

**COURSE DATA****DATA SUBJECT**

**Code:** 33455  
**Name:** Contemporary philosophical thought  
**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	Second quarter

**SUBJECT-MATTER**

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

**COORDINATION**

PICO PEREZ VICENTE

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**SUMMARY**

The course Contemporary Philosophical Thought is a basic (compulsory) and semester-long subject. It is taught in the first year of the Social Education degree and is worth 6 ECTS credits, distributed among theoretical and practical face-to-face classes, workshops and seminars, independent study and work, tutorials, and assessment. The aim of this course is for students to become familiar with the main currents of contemporary thought to appreciate the contributions they may have made to education. Developing a critical and lucid mindset is essential to becoming a good social educator, and for that reason, it is important to acquire the ability to interpret data and make judgments based on reflection on a wide range of topics. The central focus of the course is education, and the theoretical references that have dealt with educational issues will serve as the main tool to help us properly assess the needs, possibilities, and complex situations that students will face once they become social educators. Moreover, this course is foundational for understanding other subjects that will be introduced later in the program, as it will facilitate comprehension of more complex concepts and support deeper and clearer analysis of various problems.

**PREVIOUS KNOWLEDGE**



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

It is recommended to have an interest in critical thinking, conceptual analysis, and philosophical debates. It is helpful to have some experience in reading comprehension and in expressing one's own ideas, both in writing and orally. Basic knowledge of history and cultural contexts can also be beneficial.

## COMPETENCES / LEARNING OUTCOMES

### 1306 - Degree in Social Education

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

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

Be able to work in multi- and inter-disciplinary teams.

Demonstrate organisational and planning skills.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

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 communicate information, ideas, problems and solutions to both expert and lay audiences.

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.

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

## DESCRIPTION OF CONTENTS



### 1. What is philosophy?

An introduction to the main branches of philosophy, fundamental philosophical concepts, and the most relevant philosophical currents.

### 2. Philosophy and education

The relationship between philosophy and education in the Modern Era (the Enlightenment and Romanticism) and in the 20th century, with authors and movements such as Dewey, Russell, feminism, and alternative pedagogies.

### 3. Ethics and critical thinking

The main moral theories. Argumentation and decision-making. Contemporary ethical issues.

### 4. Philosophy and methodology

The contribution of philosophy to scientific knowledge. Deductive and ampliative inferences. Science and society.

## 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	0,00
Individual or group project	40,00
Independent study and work	37,50
Preparation of lessons	12,50
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

1. Presentations and exhibitions by the teaching staff or visiting professors.



2. Case studies; resolution of practical exercises; search for information and education records in databases and on the Internet; assessment of online resources. Virtual Classroom. ICT in education.
3. Reading, study and debate around issues guided by the teacher; reporting; case studies, etc.
4. Student research related to the theoretical lessons and preparation of a dossier.
5. Personalized advice on topics of study and work.
6. Written tests: objective; interviews; trials; attendance to and participation in practical activities and self-assessment.
7. Despite of all above, in the beginning of course students would opt for develop the course syllabus themselves during first summons, always by means of previous students together agreement and under teacher's guidance.

## EVALUATION

1. Final written test: assessing (a) the acquisition of knowledge, (b) its adequate comprehension, (c) the ability to exposition and argumentation; and, (d) the ability to apply this knowledge to issues and problems related with the subject.
2. Oral tests: to know how to express orally a work or a content related with the subject.
3. Group study and work: initial assessment of basic cooperative skills through a short questionnaire; continuous assessment of the acquisition of skills through small questionnaires; final assessment of the group work and of the interaction skills.
4. Implementation test: to know how to apply theoretical knowledge to specific problems (design, implementation and assessment).
5. Reports: to show ability to synthesize in submitted reports.
6. Self-assessment systems: assessing in autonomy and self-criticism ability to judge their own achievements.
7. Assessment methods: writing exam with brief answers and few lines to write ones.

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

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Escolar.

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### Additional references

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- Pernil, P. (2002). *Historia de la educación. Edad antigua, media y moderna*. Madrid: UNED.