COURSE DATA

DATA SUBJECT

Code: 33709
Name: Theory 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	First quarter

SUBJECT-MATTER

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

COORDINATION

VERDE PELEATO IRENE

SUMMARY

As an academic discipline, the Theory of Education integrates a basic training subject in the curriculum of Pedagogy and it is of special relevance to the professional profile. Its location in the first grade curriculum is a variable that influences decisions about the choice and the treatment of disciplinary content for teaching purposes.

It is a theory of scientific and technological education as well as humanist, which aims to provide students with the knowledge, skills and attitudes / values necessary for their training as pedagogists.

The Theory of Education aims to study the educational process in general terms, with the aim to provide students a general, comprehensive and integrative overview. This will allow that other subjects of this degree focus attention both on elements of that process and on specific objects of the same, without losing the general perspective.

As a discipline of initial training for degree studies, the Theory of Education provides a body of knowledge about the object that the Pedagogy studies. So, it faces in the same the analysis of what is education, its

dimensions and typologies. The Theory of Education also tries to clarify the conditions of scientific knowledge of education, its epistemological status and location in the field of Educational Sciences of the various disciplines concerned with the study of educational phenomenon. This subject also studies the subject of education and the elements and actors involved in the educational process.

Likewise, the Theory of Education deals with the general educational process, as has been said before, and analyses the threads that make it up to acquires that comprehensive and inclusive perspective that pedagogists need for their training and professional practice.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

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

COMPETENCES / LEARNING OUTCOMES

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Acknowledge and respect diversity and promote interculturality.

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

Be able to integrate and communicate with experts in other areas and in different contexts.

Be able to manage information.

Be able to recognise and value affective processes.

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.

Be prepared for independent lifelong learning.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Demonstrate initiative and entrepreneurship.

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

Develop organisational and planning skills.

Develop the capacity for criticism and self-criticism.

Develop the capacity to solve problems and make decisions.

Facilitate and manage cooperation in educational and professional processes.

Show active ethical commitment to human rights and sustainability.

Skills in analysis and synthesis.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

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. Fundamentals of education.
2. Knowledge of education.
3. The subject and actors of education.
4. Dimensions of education.
5. Education as a process.

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	4,00
Individual or group project	35,00
Independent study and work	20,00
Preparation of lessons	15,00
Preparation for assessment activities	6,00
Resolution of case studies	10,00
Total hours	**90,00**

TEACHING METHODOLOGY

Depending on the learning objectives, various methods will be used, which will be implemented in the different activities (theoretical classes, practical classes, tutorials, seminars): lecture methodology, cooperative work, group discussion, text commentary, dialogic discussions, individual and group practical and application activities.

Theoretical classes will use an expository and participatory methodology, applying group dynamics techniques.

The practical classes will be scheduled. Deadlines for completing and submitting practical reports will be announced in due course.

Throughout the semester, students will compile a series of documents and complete a series of readings and activities to prepare for and study the course. These documents, readings, and activities must be specified and compiled in a "teaching folder or portfolio" that each student will submit to the instructor, following the specified work plan, on the dates to be notified in due course.

During the semester, students will complete a team project on a proposed topic related to the content, under the supervision and guidance of the instructor. The project will be presented in class using a PowerPoint presentation or other software. A written copy will be submitted to the instructor and made visible in the virtual classroom.

EVALUATION

The assessment will be carried out according to the following procedures:

A) First examination

1. Final written exam. A written exam will be given at the end of the course. It will consist of questions related to the course syllabus (theoretical and practical content explained by the faculty, complemented by readings completed by the student related to the topics). The exam will be worth 40% of the final grade.

2. Portfolio. A portfolio will be submitted on the established dates, worth 60% of the final score and must include the following elements:
2.1) Questions prepared in relation to the theory (20% of the score)
2.2) Internship reports (20% of the score)
2.3) Group work (20% of the score)

The Portfolio activities cannot be retaken.
To pass the course, the final written exam and the portfolio must be passed.

B) Second examination

Students who attended class and completed the corresponding activities will be assessed using the same assessment system as the first examination.

Students who did not complete the portfolio activities will be given a final written exam consisting of questions related to the course syllabus (theoretical and practical content explained by the faculty, complemented by readings and activities related to the topics). The exam will be worth 100% of the final score.

If, for justified reasons, students cannot attend class, an alternative work and assessment plan will be provided. The deadline to speak with the faculty to discuss these aspects is the first week of October of the academic year.

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).

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