

**COURSE DATA****DATA SUBJECT****Code:** 33725**Name:** Moral education for the citizenry**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Theoretical and epistemological foundations of education II	ELECTIVES

COORDINATION

PEREZ PEREZ CRUZ

SUMMARY

The subject of Moral Education for Citizenship falls within the area of knowledge of "Educational Theory." It aims to provide students with a solid scientific, technical, and humanistic education, laying the foundation for acquiring the content and skills necessary for the development of the teaching profession in the field of moral education.

Interest in values education, and especially in civic and citizen values, has grown dramatically in recent years and is the subject of study and research by various social and academic institutions. One of the reasons for this interest is related to the events taking place around the world in recent decades. The phenomenon of globalization, the growing migration flow, the supposed crisis of the European social model, the limited participation of the population in formal politics, and, paradoxically, the configuration of an increasingly cosmopolitan civil society with a greater capacity to react to what it considers unjust or intolerable, are just a few examples of the developments I am referring to. These developments demonstrate that the quality of life of the majority of the population and the stability of the democratic system depend largely on the values embraced by the population and on the active participation of citizens. This partly explains the interest and even concern that values education is acquiring from various social sectors.

Throughout history, the family has been the primary institution, if not the only one, that has taught values. It could be said that it was the natural setting for experiencing and learning values, exercising this obligation with little competition. However, it must be kept in mind that this occurred in much more homogeneous societies than today's, where single values prevailed in the social context, valid for the family, school,



church, and workplace.

But since the middle of the last century, profound social, political, and economic transformations have taken place in Western countries, giving rise to a much more plural, open, and multicultural society. This new scenario is both a cause and effect of the shift in values that has taken place. The family and school have lost their exclusive role as contexts for learning values, in favor, above all, of the media and new contexts that facilitate information and knowledge. These new cultural agents exert a great influence on the majority of the population, and especially on the youngest, relativizing and even nullifying the influence of the family, and even displacing the social function of the school as a space for socialization, culture, and values.

Given this "new" situation in our social context and the challenges and problems it poses, this course addresses the topic of values education, both from a theoretical and practical perspective. We start from the idea that personal development should be a priority for the formal education system, at least on the same level as the learning of other types of content and the acquisition of skills for practicing a profession. The reason for this priority is that values constitute a fundamental aspect of personal development. We are what we are based on the values we embrace, as these are part of our cognitive structure, are at the core of our being, and guide our thinking and behavior. The values we embrace in the early years of our lives significantly influence our way of being and acting, and although they can obviously be modified and changed through education, it is a slow process that requires perseverance and planning. It is precisely the

importance of this educational process that prevents us from leaving it to the influence of chance or other uncontrolled agents. Educators, especially in the school context, must carefully, orderly, and systematically plan the content and strategies to be used to develop good citizens, keeping in mind that these are processes that must encompass the entire duration of schooling.

But values education cannot be limited to learning theoretical concepts or simply reflecting on concrete or abstract situations. Experience, putting values into practice, and living them are essential for them to be effectively and lastingly embraced and internalized. For this reason, the subject addresses theoretical and practical knowledge in a complementary manner.

Following this premise, the course clarifies the basic concepts of values and presents some of the most significant theories from which to approach their teaching. Deriving from these theoretical approaches, a series of practical activities are presented that are intended to be useful for teaching values, both in the family and school settings. These activities, as noted, can be carried out perfectly without knowledge of the fundamentals of the theories that support them, although, evidently, a good theoretical background allows us to understand the reasons behind the intervention model and, undoubtedly, generates an improvement in the educational process.

The other axis on which the subject pivots is the development of good citizenship, with education in values being the key to achieving this. Being a citizen implies knowing oneself to be subject to fundamental rights enshrined in the laws, but also assuming duties and obligations that bind one to the public interest. And this is where the main problem facing most liberal democracies lies: citizens are conceived as subjects of rights, but not as subjects of duties. People living in these more or less developed societies possess a broad range of individual freedoms and enjoy a high level of well-being guaranteed by the state, but they have serious difficulties in building a common interest and fighting for it.

In an attempt to address all these challenges and problems, this course addresses the topic of values education, especially ethical values, which are considered fundamental to the development of good citizens who are open-minded, critical, and nonconformist, working to overcome inequalities and social injustices, as well as to uphold and respect human rights.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No enrollment restrictions have been specified with other subjects in the curriculum.

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

Be able to evaluate educational and training resources.

Be able to recognise and value affective processes.

Be prepared for independent lifelong learning.

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

Develop, promote and revitalise interpersonal communication skills.

Develop the capacity for criticism and self-criticism.

Develop the capacity to solve problems and make decisions.

Diagnose needs, complex situations and possibilities of people as a basis for educational actions.

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

Show active ethical commitment to human rights and sustainability.

Skills in analysis and synthesis.

