

**COURSE DATA****DATA SUBJECT****Code:** 33724**Name:** The philosophy 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	2	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Theoretical and epistemological foundations of education I	COMPULSORY

COORDINATION

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SUMMARY

The philosophy of education seeks to justify the practical knowledge of education and serve as a tool to guide educational practice. At the same time, it combines theoretical and practical rationality to offer an integrative and relational perspective capable of addressing new social challenges and providing educational responses to them.

This course examines, from a pedagogical and practical perspective, the main epistemological, anthropological, deontological, and teleological perspectives of education. Relevant current topics are highlighted, such as freedom and communication, traits that define the human being, and topics such as human rights, the professional ethics of educators, citizenship education, and active participation in society. The topics are approached from a theoretical and practical perspective to provoke analysis, critical reflection, and action in students, with the aim of training them to be able to select, analyze, criticize, and act in relation to the problems that arise in their future practice as educators. The content of this subject complements, through reflection and comprehensive action proposals, the other content that addresses the study of knowledge, as well as educational procedures, skills, and abilities, studied in other subjects.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

As a prerequisite or recommendation, we suggest mastery of oral and written expression, the ability to write complex ideas with precision and rigor, and the capacity for critical and abstract thinking, in this case about educational phenomena.

COMPETENCES / LEARNING OUTCOMES

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Be able to evaluate educational and training resources.

Be able to recognise and value affective processes.

Be prepared for independent lifelong learning.

Develop, promote and revitalise interpersonal communication skills.

Develop strategies and techniques to promote participation and lifelong learning.

Develop the capacity for criticism and self-criticism.

Develop the capacity to solve problems and make decisions.

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 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.

Support and collaborate in teaching activities in different socio-educational contexts.



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

DESCRIPTION OF CONTENTS

1. Epistemological foundations of educational sciences

- 1.1. The interests of philosophy of education. Approach to epistemology and the concept of education
- 1.2. Philosophy and science of education: towards pedagogical rationality
- 1.3. Philosophy of education and educational action: reflection on pragmatism
- 1.4. Positivism and values in education

2. The human being as the subject of education

- 2.1. The knowledge about the person and education
- 2.2. The biological basis of education: the neuroeducation
- 2.3. Culture and education of the person
- 2.4. The educational models of person

3. Freedom: theories, limits and educational promotion of freedom

- 3.1. The complexity of human biological structure
- 3.2. The concept of freedom
- 3.3. Freedom in history. Ethical and pedagogical perspective
- 3.4. Freedom as autonomy, key purpose of education
- 3.5. The construction of freedom as autonomy
- 3.6. Authority and freedom in education



4. Education as an educational process

- 4.1. Interpersonal relations and educability
- 4.2. Nature of human communication
- 4.3. Recommendations and good communication skills
- 4.4. Information and Communications Technology (ICTs) in education. An approach to Media Education

5.The ethics of educational professions

- 5.1. Educational professions in the knowledge society
- 5.2. Dimensions of professional ethics
- 5.3. Educational professions and public service
- 5.4. Ethical principles of educational professions
- 5.5 Educational practices from ethical criteria

6.Education for citizenship

- 6.1. What *citizenship* means
- 6.2. Difficulties in the exercise of citizenship
- 6.3. Civil society and participation
- 6.4. Educating for Citizenship
- 6.5 Participation and management of schools
- 6.6. The formation of skills for social participation



6.7. Ethical learning in Higher Education

7. The aims of education

7.1. The aims, a key problem for the educational system. Historical context

7.2. The dignity of the person, the right to education and its consequences for the purposes of the educational system.

7.3. Education as a public service, social expectations, and the implications for the aims of the educational system

7.4. The aims and practices of education in a democratic society

WORKLOAD

PRESENCIAL ACTIVITIES

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

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	30,00
Independent study and work	25,00
Preparation of lessons	15,00
Preparation for assessment activities	10,00
Resolution of case studies	5,00
Total hours	90,00

TEACHING METHODOLOGY

The methodology will basically be an active and participatory methodology by the students. The teacher will assume a guiding and motivating role, being responsible for the theoretical part of the subject. On the other hand, the students will assume an active role, especially the practical part, where by groups they will have to reconstruct the contents, concepts and arguments exposed in the theoretical part, working collaboratively and with the guidance of the teacher, who will be in charge of provide materials, resources, resolve doubts, recommend lines of action, propose personal and group work activities (for example, text or audiovisual commentary, reflection on a news item, preparation of dynamics or dramatization, etc.).



The students, as a result of the cooperative work, will have to make a dossier of the practical part, and optionally make a presentation of it for the class. Also, voluntarily, students can read and analyze a bibliography book, making a review that will complement the note of the theoretical part.

EVALUATION

The assessment process will be continuous, formative, and at the same time participatory. Therefore, it will be conducted from both the individual and group perspectives, taking into account the various objectives set out in the program. Therefore, attendance is considered recommended and mandatory, and attendance and participation in classes may be assessed accordingly.

The assessment will be quantified based on the following elements:

1. **Written test**, with answers to questions on the essential issues and concepts of each topic, previously analyzed in class and established before the test. Theoretical test is worth 50% of the overall grade.
2. **Group practical work** (recommended 3-4 components). Contribution of knowledge and reflections on a topic related to the subject, based on the materials and resources provided by the instructor. The project is an invitation to creative participation through individual and group research, clarity and rigor in the handling of information, attendance and participation in classes and tutorials... aspects that will be reflected in the development of graphic documents, textual or audiovisual materials, action programs related to intercultural pedagogy, etc. The group's final practical work will comprise a portfolio or dossier that must be submitted at the end of the semester and before the written exam. A group presentation of the results is also possible if they expand knowledge or make original and interesting contributions to the subject. The practical section is worth 50% of the overall grade.

Evaluation in a non-attendance situation

Students who cannot regularly attend class will have to contact the teacher of the subject during the first three weeks of the semester, explaining and justifying their option and their impossibility of taking the subject normally. Likewise, the objective of the interview with the teaching staff is to specify the alternative work plan. In these cases, the written exam will be held on the dates assigned for it and will have a value of 60% of the grade for the course. The practical part or reviews will have a value of 40% of the note.

Important note: In order to pass the course and be able to apply the averages or percentages of the different exercises, it is necessary to pass or pass each one of them, obtaining at least 50% of the scores assigned to each activity, whether theoretical or practical. This criterion will be applied to both face-to-face and non-contact option students.

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).

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