

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

**Code:** 33720  
**Name:** Contemporary philosophical thought  
**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	Second quarter

**SUBJECT-MATTER**

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

**COORDINATION**

TAMARIT LOPEZ ISABEL

GRACIA CALANDIN JAVIER

**SUMMARY**

The subject "Contemporary Philosophical Thought", which is specified in the compulsory subject "Philosophy", is designed to develop thematic content with which the student obtains a frame of reference of interest for the development of the set of general competencies of the degree of Graduate in Pedagogy. The syllabus aims to bring students closer to the study of the main currents of contemporary thought, exposing the dialogue between the various philosophical traditions and promoting critical thinking in the social and educational field, showing the trends of current philosophy.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

**COMPETENCES / LEARNING OUTCOMES****1307 - Degree in Pedagogy**



Be able to use ICT in the field of study and in the professional context.

Capacidad crítica y autocrítica.

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 interdisciplinares.

Compromiso ético activo con los derechos humanos y la sostenibilidad.

Develop the capacity for organisation and planning.

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

Show commitment to professional identity, development and ethics.

Skills in analysis and synthesis.

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

## DESCRIPTION OF CONTENTS

### 1. Philosophical Horizon of the Main Currents of Contemporary Thought

- Define what is meant by contemporary philosophical thought.
- Reflect on the main currents of contemporary philosophical thought.
- Modernity and postmodernity in contemporary philosophical thought.

### 2. The dialogue between the various contemporary philosophical traditions and pedagogy.

- What does it mean to think and how do we think?
- What is education and what is the purpose of education from a philosophical and ethical perspective?
- Circumstances that determine the meanings of social action.
- Socratic Teachings: The Art of Questioning.
- Knowing and Understanding: The Cognitive and Social Value of Rhetoric.

### 3. Critical Thinking, Society, and Education.



- A brief history of the idea of critical thinking.
- Critical thinking: basic questions and answers.
- Critical thinking and the capacity for compassion.
- Critical societies, democracy, and education.

4. Education and trends in current philosophy.

- Neuroeducation from an ethical and philosophical perspective.
- Critical thinking versus scientific reductionism.
- Naturalism and humanism.
- Knowledge in action: towards a reflective practice.
- Critical thinking through multiple intelligences.
- Critical thinking, ethical integrity, and citizenship.
- Rethinking education: teaching as a critical activity.

**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	5,00
Individual or group project	10,00
Independent study and work	20,00
Preparation of lessons	20,00
Preparation for assessment activities	30,00
Resolution of case studies	5,00
<b>Total hours</b>	<b>90,00</b>

**TEACHING METHODOLOGY**

The usual teaching-learning methodology will be the teacher's presentation and debate between class members, which will be combined with the work seminar on the indicated texts. Students will be able to make group presentations, so it is essential that there is a previous and autonomous study and a discussion and participation in the sessions, which are mandatory.

**EVALUATION**



- Exam, which will consist of an oral and/or written test (objective, short questions, developmental): 50%
- Portfolios, which will include work done by students, both group and individual: 45%
- Participation, attendance and student involvement: 5%

The evaluation conditions remain the same in the first and second calls.

#### 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

- Carr, Nicholas. *Superficiales. Qué está haciendo internet con nuestras mentes*, Debolsillo, 20218.
- Cruz, Manuel, *Filosofía contemporánea*, Taurus, Madrid 2010.
- García Morente, Manuel, *Lecciones preliminares de filosofía*, Madrid, Encuentro, 2006.
- Gracia, Javier, *El desafío ético de la educación*, Dykinson, Madrid,
- Marías, Julián, *Historia de la filosofía*, Alianza Universidad Textos, Madrid, 1993.
- Nussbaum, Martha. *Sin fines de lucro*, Katz editores, Madrid, 2006.
- Ortega y Gasset, José, *Misión de la Universidad*, Obras Completas IV, Madrid, Revista de Occidente, 1957, pp. 313-356.
- Ortega y Gasset, José. *Pedagogía y Biología*, en Obras Completas II, Madrid, Revista de Occidente, 1957, pp. 275-307.