

**COURSE DATA****DATA SUBJECT****Code:** 33708**Name:** Historical foundations of education**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

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

**SUBJECT-MATTER**

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

**COORDINATION**

MATEU LUJAN BORJA

LAUDO CASTILLO XAVIER

CERCOS CHAMORRO BEATRIZ

**SUMMARY**

The subject Historical Foundations of Education fulfills, in the Degree of Pedagogy, the role that other similarly named subjects have had in previous study plans aimed at pedagogical training. This confirms its formative value for future education professionals, as part of the theoretical foundation of both past and current university curricula. The historical study of education, specifically, helps consolidate the personal and pedagogical training of students, through the contribution of an analysis of the gestation and evolution of the main theories, experiences, institutions, norms, and practices with which man has faced the monumental task of educating the following generations throughout the centuries.

At the same time, it allows for understanding the interrelation and reciprocal influences between education and the other social agents: culture, economy, social structure, religion... or the different power groups. This enables students to perform a critical analysis that helps explain the reality and the conditions of the current educational moment, while also contributing to designing the strategies that must be followed in the immediate future. With the current designation, the discipline has a load of 6 credits, in which it is necessary to present, in accordance with the guidelines of the title, the extended period that encompasses



the primitive forms of non-literate education and the present reality. Its teaching load is located in the first year in order to facilitate, along with other subjects of the same basic nature, the theoretical foundation mentioned.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

A clear foundation of historical and cultural facts is recommended, particularly of philosophical thought, which contextualizes the development of education throughout the centuries and cultures. This foundation is essential to secondary education.

## COMPETENCES / LEARNING OUTCOMES

### 1307 - Degree in Pedagogy

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 manage information.

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

Be prepared for independent lifelong learning.

Develop, promote and revitalise interpersonal communication skills.

Develop organisational and planning skills.

Develop the capacity for criticism and self-criticism.

Know and analyse educational policies, their legislative development and their impact on socio-educational reforms.

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

Know and understand the current educational and training systems in the international context.

Skills in analysis and synthesis.

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. Introduction to the Study of the History of Education
2. Education in Antiquity and the Classical World
3. Medieval Education and Pedagogical Humanism
4. From Pedagogical Realism to the Enlightenment
5. Systems, currents and educational policy of the nineteenth century
6. Currents, Crises and Perspectives of Contemporary Pedagogy
7. Pedagogical Renewal Movements, Schooling Progress, and School Criticism

## 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	20,00
Independent study and work	20,00
Preparation of lessons	20,00
Preparation for assessment activities	20,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

1. Expository introductions by the teacher and students based on readings.
2. Seminars to exchange different points of view.
3. Reading and analysis of texts and sources.
4. Writing of academic papers, individually or in groups, by students where content of the syllabus is analysed and bibliographic sources and historical texts are searched for and analysed.
5. Tutorials.



6. Exhibition and debate.

## EVALUATION

Depending on the methodological diversity and the content of the programme, different assessment tools could be used, distributed as follows:

- Exam (oral and/or written, asynchronous and/or synchronous, with objective questions, short answers or essay-type questions): between 40% and 60% of the final grade.
- Portfolio (includes in-depth assignments, commentaries and critical essays with proper bibliographic referencing, both individual and group work): between 30% and 60%.
- Participation, attendance and student engagement: up to 30% of the final mark.

All materials used, whether printed or electronic, must be properly cited. Any copying or reproduction of external texts without acknowledging the authorship will be considered plagiarism and may lead to the automatic failure of the course, in accordance with the current regulations of Universitat de València.

All assessment tests must be passed (obtaining half of the possible score) in order to be weighted and obtain a final pass for the subject.

Tests failed in the first sitting may be repeated for the second sitting.

## 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

- Benjamin, W. (1973). *Tesis de filosofía de la historia*. Taurus.
- Bonner, S. F. (1984). *La educación en la Roma antigua*. Herder.
- Bowen, J. (1979 - 1985). *Historia de la educación occidental* (Vols. 1 y 3). Herder.



- Capitán, A. (1984 - 1986). *Historia del pensamiento pedagógico en Europa* (Vols. 1 y 2). Dykinson.
- Carbonell, J. (2016). *Pedagogías del siglo XXI: Alternativas para la innovación educativa*. Octaedro.
- Cipolla, C. M. (1983). *Educación y desarrollo en Occidente*. Ariel.
- Comenio, J. A. (1971). *Didáctica magna*. Porrúa.
- Debesse, M., & Mialaret, G. (1974). *Historia de la pedagogía* (Vols. 1 y 2). Oikos-Tau.
- Esteban, L. (2002). *La educación en el Renacimiento*. Síntesis.
- Galino, M. A. (1968). *Historia de la educación: Edades Antigua y Media*. Gredos.
- Geerts, V. M. (1967). Comparación pedagógica de las culturas precristianas. *Perspectivas Pedagógicas*, 19, 395 - 407.
- Gelb, I. J. (1982). *Historia de la escritura*. Alianza.
- Jaeger, W. (1971). *Cristianismo primitivo y paideia griega*. Fondo de Cultura Económica.
- Jaeger, W. (1981). *Los ideales de la cultura griega: Paideia*. Fondo de Cultura Económica.
- Luzuriaga, L. (1963). *La pedagogía contemporánea*. Losada.
- Marrou, H. I. (1966). *Historia de la educación en la Antigüedad*. Eudeba.
- Platón. (1966). *Obras completas*. Aguilar.
- Rancière, J. (2004). *El maestro ignorante*. Laertes.
- Tiana, A., & Sanz, F. (Coords.). (2003). *Génesis y situación de la educación social en Europa*. UNED.
- VV. AA. (1993). *Educación y europeísmo: De Vives a Comenio*. Universidad de Málaga.