

**COURSE DATA****DATA SUBJECT****Code:** 33712**Name:** Comparative 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	2	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Comparative education	COMPULSORY

**COORDINATION**

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**SUMMARY**

The subject of Comparative Education keeps close ties with other disciplines of a marked theoretical or foundational nature, as it also relates to virtually all the subjects comprising the study programme. In the second year of the Degree in Pedagogy, students face the need to provide a theoretical foundation for their future professional activity as educators; that is, they need to understand the educational framework, both locally and internationally, where they will practice.

The act of comparing has been synonymous of learning throughout the centuries, and the comparison has undoubtedly been one of the main learning methods. When we want to approach comparison from a scientific perspective, we need to use certain standards and a method of doing it so: the comparative method. Therefore, the first steps of our course must be dedicated to learning how to make and interpret comparisons. Even so, the aim of the subject of Comparative Education is not a theoretical study of comparison, but rather the application of the comparative method to diverse European and global educational realities, in order to reflect from its clarity on our own educational reality.



The educational reforms introduced through legislation, as well as the process of European convergence that began with the Bologna Declaration, motivate us to look at the European Union and to contemplate the state of the various stages of educational and teacher training systems. Our overview will never be monographic; that is, the national realities of the systems are of interest to us as a sample to obtain our comparative view and, at times, as a comparative criterion for other educational realities.

If we were to remain within the European Union, we would have developed a very partial view of the global educational landscape. Therefore, the last part of the course addresses the educational situation in North America and Japan, as well as the realities of the developing world: so close and so far away at the same time, the trends of countries struggling to achieve educational situations that are at least fair, and the efforts of international organizations such as UNESCO and ECLAC since the Dakar Conference and the consequences of Education for All.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

The course has no prerequisites, so there are no enrollment restrictions. However, it is advisable to refresh the knowledge and skills acquired in the first year in subjects such as Educational Policy, Historical Foundations of Education, and Introduction to Educational Research.

## COMPETENCES / LEARNING OUTCOMES

### 1307 - Degree in Pedagogy

Capacidad crítica y autocrítica.

Capacidad de comunicación en una lengua extranjera.

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 trabajar en equipos multi e interdisciplinarios.

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

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



Capacidad para realizar investigación educativa en diferentes contextos.

Conocer y comprender los Sistemas Educativos y formativos actuales en el contexto internacional.

Know and understand the processes of teaching and learning and their impact on the comprehensive education and development of people and communities.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

Reconocimiento y respeto a la diversidad y fomento de la interculturalidad.

Skills in analysis and synthesis.

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

## DESCRIPTION OF CONTENTS

### **1.Comparative education as a discipline and as a research tool**

The thematic Unit I addresses the theoretical foundations of Comparative Education, examining its nature, limits, scientific considerations, object of study, and purposes. It also examines the historical evolution of the discipline, as well as its applied nature through comparative educational research.

### **2.Worldwide education outlook. Evolution of educational problems and policies since the second half of the 20th century.**

In Thematic Unit 2, students are offered a comprehensive overview of the current state of education and its evolution since the genesis and consolidation of national education systems, as well as the main problems, trends, and orientations of educational reforms in the developed and developing world since the second half of the 20th century.

### **3.Educational reform processes and policies in the EU and OECD**

Thematic Unit 3, which is framed within the context of the Global North or minority world, aims to offer students an overview of the main contexts and processes of educational reform in the countries of the European Union (EU) and the Organization for Economic Cooperation and Development (OECD) through the analysis of their political guidelines and the case study of member educational systems.



#### 4. Educational problems in the developing world and global education programs.

Learning Unit 4 offers students the opportunity to delve deeper into the main issues affecting the developing world related to the fulfilment of education, as well as the concept of development itself. Once this contextual framework is provided, the creation of the Global Education Agenda (GEA) is addressed, from the Education for All (EFA) Declaration adopted in 1990 in Jomtien to the current education agenda approved in 2015 at the Incheon World Education Forum, which reaffirmed the global commitments to education that are part of the current global development agenda, the Sustainable Development Goals (SDGs). All of this allows for a study of the progress made in education worldwide to compare the defined objectives/targets with the current situation in different regions of the planet.

### 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	4,00
Individual or group project	0,00
Independent study and work	45,00
Preparation of lessons	7,00
Preparation for assessment activities	28,00
Resolution of case studies	6,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

This subject may combine several methodologies in its development, including:

- ¿ Lecturer's presentation
- ¿ Student practical work
- ¿ Group work



- ¿ Writing essays or written papers
- ¿ Receiving guests in class
- ¿ Group presentations on topics to be established
- ¿ Independent research of documentation

For each group, the teacher will specify which of these methods will be used.

## EVALUATION

Depending on the methodological diversity and the program content itself, different assessment methods are provided. Their use and weighting will be indicated in class:

- 1) Examination of one or more parts of the program.
- 1) Exam: Objective test, short questions, or essay questions.
- 2) Completion of individual activity books.
- 3) Essay or written texts on program topics.
- 4) Group work and group activities.

### REGULATIONS FRAUDULENT ACTS AND USE OF THE IAG

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



### Referencias básicas

- Lázaro, L. M. (2018). Enseñar e investigar hoy en educación comparada: la perspectiva de tres décadas de dedicación académica en ese campo. *RBEC: Revista Brasileira de Educação Comparada*, 1(1), 1-7.
- Egido, I., y Martínez-Usarralde, M.J. (2019). *La educación Comparada hoy, enfoques para una sociedad globalizada*. Síntesis.
- Nóvoa, A. (2023). Ilusiones y desilusiones de la Educación Comparada: política y conocimiento. *Archivos de Ciencias de la Educación*, 17(23).
- Moreno Olmedilla, J.M. y Gortazar, L. (2024). *Educación universal: Por qué el proyecto más exitoso de la Historia genera malestar y nuevas desigualdades*. DEBATE.

### Referencias complementarias

- Steiner-Khamsi, G., y Cardoso, M. (2023). Las políticas de comparación internacional. Un esbozo histórico de los cambios a lo largo del tiempo. *Archivos de Ciencias de la Educación*, 17(23).
- Cowen, R. (2023). Desarrollos recientes en educación comparada: mitos, enredos y maravillas. *Archivos de Ciencias de la Educación*, 17(23).
- Martínez-Usarralde, M.J. y Fernández-García, C.M. (2019). Comparative and International Education in Western Europe. En C.C. Wolhuter & A.W. Wiseman (Eds.). *Comparative and International Education: Survey of an Infinite Field*. Vol. 36. UK: Emerald Publishing Limited. pp. 137-156.