



COURSE DATA

DATA SUBJECT

Code: 44531
Name: Historical creation of the education system and school reforms in Spain
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2216 - Master's Degree in Policies, Administration and Management of Educational O	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2216 - Master's Degree in Policies, Administration and Management of Educational O	Advanced analysis of the historical, sociopolitical and comparative background of education manageme	COMPULSORY

COORDINATION

MAYORDOMO PEREZ ALEJANDRO

SUMMARY

The subject aims to facilitate, from historical knowledge, the understanding and interpretation of the complex school systems and the factors that contribute to the development of educational systems. At the same time, it tries to highlight the ins...

In this direction, the subject is designed to offer basic references that explain the continuities and reforms in the Spanish educational system, the persistences and innovations that have marked the main features of its evolution. It will analyze the historical meaning and thought, the look at the social conditions of the reforms.

Through the study and assessment of its fundamental descriptors, the subject aims to stimulate the interrelation of... e>

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

2216 - Master's Degree in Policies, Administration and Management of Educational O

Que los estudiantes adquieran la capacidad de analizar e interpretar desde técnicas multinivel los caracteres más relevantes de los sistemas educativos, desde un contexto transnacional global que permita comparaciones complejas en el ámbito de la dirección y supervisión educativa

Que los estudiantes conozcan las políticas, los modelos y las prácticas igualitarias de calidad e innovación educativa, para poder implementarlas y promover en sus instituciones educativas

Que los estudiantes sean capaces de comprender e interpretar las políticas que afectan a la gestión escolar a fin de poder aplicarla correctamente

Que los estudiantes sean capaces de diseñar y aplicar estrategias de acción orientadas a construir vínculos sólidos y sostenibles con la comunidad escolar, e involucrarse eficazmente en los procesos educativos

Que los estudiantes sean capaces de disponer de marcos teóricos de las políticas internacionales de educación, que posibiliten una eficaz transferencia de buenas prácticas para el sistema educativo español

Ser capaces de conceptualizar las reformas escolares, comprenderlas genealógicamente y de aplicar un análisis que distinga entre las retóricas reformistas y su efectiva implantación.

Ser capaces de elaborar un análisis histórico comparativo de los procesos de cambio e innovación en educación, fundamentando la resignificación de los mismos.

Ser capaces de establecer un compromiso ético deontológico a través de una vinculación consecuente con los valores éticos de la institución e institucionales y gestionar el centro de acuerdo con los principios éticos coherentes con un sistema democrático.

Ser capaces de intervenir en el asesoramiento, documentación y elaboración de informes sobre la incidencia de los factores sociales, políticos, económicos y culturales en las políticas educativas.

Ser capaces de reconocer la naturaleza y las condiciones políticas de las prácticas educativas institucionales a efectos de atender los problemas y situaciones sociales emergentes.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.



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Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

DESCRIPTION OF CONTENTS

1.

The historical construction of the educational system and the school reforms in Spain. General historical approach

2.

Contexts and discourses: political modernity and education. Quality, equality, democratic socialization

3.

Administration and school legislation: stages and models. Regulatory structure

4.

Pedagogical politics and cultures: modernization, reform, innovation. Scientific discourse, pedagogical organization

**5.**

Supervision, management and educational organization: genealogy of its legal and technical perspectives

WORKLOAD**PRESENCIAL ACTIVITIES**

Activity	Hours
Tutorials	4,00
Theory	7,00
Group work	5,00
Classroom practices	5,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	24,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

Lliçons magistrals participatives Discussions Commented lectures Learn col.laboratiu

EVALUATION

Final report evaluation 70% Learning portfolio 20% Classroom participation 10% 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

- Referència b1: Puelles Benítez, Manuel de (2009). Modernidad, republicanismo y democracia: ua historia de la educación en España (1898-2008). Valencia: Tirant lo Blanch Referència b2: Viñao, Antonio (2002). Sistemas educativos, culturas escolares y reformas. Madrid:Morata. Referència b3: Varela, Julia (2007). Las reformas educativas a debate(1982-2006).Madrid: Morata.
- Referència b3: Varela, Julia (2007). Las reformas educativas a debate(1982-2006).Madrid: Morata. Referència b4. Mayordomo Pérez, Alejandro (2021). La Ley General de Educación y la Pedagogía:reencuentro y señal, Historia y Memoria de la Educación, nº 14, pp. 69-100. Referència 5b. Tiana Ferrer, Alejandro (2018). Leyes y reformas educativas:consideracions sobre sus actores, Con-ciencia social, nº 11, pp. 89-102