



**COURSE DATA**

**DATA SUBJECT**

**Code:** 33603  
**Name:** History of schooling  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	2	Second quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	2	First quarter, Second quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	2	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Educational processes and contexts	BASIC
1305 - Degree in Primary School Education	Educational processes and contexts	BASIC
1324 - Degree in Preschool Education (Ontinyent)	EDUCATIONAL PROCESSES AND CONTEXTS	BASIC

**COORDINATION**

LOPEZ MARTIN RAMON

**SUMMARY**

The course is bringing together an approach to the Early Childhood Education School (EEES) or Institut multidisciplinary perspective including the historical, political, legal, and comparative nature. Therefore, its formulated for getting closer to the knowledge of its foundations and its theoretical frameworks, as well as to evolution, and the corresponding political and legal determinants; the contents describe and explain too the main the location of the EEES within the Spanish education system, and the european and international context. Hence, offering the possibility to draw near international experiences and practical cases of innovation on the field, acquire basic learning to develop educative interventions of renewal in the future. With regard to the previous con



the following academic guide named *¿la Educación Infantil¿* develops as it follows:

- The ways in which the "teaching function" has been refined and adapted to scientific, pedagogical changes.
- The ways in which the "educational dimension of the teaching function" has been conceptualized and
- The models through which the "critical and autonomous" relationship of teaching professionals with "knowledge, values, and social institutions" has been postulated and produced.
- The discourses and achievements with which the school system has addressed the task of "promoting education for active citizenship."

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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

"No previous requeriments have been specified".

## COMPETENCES / LEARNING OUTCOMES

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Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

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Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes



throughout life.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

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Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

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Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

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Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

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Know and apply innovative experiences in pre-primary and primary education.

Know and apply innovative experiences in pre-primary and primary education.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

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Know the fundamentals of pre-primary and primary education.

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Know the historical evolution of the educational system in Spain and the political and legislative determinants of educational activity.

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Know the processes of interaction and communication in the classroom.

Know the processes of interaction and communication in the classroom.



Promote cooperative work and individual work and effort.

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Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

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Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

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Use information and communication technologies effectively as usual working tools.

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## DESCRIPTION OF CONTENTS



## **1. Introduction**

**Topic 1. Definition, areas, and sources for a history of school culture**

**2. The systematization and modernization of the educational system and pedagogical modernization**

**Topic 2. From the traditional school to the New School**

**Topic 3. From the Enlightenment and the French Revolution to public education systems**  
**3. Institutionalization of the school and the process of schooling in Spain**

**Topic 4. The institutionalization of the school: social contexts and political orientations**

**Topic 5. The process of schooling in Spain: legal discourse and educational practices:**



- **scientific discourse.**
- **School policy and legislation**
- **School practices 4. The professionalization of teaching.**

**Topic 6: The professionalization of teaching: discourses and achievements**

**5. Processes of educational modernization and innovation. The social commitment of pedagogical renewal in 20th-century Spain.**

**Topic 7: Educational modernization and innovation: The social commitment of pedagogical renewal in 20th-century Spain.**

**4.**

**5.**

**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	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

**TEACHING METHODOLOGY**

**THEORETICAL CLASSES** Presentation of content by the teacher to justify, frame, and clarify the different thematic content.

**PRACTICAL CLASSES** Reading, analysis, and critical assessment of sources. Individual and group commentaries on historical and pedagogical texts.

**SEMINARS AND WORKSHOPS** Search for documentary sources and studies related to the history of the school. Introduction to the main strategies and techniques of historical and pedagogical research, primarily in sources Oral.

**STUDY AND GROUP WORK** Design, preparation, and written and oral presentation of group projects. These should be based on articles on the history of education provided by the faculty. Students should also choose topics that interest them.

**TUTORIALS MANDATORY** review and guidance of individual and group work.

**SUPPLEMENTARY ACTIVITIES** Complementary activities with optional in-depth assignments proposed by the students.

**EVALUATION**

**Final Assessment:** Written/oral exam on the program topics.

Particular emphasis will be placed on the acquisition and understanding of knowledge.



Continuous Assessment:

Monitoring of specific readings on the subject (journal articles or book chapters). Evaluation of individual or small-group work on topics indicated by the professor, especially assessing: bibliographic and information search skills; time-based organization of the work; organization of ideas and arguments expressed; appropriate writing and presentation; and scientific criteria (table of contents, presentation, citations, conclusion, appendices, etc.). This may be done orally or in writing, individually or collectively.

Evaluation of the study of original documents and historical novels. Evaluation of individual or small-group work on topics indicated by the professor, especially assessing: bibliographic and information search skills; time-based organization of the work; organization of ideas and arguments expressed; appropriate writing and presentation; and scientific criteria (table of contents, presentation, citations, conclusion, appendices, etc.). This may be done orally or in writing, individually or collectively.

Evaluation of the study of original documents and historical novels.

Activities on Historical Memory (remembering/forgetting, history).

Introduction to historical-educational research.

## REFERENCES

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