



**COURSE DATA**

**DATA SUBJECT**

**Code:** 44534  
**Name:** International trends in education  
**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**

LAZARO LORENTE LUIS MIGUEL

**SUMMARY**

- In the last fifty years, the educational landscape, both in developed and developing countries, has changed dramatically. All education systems have undergone continuous reform processes, of greater or lesser intensity, to improve teaching-learning processes and increase the quality of education without neglecting, at least formally, a perspective of equity. In these developments, different ideological and pedagogical conceptions have confronted each other regarding the meaning of education, the role of the State in its regulation, curricula, financing and teacher training. These are trends in educational change that must be known in order to fully understand the current scenario of education in a global perspective.

- With the unstoppable development of globalization, since the 1990s and especially since the early years of the 21st century, a set of international programs in the field of education have been consolidated, favored by international organizations such as UNESCO, the World Bank or the OECD, which point to a growing interdependence of national educational policies in supranational frameworks such as the European Union, regional or global.



- The capacity of these organizations to determine the international agenda in education conditions the priorities, objectives and development of educational policies worldwide. Influence based on their environment in the search for and definition of good educational practices linked to the so-called successful educational systems, defined as such in the various international rankings that exist based on the results of educational systems in international performance tests such as the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS) or the Programme for the International Assessment of Adult Competencies (PIAAC). Knowing the most significant characteristics of the trends in education developed by these educational systems is extremely useful for understanding the horizon of current educational policies from a global perspective.

The specific objectives of the officially approved Master focus on the development of advanced competences to:

- Obtain relevant information from interdisciplinary, national and international sources, and interpret them according to the reference contexts; as well as to use permanently updated data referred to the state of the most developed educational systems and to the deficits detected in the whole.

- To carry out prospective studies on foreseeable trends in the evolution of education systems, in order to address the challenges they pose in advance.

- Ability to apply creative and innovative solutions to respond to the challenges posed in institutional education by the permanent changes in national and international contexts.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

There is nothing

## COMPETENCES / LEARNING OUTCOMES

-

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 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. World Education Overview

Current problems of education in developed and developing countries. Historical perspective of its evolution in the last fifty years. The evolution, meaning and objectives of educational change in the world.

### 2. Internationalization and globalization of education

Education policies in an international perspective. Developed and developing countries. Orientations and achievements. Globalization and \*education. International programs in education.

### 3. International organizations and education

The leading role of international organizations (OECD, World Bank, UNESCO, UNICEF) in the current configuration of international trends in education. Strategies and approaches. The construction and definition of the world educational agenda. The role of international achievement tests.

### 4. Successful international education systems

Educational policies and programs. Reforms and new educational paradigms. Evidence of good practices, rankings and successful educational systems in the international panorama.

## 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	24,00
Independent study and work	20,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>54,00</b>

## TEACHING METHODOLOGY

Participative Master Class.

Case studies.

Individualized and/or group attention.

Theoretical-practical final test.

Collaborative learning.

Theoretical classes: Lectures by the professor and classroom discussions on reading texts and audiovisual materials.

Seminars: Documentary research, prepared readings, group discussion and synthesis presentations.

## EVALUATION

- Examination, which will consist of an oral and/or written test. Exercise of comprehension skills. Demonstration of adequate understanding of the contents developed in the classroom. 30%

- Reading reports/discussions on the texts of the Dossier of the \*subject. In-class expositions of work done. Exercise of the skills of comprehension, organization, synthesis and exposition of the information contained in the texts of obligatory reading and in the works carried out. 15%

- Portfolio. Essay on a previously determined topic, documentation and readings. Exercise and demonstration through the essay of the comprehension and assimilation of the conceptual framework presented and developed in the subject applied in the analysis of situations, problems and educational



trends and policies linked to them at an international level. 45%

- 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

- Ball, S. y Youdell, D. (2008). La privatización encubierta en la educación pública. [https://observatorioeducacion.org/sites/default/files/ball\\_s.\\_y\\_youdell\\_d.\\_2008\\_la\\_privatizacion\\_encubierta\\_en\\_la\\_educacion\\_publica.pdf](https://observatorioeducacion.org/sites/default/files/ball_s._y_youdell_d._2008_la_privatizacion_encubierta_en_la_educacion_publica.pdf) Ball, S. (2014). Globalización, mercantilización y privatización: tendencias internacionales en Educación y Política Educativa. *Education Policy Analysis Archives*, 22. [https://www.researchgate.net/publication/270555417\\_Globalizacion\\_mercantilizacion\\_y\\_privatizacion\\_tendencias\\_internacionales\\_en\\_Educacion\\_y\\_Politica\\_Educativa](https://www.researchgate.net/publication/270555417_Globalizacion_mercantilizacion_y_privatizacion_tendencias_internacionales_en_Educacion_y_Politica_Educativa) Bonal, X., Tarabini, A. y Verger, A. (2007). La educación en tiempos de globalización: Nuevas preguntas para las ciencias de la educación. [https://www.researchgate.net/publication/254920069\\_La\\_educacion\\_en\\_tiempos\\_de\\_globalizacion\\_Nuevas\\_preguntas\\_para\\_a\\_las\\_ciencias\\_de\\_la\\_educacion](https://www.researchgate.net/publication/254920069_La_educacion_en_tiempos_de_globalizacion_Nuevas_preguntas_para_a_las_ciencias_de_la_educacion) Rizvi, F. (2017). La globalización y el imaginario neoliberal de la reforma de la educación. ED-2017/WP/2. París: UNESCO. [https://unesdoc.unesco.org/ark:/48223/pf0000247328\\_spa](https://unesdoc.unesco.org/ark:/48223/pf0000247328_spa)