

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

Code: 33703
Name: Anthropology of education
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Anthropology	BASIC

COORDINATION

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SUMMARY

The human being is a living creature that is capable, due to its indeterminacy, of acquiring ways of behavior; however, its survival depends on acquiring these ways of behavior. Except for sucking in newborns, humans do not have behavior patterns related to the environment fixed by inheritance. Nor do they have mechanisms for spontaneously acquiring such behaviors throughout development. In the absence of both possibilities, it becomes essential, in order to survive, to internalize these modes of behavior through a process of socialization and education that unfolds over time and within the framework of their culture. Education is the primary vehicle of cultural transmission. It is precisely the field of Anthropology of Education that seeks to answer the question of the human being's place in the cosmos and the processes by which humanization occurs.

Anthropology of Education, based on these assumptions, aims to provide students of Pedagogy with the necessary foundations for the development and acquisition of the key concepts required for the pedagogical profession from an anthropological perspective. To this end, it focuses on the understanding of the basic characteristics of the processes of acquisition and cultural transmission, of which education is a fundamental one, as well as on the contexts of socialization and education, on culture, and on the historical emergence and development of the Anthropology of Education. It also aims to provide the necessary tools for a better understanding of the educational reality professionals will face in their careers, through anthropological methods, knowledge of classroom ethnography, key parameters of family



anthropology, the assumptions and issues of Multicultural Education, the new audiovisual reality, and the basic parameters of gender and anthropology from an educational perspective.

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 not specified.

COMPETENCES / LEARNING OUTCOMES

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Be able to conduct educational research in different contexts.

Capacidad crítica y autocrítica.

Capacidad de adaptación a situaciones nuevas.

Capacidad de aprendizaje autónomo a lo largo de la vida.

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

Capacidad de gestión de la información.

Capacidad de resolución de problemas y toma de decisiones.

Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.

Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.

Comprender los referentes teóricos que constituyen al ser humano como protagonista de la educación.

Conocer y comprender los procesos de enseñanza aprendizaje y su incidencia en la formación y desarrollo integral de las personas y comunidades.

Develop innovation and creativity in professional practice.

Develop the capacity for organisation and planning.

Diagnosticar necesidades, situaciones complejas y posibilidades de las personas para fundamentar las acciones educativas.

Know and interpret the historical processes of education and training systems, institutions and



organisations.

Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.

Skills in analysis and synthesis.

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

DESCRIPTION OF CONTENTS

1. Historical emergence of the Anthropology of Education: The contributions of social and cultural anthropology.
2. Object of the Anthropology of Education
3. Knowledge about humans. Philosophical, biological, and cultural models. Man as an educable being: An approach to educability.
4. Different levels of anthropology: Ethnography, ethnology, and anthropology. Ethnographic discourse: What is ethnography? Ethnology and ethnological method. Anthropology: Origins, evolution, and current issues.
5. Anthropology and Anthropology of Education. Specialty of Anthropology of Education. Content of anthropological and educational knowledge. Concepts, themes, and aims of the Anthropology of Education.
6. The Anthropology of Education in the context of pedagogical knowledge.
7. Theoretical problems of Anthropology as theoretical problems of the Anthropology of Education. Universalism/Relativism. Ethnocentrism. Cultural relativism. EMIC/ETIC perspectives.
8. Enculturation and acculturation. Education, socialization, and cultural reproduction. Education and human development. Improvement.
9. Anthropology in the contexts of socialization and education: school, family, informal contexts (popular culture).
10. Anthropology of education and multicultural education

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	30,00
Preparation of lessons	25,00



Preparation for assessment activities	0,00
Resolution of case studies	5,00
Total hours	90,00

TEACHING METHODOLOGY

- Collaborative learning.
- Portfolio development.
- Master classes.

EVALUATION

First ordinary call:

- 60% of the grade comes from assignments and participation.
- 40% of the grade comes from the final exam.

Second ordinary call:

- 60% from a personal assignment (to be specified in tutoring).
- 40% of the grade comes from the final exam.

FRAUDULENT ACTIONS AND USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

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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