



COURSE DATA

DATA SUBJECT

Code: 44533
Name: Social and ideological dimensions of education policy
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	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

FERNANDEZ SORIA JUAN MANUEL

SUMMARY

This subject focuses its attention on several fundamental problems of today's educational policy. One of them has as its object of analysis the rights and freedoms that its problematic, although full of historicity, is especially present in a time like this in which, on the one hand, liberal philosophies are rushing, with new arguments, in which freedom prevails over equality; and, on the other hand, this is a time full of new pockets of inequality that call for educational policies of equality with greater scope. The action of these policies requires a redefinition of the role of the State, the historical protagonist of educational policy, which, however, is going through difficult times in our time. The debate on this issue occupies another of the thematic blocks of the subject. The protagonism of society in politics - a sign of its democratic strength - through some of its collective actors, especially political parties, constitutes the last focus of attention of the subject.

PREVIOUS KNOWLEDGE

**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

OTHER REQUIREMENTS

The Master Contained its Own access by itself.

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 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 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.

DESCRIPTION OF CONTENTS**1. Historicity and problems of freedoms and rights in edu**

- From civil liberties to social rights
- The problem of freedoms in educational policies
- Civil liberties and political liberties in conflict
- Political freedom and education



2. The right to education as a cultural right

- Key concepts
- Dynamism of the right to education and the right to culture
- The right to culture in international texts
- Fundamentals of the right to education as a cultural right
- Consequences/limits of the right to education as a cultural right

3. Equality and freedom of school choice

- Freedom of choice as a freedom of the consumer
- Freedom of choice as a fundamental freedom
- Freedom of choice and inequality.

4. Right to education and freedom of education

- The consideration of education as a public service.
- Equity. The question of shared effort.
- Democratization of the school system.
- The choice of the school center

5. The role of the State in education

- Arguments denying the role of the State in education. Neoliberal proposals
- New profiles of the State and its role in education.
- State and civil society in education.

6. The collective actors of educational policy. Right to education and freedom of education in partisan education policy.

- Rights in education and freedom of education in partisan education policy.
- The collective actors of educational policy.
- Political parties. Partisan ideological behavior in educational policy.

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	14,00
Independent study and work	0,00
Preparation of lessons	14,00
Preparation for assessment activities	26,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

Theoretical classes: They will be based predominantly on lectures by the professor following the model of the participative "master class" and on the basis of which there may be room for classroom discussions.

Practical classes: They will have a format as similar as possible to that of a seminar. Each topic or nucleus of contents will have a related text attached to it. This text, previously provided to the students, will be, in general, object of study by the whole class and, in particular, by a reduced group of students who will introduce the text and will expose to the class their particular analysis of it. Subsequently, the class will debate about the text and the corresponding exposition and analysis carried out by the group in charge of doing so.

Class preparation (Student's work):

- For the whole class: previous study of the text or document specific to the topic previously provided, with the aim of being able to participate in the seminar that will follow the teacher's explanation of each core content.
- For the small working group in charge of the introductory study of the text and its analysis that will initiate the seminar work: individual study of the text followed by the group work from which the essay that will initiate the seminar will emerge.

Preparation and writing of the final essay of the course (individual work of the student): Once the Master's sessions are over, and at least two weeks before the delivery of the Proceedings, the students will submit in electronic format and on paper an individual essay on the global content of the course.

EVALUATION

The evaluation will be based on these fundamental aspects:-Attendance to the theoretical-practical sessions-Participation in the debates and seminars and expositions in class- Individual final essay/exam (as described in the Classroom Guide or Program of the subject).- Individual proposals of the students with voluntary character, according to the conditions collected in the Classroom Guide or Program of the



subject, with an additional sum value of 10 per 100 % of the final grade. In order to contribute to the increase of the grade, it will be necessary to have passed, at least, the final individual essay.

Class participation, which necessarily implies attendance, has a value of 40% of the final grade. The evaluation of the attendance to the theoretical-practical sessions and of the participation in the debates and seminars and expositions in class as described in the Classroom Guide or Program of the subject, by its very nature, will not be recoverable.

-The individual essay/exam, which will deal with the global theme worked in *class, has a value of 60% of the final grade. Passing this section is a necessary condition to pass the course.

For all these tasks, the evaluation criteria are:

- a) Conceptual accuracy
- b) Theoretical foundation
- c) Methodological rigor in the development
- d) Clarity in the exposition
- e) Comprehension of the exposition
- f) Bibliographic basis
- g) Personal contribution to the subject matter.

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).

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