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. Approach to the concept of value: moral values



- The anthropological roots of morality
- Origin and evolution of the concept of value
- Different dimensions in the conceptualization of values
- Characteristics of values
- Types of values: the specifics of moral values
- Systems and hierarchy of values Secularism, secularism and religion

2. Education in values

- The reasons that justify education in values
- Difficulties posed by values education in the school context
- What values should we educate in? The minimum common ethical standard
- Crisis of values and emerging values in today's society
- The breakdown of social consensus on values in education
- The role of the teacher in values education
- Differences between religious education, civic education and moral education

3. Theories of Moral Education

- Sociological theories
- Character education
- Philosophy for children
- The development of moral judgment
- Clarification of values

4. Education for the exercise of citizenship

- The growing interest in citizenship education
- The concept of citizenship
- Citizenship Education in the European context
- Levels of citizenship and their educational implications
- Citizenship education from an intercultural perspective
- Citizenship in the information and communication society
- Citizenship education in the school curriculum
- Strategies and techniques for educating citizenship in schools

5. Activities and methodological resources to educate in values

- Techniques for clarifying values
- Techniques for the development of moral judgment
- Techniques for developing social perspective and empathy



- Persuasive communication techniques
- Techniques of observation and imitation of models
- Techniques for democratic participation in the classroom

6. Evaluation in moral education

- Historical conditions of moral evaluation.
- Key issues for assessing values
- Evaluation of non-moral values
- The assessment of ethical or moral values Criterion-based assessment in the classroom

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	20,00
Independent study and work	15,00
Preparation of lessons	15,00
Preparation for assessment activities	10,00
Resolution of case studies	5,50
Total hours	67,50

TEACHING METHODOLOGY

The methodology to be followed will combine, depending on the type of activity carried out (theoretical class, practical class, seminar, tutoring), the following work modalities: teacher explanation, student presentation, tutored readings, cooperative work, case studies, debates, text commentary, program development.

For the most part, classes will be divided into two parts: a theoretical part, in which the fundamental concepts of the subject will be analyzed, and a practical part, in which students will carry out complementary activities to facilitate the understanding and assimilation of these concepts. The first part will be carried out, depending on the characteristics of the subject, using various methodologies: explanations by the teacher, reading and analysis of basic texts, presentations by the students, resolution



of problems or moral dilemmas, analysis of fundamental issues, etc. In any case, the more complex concepts and theories will always be explained by the teacher and, to the extent possible, analyzed and discussed with the students. In the second part, the students will work in groups, carrying out complementary activities to facilitate the assimilation and understanding of the theoretical concepts studied. The session will end with a sharing of the work done by the working groups and a debate on them. In all activities, each group will submit a brief written summary to the teacher with the summary and conclusions of the same

EVALUATION

The evaluation will consist of two different parts:

- a) Written exam on the dates officially determined. In this exam, the student must answer a series of theoretical questions about the content explained in class, the readings completed, or the aspects covered in the case studies. This exam, which aims to assess conceptual and technical mastery of the subject, will be worth 50% of the final grade.
- b) Group practical work and presentations: The professor will assess all group work and contributions, whether in class or during the preparation of the topic and presentation. This section will be worth 50% of the final grade.

To pass the entire course, you must pass both sections separately. Assessment criteria

Theory

- Mastery of specific terminology and conceptual precision.
- Clarity in written presentation and ability to summarize.
- Orderly, systematic and documented exposition of the contents of the discipline.
- Personal, critical and substantiated elaboration of what has been learned.
- Grammatical and syntactical correction of the expression.

Practices

Class attendance

- Active participation, commitment and interest
- Quality of the submitted work: appropriateness of the theoretical concepts explained, elaboration, originality, incorporation of additional information, etc.
- Compliance with established delivery deadlines.
- Clarity of presentation, organization of ideas, ability to synthesize.
- Richness, originality and relevance of personal ideas and opinions.

The addendum from the previous course will be addressed if necessary due to the health situation caused by the pandemic.

University of Valencia Regulations on Fraudulent Actions and the Use of Artificial Intelligence



The fraudulent completion of assessment tests and plagiarism in evaluated assignments will be addressed in accordance with the University of Valencia's Regulations on Assessment and Grading (ACGUV 108/2017) and the Protocol for Action Against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that has not been previously and expressly authorised by the teaching staff for the preparation of assessment materials will result in those materials not being considered as the student's own work. Such cases will be addressed according to current regulations and the Code of Conduct and Good Practices of the University of Valencia (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Basic References

RB1: PÉREZ PÉREZ, C. (2016) Educación en valores para la ciudadanía: estrategias y técnicas para su aprendizaje. Desclée de Brouwer.

RB2: ARBUÉS, E.; NAVAL, C. y SÁDABA, C. (2015) Aprendiendo a ser cívicos. En SANTOS REGO M.A. (Ed.) *Políticas educativas y compromiso social*. Octaedro.

RB3: ESCAMEZ, J.; GARCÍA, R., PEREZ, C. y LLOPIS, A. (2007) El aprendizaje de valores y actitudes: teoría y práctica. Octaedro-OEI.

RB4: EURYDICE (2017). Comisión Europea, Agencia Ejecutiva Europea de Educación y Cultura, La educación para la ciudadanía en el contexto escolar europeo 2017, Oficina de Publicaciones, 2017, <https://data.europa.eu/doi/10.2797/939133>

RB5: EURYDICE (2024). Comisión Europea, Agencia Ejecutiva Europea de Educación y Cultura, Aprendizaje para la sostenibilidad en Europa ¿ Desarrollo de competencias y apoyo a los docentes y las escuelas- Oficina de Publicaciones de la Unión Europea. <https://data.europa.eu/doi/10.2797/81397>

RB6: PÉREZ-PÉREZ, C. (2023). Cómo enseñar la importancia de los valores democráticos en la escuela. The conversation. <https://theconversation.com/como-ensenar-la-importancia-de-los-valores-democraticos-en-la-escuela-198329>

RB7: PEREZ-PÉREZ, C. y ASENSI, C. (2021). *Cómo crear un clima de aula positivo. Técnicas de intervención educativa*. Desclée de Brouwer.

Complementary References

RC1: NAVAL, C. (2009). Educación para la ciudadanía y procesos de socialización democrática. *Universidad de Navarra-Parlamento Foral de Navarra*.

