

**COURSE DATA****DATA SUBJECT****Code:** 33913**Name:** History of Education in Spain**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	3	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	History of education I	COMPULSORY

**COORDINATION**

PAYA RICO ANDRES

**SUMMARY**

The subject History of Education in Spain has as its fundamental objective the critical understanding of the genesis and evolution of our educational system from the last part of the 18th century to the 70s of the 20th century.

We will try to understand and interpret this historical journey from three central axes of observation so that they allow us to obtain a general vision of the field:

- The linking of education to a social project of/for Spain.
- The political dimensions of the educational phenomenon and the historical development of educational policy
- Changes in pedagogical discourse and school culture.

Our object of study is the historical past, but our purpose must be to place ourselves before historical experience to take advantage of its explanatory potential:



- Get a better understanding of some issues and realities – discourses and practices – that are still current, think historically to help us in our capacity for complex, reflective and critical analysis in problems that are still current.

- Be able to transfer and intercommunicate or connect/link the processes and results of our historical study to the knowledge and understanding of other facts and realities integrated into other subjects or areas of the Pedagogy curriculum (Theory and Philosophy of Education, Didactics and School Organization, Comparative Education, Education Policy...)

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## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

Having taken the subject Historical Fundamentals of Education

## COMPETENCES / LEARNING OUTCOMES

### 1307 - Degree in Pedagogy

Capacidad crítica y autocrítica.

Capacidad para integrarse y comunicarse con expertos de otras áreas y en distintos contextos.

Conocer y analizar las políticas educativas, su desarrollo legislativo y su incidencia en las reformas socioeducativas.

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

Know and interpret the historical processes of education and training systems, institutions and organisations.

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. Education in the Spanish Enlightenment**

Education in the Old Regime

Pedagogical sense of the Enlightenment movement and its impact in Spain.

The enlightened Spaniards: speeches and pedagogical achievements

## **2. The constitution of the school system**

The liberal state and education

The legislative order of the school system: from the Constitution of Cádiz to the Moyano Law

The evolution of the schooling process and its characterization.

## **3. 3- School cultures and pedagogical renewal**

Krausism and ILE

Social Catholicism and Ave Maria Schools

Labor Movements and Modern School

## **4. Education in the first third of the 20th century**

Education and social regeneration: discourses and practices.

Education, social project and civic pedagogy.

The state of teaching and teaching: tradition and modernity.

## **5. The educational policy of the Second Republic**

## **6. Education during the Franco regime**

The ideological bases of the dictatorship from the perspective of education.

The principles and actions in education of national Catholicism.

The repercussions of developmentalism on education.

The meaning and postulates of the General Education Law of 1970.

## **7. The transition to democracy and education**

Educational topics and projects as an alternative.

The educational framework in the 1978 Constitution.

The complex post-constitutional development.

**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**

Theoretical classes:

Presentation of content by the teacher to justify, frame and clarify the different thematic contents.

Practical classes:

Reading, analysis and critical evaluation of sources. Individual and group comments on historical-pedagogical texts.

Study and autonomous work:

Study related to theoretical classes, practices, seminars and workshops, about the contents of the subject

Tutorials:

Review and guidance of individual and group work.



## EVALUATION

The evaluation (continuous and final) will be carried out through various procedures, taking into account the activities carried out by the students and possible adaptations (in-person/remote) for unexpected reasons.

The evaluation percentage will be distributed between 60% for the theoretical part and 40% for the practical part.

The following will be used, among others: written tests, attendance and active participation in practices, seminars and workshops, completion of individual and group work, as well as reasoned self-assessment reports. Each of these mechanisms may be assigned a percentage of the final grade, according to the importance given to the objective and evaluation procedure.

The evaluation of students will generally consider the following aspects:

### THEORY

a) Carrying out a written development test. Adequate acquisition and understanding of knowledge will be especially valued.

### PRACTICE

Carrying out other evaluation activities that may include:

a) Initiation work to historical-pedagogical research.

b) Control of specific readings on the subject (magazine articles or book chapters).

c) Personal work or in small groups on topics indicated by the teaching staff,

d) Study of original documents and historical novel. Other activities to be arranged: attendance at conferences, seminars or courses; reasoned self-assessment report, etc.

### UV REGULATIONS ON FRAUDULENT ACTIONS AND USE OF GAI

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

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- - BALLARIN, Pilar (2001) La educación de la mujer en la España contemporánea. Siglos XIX y XX. Ed. Síntesis.
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