established by the University of Valencia.

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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

1004 -

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 |
| Total hours | 50,00 |

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 |



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|----------------------------|---------------|
| Resolution of case studies | 5,00 |
| Total hours | 100,00 |

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:



| Aspect to be assessed | Percentage |
|--|-------------------|
| 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 % |
| TOTAL | 100 % |

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.

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

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10.1 Basic References

| | |
|----------------------|--|
| Reference b1: | Cirujano, P. y López, I. (2007). <i>Un impulso feminista a la integración de género en los Objetivos de Desarrollo del Milenio</i> . En VV.AA. <i>Movimientos de mujeres en el mundo actual: derechos, conflictos y alianzas</i> . Universidad Autónoma de Madrid. García, R., |
| Reference b2: | Gozálvez, V., Vázquez, V. y Escámez, J. (2010). <i>Repensando la educación:</i> |



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| | <i>cuestiones y debates para el siglo XXI</i> . Brief. |
| Reference b3: | UNESCO. (2016). <i>Replantear la educación</i> . UNESCO. |

10.2 Referències complementàries

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|----------------------|---|
| Reference c1: | Fierro, C., Fortoul, B., y Rosas, L. (1999). <i>Transformando la práctica docente. Una propuesta basada en la investigación-acción</i> . Paidós. |
| Reference c2: | Fullat, O. (1992). <i>La Filosofía de la Educación: concepto y límites. La filosofía de la educación en Europa</i> . Dykinson. |
| Reference c3: | Gracia Calandín, J. (2016). <i>El desafío ético de la educación</i> . Dykinson S.L. |
| Reference c4: | LEY para la igualdad efectiva de mujeres y hombres (http://www.uv.es/igualtat/estatal.htm). |
| Reference c5: | Luengo Navas, J. (2004). <i>La educación como objeto de conocimiento. El concepto de educación</i> . En M. d. Pozo Andrés, J. L. Álvarez Castillo, J. Luengo Navas, y E. Otero Urtza, <i>Teorías e instituciones contemporáneas de educación</i> (págs. 30-47). Biblioteca Nueva. |
| Reference c6: | NACIONES UNIDAS (2015). <i>Transformar nuestro mundo: la Agenda 2030 para el desarrollo sostenible</i> . Naciones Unidas. |
| Reference c7: | 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. <i>Revista Praxis</i> , 121-137. |
| Reference c8: | Pérez, C., Escámez, J. García, R. Sanz, R. y López, I. (2012). <i>La acción educativa social: nuevos planteamientos</i> . Desclée de Brouwer. |
| Reference c9: | UNESCO. (2021). <i>Reimaginar juntos nuestros futuros: un nuevo contrato social para la educación</i> . UNESCO. |

