



## COURSE DATA

### DATA SUBJECT

**Code:** 44532  
**Name:** Theory and epistemology of education policies  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

### 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	Second 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

GOZALVEZ PEREZ VICENT EULOGI

## SUMMARY

The module's main objective is to show and reflect on the conceptual framework and the keys for analysis from a theoretical, historical, socio-political and comparative point of view.

Within the module, the subject "Theory and epistemology of educational policies" assumes as one of its main objectives to contribute to the philosophical and pedagogical analysis of the theoretical and epistemological foundations of educational policies in democratic societies.

The aim is to reflect on the foundations of different educational policies, connecting them with their philosophical and ethical background, so that students can critically understand the scope of such policies in terms of their legitimizing elements and their justification in a system of freedoms and in a state governed by the rule of law.



## 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

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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 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 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.

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. Theories of democracy, educational laws and practices

- Historical and conceptual introduction to democratic systems. Importance of education.
- Contradictions, aporias and paradoxes of democracy.
- Basic models of democracy and their application to the management of educational centers.

### 2. Liberal theories, theory of justice and education

- Theoretical and historical origins of liberalism.
- Different types of liberalism
- Liberalism, individualism and cosmopolitanism
- Civic cosmopolitanism and education

### 3. Communitarist theories, patriotism and the cultivation of values

- Meaning of communitarianism
- Communitarianism and postmodernism
- Meaning of communitarianism in education: cultivation of constitutional patriotism.
- Limits of communitarianism. Application to the field of educational centers

### 4. Republicanism, the limitations of the law and the need for education

- Republicanism: origins and outstanding authors.
- Current republicanism as an overcoming of liberalism and communitarianism.
- Republicanism in education: educating in democratic citizenship and in the values of a public morality.
- Service learning and cooperative learning

### 5. Multicultural educational policies, laws and practices in democratic societies

- Meaning of multiculturalism and the politics of recognition.
- Examples of multicultural educational policies
- Criticism of multiculturalism and the need to overcome it in the educational field.

- Interculturality: meaning and theoretical justification
- Intercultural and multicultural educational policies
- Complexity of the educational practices of cultural integration/inclusion



## 6. Intercultural policies, ethical aspiration and commitment to culturally inclusive educational practices

- Interculturality: meaning and theoretical justification
- Intercultural and multicultural educational policies-Alternatives, solutions and ways of political-educational action in the face of cultural diversity.

## 7. The new capabilities approach. Basic human capabilities in relation to education

- Capabilities approach: theoretical foundation and historical context.
- Economic policies and human development: the contribution of A. Sen.
- Human development and capabilities in education: the perspective of M. Nussbaum.
- Educational policies for justice and citizenship empowerment in media societies.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

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

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	44,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>54,00</b>

### TEACHING METHODOLOGY

The basic methodology of the course will be that of a participative lecture, and problems and conflictive questions will also be raised to be solved in a dialogued and argued way in class. Individual and/or group attention will be given, and the final work or dossier of the course will be reviewed. Collaborative and cooperative learning will also be encouraged in class.

### EVALUATION



The evaluation criteria are established in the General Guide of the Master, and revolve around different elements such as:

A theoretical test or final exam (which will focus on fundamental issues and on the commentary of some of the texts or materials used). Weighting: 30%.

Class participation and attendance. Weighting: 10% Portfolios or reflective diary of the course. Weighting: 45%.

Class presentations of work done: Weighting: 15%.

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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