

**COURSE DATA****DATA SUBJECT****Code:** 33915**Name:** Political History of Education**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**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	History of education II	ELECTIVES

COORDINATION

PULIDO MONTES CRISTINA

MENGUAL ANDRES SANTIAGO

SUMMARY

The subject allows, on the one hand, a more extensive and in-depth approach to topics or information enunciated or tangentially treated in previous courses, and, on the other hand, to study aspects not contemplated in the fundamental and compulsory subjects whose object of study is education. from a historical perspective. Thus, the course welcomes various topics from a historical-political reading, which are specified below, grouped into three blocks:

1- The educational phenomenon as a civil and State matter, stopping at the origin, reasons and purposes of this new function that assumes the political power of the State.

2. The configuration and consolidation of national education and its educational systems in the considered "model countries" (France, Germany and England) and its contextualization with Spain.



3. Democratic education: from its first theories and approaches to the movement of the Single School.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

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

DESCRIPTION OF CONTENTS

- 1. The educational phenomenon as a civil and State matter, stopping at the origin, reasons and purposes of this new function that assumes the political power of the State.**
- 2. The configuration and consolidation of national education and its educational systems in those considered "model countries" (France, Germany and England) and its contextualization with Spain.**
- 3. Democratic education: from its first theories and approaches to the movement of the Unique School.**

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	0,00
Individual or group project	0,00
Independent study and work	0,00
Preparation of lessons	67,50
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY

Students will be able to understand the following aspects:

- Theoretical classes: Presentation of contents by the teacher to justify, frame and clarify the different thematic contents.
 - Practical classes: Reading, analysis and critical assessment of sources. Individual and group comments on historical-pedagogical texts.
 - Seminars and Workshops: Search for documentary sources and studies related to them.
 - Introduction to the main historical-pedagogical research strategies and techniques.
 - Study and autonomous work: Study related to the theoretical classes, practices, seminars and workshops, about the contents of the subject
- Study and group work: Design, preparation and written and oral presentation of group work.

EVALUATION

The evaluation will be carried out through various procedures, taking into account the activities



developed by the students and the various options chosen. They will be used, among others: written tests, assistance and active participation in practices, seminars and workshops, and, where appropriate, individual and group work. Each of these mechanisms may have a percentage of the final grade assigned, according to the importance given to the objective and evaluation procedure.

All the elements susceptible to evaluation (intervention in the activities and working groups,

written exercise/s, monographs, oral presentations, practice notebook, etc.) will be based on the following criteria:

- a) Conceptual precision
- b) Theoretical foundation
- c) Methodological rigor in development
- d) Clarity in exposition
- e) Understanding of the above
- f) Quality in the presentation
- g) Bibliographical basis
- h) Personal contribution to the subject matter

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

- Reference b1 VARIOS (1987): Génesis de los sistemas educativos nacionales. UNED. Madrid



- Reference b2 TIANA, A.; OSSENBACH, G. y SANZ, F. (Coord.) (2002) Historia de la Educación (Edad Contemporánea). UNED, Madrid.
- Reference b3 CARREÑO, M. y otros (2000): Teorías e instituciones contemporáneas de educación. Madrid. Síntesis
- Reference b4 FERNÁNDEZ SORIA, J.M. (2002): Estado y educación en la España contemporánea. Síntesis. Madrid.
- Reference b5 GREEN, ANDY (1990): Education and State Formation. The Rise of Education Systems in England, France and the USA. The MacMillan Press LTD. London
- Reference b6 BARREIRO, H. Y TERRÓN, A. (2005): La institución escolar, una creación del Estado moderno. Octaedro. Barcelona.

- Reference c1 FERNÁNDEZ SORIA, J.M. (2005): ¿Influencias nacionales europeas en la política educativa española del siglo XX?, Revista de Historia de la Educación, nº 24 (2005).
- Reference c2 CELADOR ANGÓN, ÓSCAR (2001): Proceso secularizador y sistema educativo en el ordenamiento jurídico inglés. Univ. Carlos III y Marcial Pons. Madrid
- Reference c3 OSSENBACH, G. y ABELLAN GARCIA, J.: "Guillermo de Humboldt (1767-1835) y la reforma prusiana: un sistema nacional de educación", en: Revista de Ciencias de la Educación 105 (1981), pp. 9-27.
- Reference c4 DARCOS, Xavier (2008): La escuela republicana en Francia: obligatoria, gratuita y laica. La escuela de Jules Ferry, 1880-1905. Prensas Universitarias de Zaragoza.
- Reference c5 PUELLES, Manuel (2017). Política educativa en perspectiva histórica. Biblioteca Nueva.