

**COURSE DATA****DATA SUBJECT****Code:** 33454**Name:** Education theory**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1306 - Degree in Social Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1306 - Degree in Social Education	Education	BASIC

**COORDINATION**

VERDE PELEATO IRENE

**SUMMARY**

As an academic discipline, the Theory of Education integrates a basic training subject in the curriculum of Social Education and it is of special relevance to the professional profile. Its location in the first grade curriculum is a variable that influences decisions about the choice and the treatment of disciplinary content for teaching purposes.

It is a theory of scientific and technological education as well as humanist, which aims to provide students with the knowledge, skills and attitudes / values necessary for their training as social educators.

The Theory of Education aims to study the educational process in general terms, with the aim to provide students a general, comprehensive and integrative overview. This will allow that other subjects of this degree focus attention both on elements of that process and on specific objects of the same, without losing the general perspective.

As a discipline of initial training for degree studies, the Theory of Education provides a body of knowledge about the object that the Pedagogy studies. So, it faces in the same the analysis of what is education, its dimensions and typologies



The Theory of Education also tries to clarify the conditions of scientific knowledge of education, its epistemological status and location in the field of Educational Sciences of the various disciplines concerned with the study of educational phenomenon.

This subject also studies the subject of education and the elements and actors involved in the educational process.

Likewise, the Theory of Education deals with the general educational process, as has been said before, and analyses the threads that make it up to acquire that comprehensive and inclusive perspective that social educators need for their training and professional practice.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

None

## COMPETENCES / LEARNING OUTCOMES

### 1306 - Degree in Social Education

Acknowledge and respect diversity and promote interculturality.

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to conduct educational research in different contexts.

Be able to develop, promote and revitalise interpersonal communication skills.

Be able to recognise and value affective processes.

Be able to use ICT in the field of study and in the professional context.

Be prepared for independent lifelong learning.

Demonstrate initiative and entrepreneurship.

Demonstrate organisational and planning skills.

Have capacity for analysis and synthesis.



Have critical and self-critical capacity.

Have problem-solving skills and decision-making capacity.

Have skills for information management.

Show active ethical commitment to human rights, gender equality and sustainability.

Show commitment to professional identity, development and ethics.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Understand the theoretical references that constitute the human being as an active player in education.

## DESCRIPTION OF CONTENTS

1. Fundamentals of education

2. Knowledge of education

3. The subject and actors of education

4. Dimensions of education

5. Education as a process

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
----------	-------



Attendance at other activities	4,00
Individual or group project	35,00
Independent study and work	20,00
Preparation of lessons	15,00
Preparation for assessment activities	6,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

Depending on the learning objectives, various methods will be used, which will be implemented in the different activities (theoretical classes, practical classes, tutorials, seminars): lecture methodology, cooperative work, group discussion, text commentary, dialogic discussions, individual and group practical and application activities.

Theoretical classes will use an expository and participatory methodology, applying group dynamics techniques.

The practical classes will be scheduled. Deadlines for completing and submitting practical reports will be announced in due course.

Throughout the semester, students will compile a series of documents and complete a series of readings and activities to prepare for and study the course. These documents, readings, and activities must be specified and compiled in a "teaching folder or portfolio" that each student will submit to the professor, following the specified work plan, on the dates to be notified in due course.

During the semester, students will complete a team project on a proposed topic related to the content, under the supervision and guidance of the instructor. The project will be presented in class. A written copy will be submitted to the professor and made visible in the virtual classroom.

## EVALUATION

The assessment will be carried out according to the following procedures:

### A) First examination

1. Final written exam. A written exam will be given at the end of the course. It will consist of questions related to the course syllabus (theoretical and practical content explained by the faculty, complemented by readings completed by the student related to the topics). The exam will be worth 40% of the final grade.
2. Portfolio. A portfolio will be submitted on the established dates, worth 60% of the final score and must include the following elements:

#### 2.1 Questions prepared in relation to the theory (20% of the score)



2.2 Internship reports (20% of the score)

2.3 Group work (20% of the score)

The Portfolio activities cannot be retaken.

To pass the course, the final written exam and the portfolio must be passed.

## B) Second examination

Students who attended class and completed the corresponding activities will be assessed using the same assessment system as the first examination.

