

**COURSE DATA****DATA SUBJECT****Code:** 33706**Name:** Secondary and permanent education**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

| Degree | Center | Acad. year | Period |
|---------------------------|--|------------|---------------|
| 1307 - Degree in Pedagogy | Facultat de Filosofia i Ciències de l'Educació | 4 | First quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|---------------------------|----------------|-----------|
| 1307 - Degree in Pedagogy | Didactics II | ELECTIVES |

COORDINATION

GARCIA RUBIO JUAN

SUMMARY

The progressive extension of schooling, typical of the second half of the last century, led to the reorganization of secondary education and even to the generalization and compulsory nature of part of it, although with different educational and curricular policies. These changes are the consequence of multiple economic, social and cultural factors and are not exempt from inconsistencies and problems in their planning, implementation and development. The fundamental tension that is manifested in these policies is related to the segregating or integrating nature that this stage of the educational system must assume, especially, which has become the cornerstone of the subsequent trajectories of the subjects enrolled in it. On the other hand, the massification of secondary education accentuates, in contemporary societies, the crisis of the institutional program with which this stage was conceived. This, in turn, affects the nature and meaning of teachers' work and the meaning and usefulness of students' school activities. What is intended in this matter is to work on these problems, analyzing their complex nature and the strategic alternatives for their resolution. To this end, we will use reference texts and exercises on specific cases and situations in schools, as well as reports and documents from different agencies, institutions and organizations. On the other hand, education is seen as a process that occurs throughout life, and in this sense we will analyze and deepen the conceptualization of permanent education, of which adult education is only a part of it.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Enrollment restrictions with other subjects in the curriculum have not been specified

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

Be able to conduct educational research in different contexts.

Be prepared for independent lifelong learning.

Design educational plans, programmes, projects, actions and resources in different contexts.

Develop tools for gathering and analysing educational information.

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

Show commitment to professional identity, development and ethics.

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

DESCRIPTION OF CONTENTS

1. Socio-historical Configuration of Secondary Education

- Rise and decline of comprehensive reforms. The unique case of the Spanish educational system.
- International determinants of secondary education.

Note: The course syllabi of the teaching staff are available at:

<http://www.uv.es/didorg/guiesdocents/>



2. Secondary School Students and Teaching Staff

- Crisis of legitimacy in secondary education.
 - Diversity, heterogeneity, and inequality.
 - Initial teacher training and professional development.
 - Constitution and crisis of professional identities.
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3. Curriculum Configuration in Secondary Education

- Curriculum policies in recent reforms (LOGSE, LOCE, LOE, LOMCE).
 - Curriculum development in schools.
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4. Organization of Secondary Education Institutions

- School restructuring and autonomy.
 - Regulations governing the organization of secondary schools.
 - Conceptions of the role of educational psychologists.
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5. Lifelong Education

- Basic concepts and assumptions of lifelong education.
- From compensatory education to training for employability.
- Educational projects for citizenship.

**WORKLOAD****PRESENCIAL ACTIVITIES**

| Activity | Hours |
|---------------------|--------------|
| Theory | 30,00 |
| Classroom practices | 15,00 |
| Total hours | 45,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|--------------|
| Attendance at other activities | 0,00 |
| Individual or group project | 30,00 |
| Independent study and work | 20,00 |
| Preparation of lessons | 7,50 |
| Preparation for assessment activities | 0,00 |
| Resolution of case studies | 10,00 |
| Total hours | 67,50 |

TEACHING METHODOLOGY

The classes will be theoretical-practical. The topics will be developed mainly through the initial reading of academic articles, which will be the basis for the conceptual foundation and for the development of activities. This teaching modality will be complemented with other activities according to the topics covered (text comments, group exercises, group dynamics that help to consolidate the different theoretical knowledge taught in the syllabi, etc.).

EVALUATION

It is possible proposed to carry out a test on fundamental questions of the subject, as well as to carry out a series of individual and group activities. In addition to the controls established on a continuous basis, the productions or works carried out, the quality of the answers in different tests, attendance and participation in practical activities, workshops and seminars, individual or group work will be considered. The weighting that will be given to each of the aspects to determine the qualification will be established according to the relevance of the activities and work carried out in each case.

| Evaluation system | Minimum weighting | Maximum weighting |
|-------------------|-------------------|-------------------|
| Exam | 0 | 100 |



| | | |
|-----------|---|-----|
| Portfolio | 0 | 100 |
|-----------|---|-----|

University of Valencia Regulations on Fraudulent Actions and the Use of Artificial Intelligence

The fraudulent completion of assessment tests and plagiarism in evaluated assignments will be addressed in accordance with the University of Valencia's Regulations on Assessment and Grading (ACGUV 108/2017) and the Protocol for Action Against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that has not been previously and expressly authorised by the teaching staff for the preparation of assessment materials will result in those materials not being considered as the student's own work. Such cases will be addressed according to current regulations and the Code of Conduct and Good Practices of the University of Valencia (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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