Students who did not complete the portfolio activities will be given a final written exam consisting of questions related to the course syllabus (theoretical and practical content explained by the faculty, complemented by readings and activities related to the topics). The exam will be worth 100% of the final score.

If, for justified reasons, students cannot attend class, an alternative work and assessment plan will be provided. The deadline to speak with the faculty to discuss these aspects is the first week of October of the academic year.

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

- Colom, A.J. (2002) *La (de)construcción del conocimiento pedagógico. Nuevas perspectivas en Teoría de la educación*. Paidós.
- García Aretio, L., Ruiz Corbella, M. & García Blanco, M. (2009). *Claves para la educación. Actores, agentes y escenarios en la sociedad actual*. Narcea.
- Gargallo, B. (2002). La teoría de la educación. Objetos, enfoques y contenidos. *Teoría de la educación. Revista Interuniversitaria*, 14, 19-46.
- Núñez, L. & Romero, C. (2017). (Coords.) *Teoría de la Educación. Capacitar para la práctica*. Pirámide.
- Ruiz-Corbella, M. & García-Blanco, M. (2021). *Teoría de la Educación. Educar mirando al futuro*.



Narcea.

- Verde, I. & Gargallo B. (2025). *Teoría de la educación. Temas esenciales y emergentes*. Tirant Humanidades.
- Vila Merino, E.S., Sierra Nieto, J.E. & Martín Solbes, V.M. (2020). *Teoría de la educación: Docencia e investigación*. G.E.U. Editorial.

### Additional references

- Comenius, J.A. (2012). *Didáctica Magna*. Akal.
- Comisión Europea (2007). *Competencias clave para el aprendizaje permanente: Un Marco de Referencia Europeo*. Luxemburgo: Oficina de Publicaciones Oficiales de las Comunidades Europeas. <http://www.mecd.gob.es/dctm/ministerio/educacion/meu/movilidadeuropa/competenciasclave.pdf?documentId=0901e72b80685fb1>
- Freire, P. (2009). *La educación como practica de la libertad*. Siglo XXI de España Editores.
- García del Dujo, A. (Coord.) (2022). *Pedagogía de las cosas. Quiebras en la educación de hoy*. Octaedro.
- Gargallo, B ; García-García, F.; Verde, I. & Almerich Cerveró, G. (2024). La enseñanza de la competencia Aprender a Aprender en grados universitarios (Pedagogía y Educación social). *Relieve: Revista Electrónica de Investigación y Evaluación Educativa*, Vol. 30, N°. 2.
- Gargallo, B.; Sahuquillo, P.; Verde, I.; & Almerich, G. (2018) ¿Qué ocurre cuando los profesores utilizan métodos centrados en el aprendizaje? Efectos en los enfoques de aprendizaje, en las capacidades del alumno y en su percepción del entorno de aprendizaje. *Revista de educación*, N° 382, 163-198.
- Longworth, N. (2005). *El Aprendizaje a lo Largo de la Vida en la Práctica. Transformar la Educación en el Siglo XXI*. Paidós.
- Mora, F. (2013). *Neuroeducación. Solo se puede aprender aquello que se ama*. Alianza Editorial.
- Novo, M. (2009). *El desarrollo sostenible. Su dimensión ambiental y educativa*. Universitas. S.A.
- Planella, J. (2009). *Ser Educador. Entre Pedagogía y Nomadismo*. UOC.
- Ruiz Corbella, M. (2003). *Educación moral: aprender a ser, aprender a convivir*. Ariel
- Schunck, D. (2012). *Teorías del aprendizaje 6ed. Una perspectiva educativa*. Pearson
- Trilla, J. (2005). Hacer Pedagogía hoy. En J. Ruiz Berrio (ed.) *Pedagogía y Educación ante el siglo XXI*. Graó.
- Vázquez, V. Verde, I. & Donato, D. (2024). Alianzas para sostener la vida. La ética del cuidado en la pedagogía universitaria. En E.Martínez García (dir.) y R. Borges Blázquez (dir.) *Sostenibilidad curricular en arte y humanidades: las universidades como motor de cambio ecosocial, sostenibilidad curricular 2023*, 51-72.
- Vila Merino, E.; Rascón, M<sup>a</sup> T.; & Hijano del Río. M. (2024). *Pensar e investigar la educación: desafíos sociales y líneas emergentes*. Octaedro. Colección: Horizontes Universidad