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# COURSE GUIDE EDUCATIONAL FOUNDATIONS AND SCHOOL ORGANIZATION

**Social Education Degree  
School of Teaching and Education Sciences**

**Catholic University of Valencia. *San Vicente Mártir***

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Curso 2023-24



## COURSE GUIDE TO EDUCATIONAL FOUNDATIONS AND SCHOOL ORGANIZATION

		ECTS
<b>SUBJECT:</b> EDUCATIONAL FOUNDATIONS AND SCHOOL ORGANIZATION		6
<b>MATTER:</b> Education: Branch Social and Legal sciences ordinary matter		24
<b>MODUL:</b> Contextual fundamentals and education		36
Type of learning: Basic	YEAR: 1 Semester: 1	
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## SUBJECT ORGANIZATION

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EDUCATIONAL FOUNDATIONS AND SCHOOL ORGANIZATION				6
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/semester
<b>EDUCATION:</b> Branch Social and legal sciences	24	Educational Foundations and school organization	6	1/1
		Didactics and educational innovation	6	2/2
		Social Politic and wellness system	6	2/2
		Techniques and tools for teaching-learning	6	1/2



## COURSE GUIDE TO EDUCATIONAL FOUNDATIONS AND SCHOOL ORGANIZATION

**Prerequisites:** They don't exist

### GENERAL GOALS

- a. Set some anthropological foundation necessary to understand the role and necessity of educating people
- b. Identify the characteristics of the current school organization present in the educational legislation

CROSS-SECTIONAL COMPETENCES	Ponderación de la competencia			
	1	2	3	4
G.1.- Capacity for analysis and synthesis				X
G.5.- Information management				X
G.6.- Problem solving and decision making				X

### SPECIFIC COMPETENCES

	1	2	3	4
E.1.- Understand and identify the historical, cultural, political and legislative processes at the consolidation of the profession and the educational intervention				X
E.5.- Analyze and diagnose different complex realities underlying the development of appropriate socio-educational processes				X



E.6.-Understand the pedagogical, psychological and sociological assumptions that underlie the processes of educational intervention				X
LEARNING OUTCOMES	COMPETENCES			
R-1 The pupil understands the differential features of different theories of the education	G.1, G.5, G.6, E.1, E.5,			
R-2 The pupil knows historical evolution of the pedagogic thought	G.1, G.5, G.6, E.1, E.6,			
R-3 The pupil reasons the evolution of the construction of the educational contemporary system	G.1, G.5, G.6, E.1, E.5, E.6,			
R-4 The pupil interprets the documents that allow the functioning of an educational center.	G.1, G.5, G.6, E.5,			

TRAINING ECTS, METHODOLOGY LEARNING AND ITS RELATIONSHIP WITH THE SKILLS TO ACQUIRE THE STUDENT			
ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R.1 a R.4	0.9



PI-02-F-16 ED.00



PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R.1 a R.4	0.8
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R1 a R.4	0.3
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	R.1, R.4	0.2
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R.1 a R.4	0.2
		TOTAL	2.4



<b>ACTIVITIES TRAINING IN CREDIT ECTS, METHODOLOGY LEARNING AND ITS RELATIONSHIP WITH THE SKILLS TO ACQUIRE THE STUDEN</b>			
<b>INDEPENDENT WORK ACTIVITIES</b>			
<b>ACTIVITY</b>	<b>Teaching-Learning Methodology</b>	<b>Relationship of Course with Learning Outcomes</b>	<b>ECTS</b>
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.  Work done on the university e-learning platform	R.1 a R.4	1.8
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.  Work done on the university e-learning platform	R.1 a R.4	1.8
TOTAL			<b>3.6</b>

<b>SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM</b>		
<b>Assessment Tool</b>	<b>LEARNING OUTCOMES ASSESSED</b>	<b>Allocated Percentage</b>



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Written tests.	R.1 a R.4	60%
Directed Works	R.1 a R.4	20%
Attendance, participation and attitude toward the subject	R.1 a R.4	20%
<p>Criteria for the award of Distinction :</p> <p>Students who want to apply for the M. H. it must have obtained a rating of outstanding . Tuition is a distinction that Professor awarded based on the involvement and contributions to class group that the student has been showing throughout the development of the subject</p>		
<p>OBSERVATIONS: To pass the subject, it is necessary to demonstrate in all oral and written productions a linguistic mastery of advanced level. Therefore, each spelling error will be, consequently, penalized in works and exams with 0.50 points. Three misspellings will be equivalent to a spelling error.</p> <p>The assessment will include at least one developmental question in the final exams and a reading book related to the subject (not from the bibliography).</p> <p>To pass the subject it is essential to obtain a grade equal to or greater than 5 in the written exercise. Otherwise, the overall grade of the subject will be that of the written exercise.</p>		

DESCRIPTION OF CONTENTS	COMPETENCES
<p>BLOCK A:</p> <p>Topic 1. THE EDUCATION</p> <p>Concept and ends of the Education</p> <p>Different anthropologic models like foundation of the educational action.</p> <p>2. EDUCATIONAL THEORIES</p> <p>Rousseau's naturalism</p> <p>Dewey's pragmatism</p> <p>The movement of the New School</p> <p>The antiauthoritarian theories: Summerhill's libertarian current</p> <p>The theories of desescolarización: Illich and Reimer</p> <p>The Marxist theories: Makarenko</p> <p>The personalistic theories: García Hoz</p> <p>Finnish School</p>	<p>G.1, G.5, G.6, E.1, E.5, E.6,</p>



<p><b>BLOCK B:</b></p> <p><b>Topic 1. THE EDUCATIONAL SPANISH SYSTEM</b></p> <p>Introduction: Terminology.</p> <p>The construction of the educational Spanish system: Law Moyano 1857, General law of Education 1970, LODE, LOGSE, LOPEGCE, LOCE, LOE, LOMCE and LOMLOE</p> <p><b>2. THE ORGANIZATION OF THE SCHOOL CENTERS</b></p> <p>The R.O.F. and other current Decrees of the Conselleria d'Educació of the GVA.</p> <p>The Organs of Government and Management</p> <p>Educational project of Center.</p> <p>Organs of Educational Coordination</p> <p>2.5 I Regulate of Internal Regime</p> <p>2.6. Regime of functioning</p>	<p>G.1, G.5, G.6, E.1, E.5, E.6,</p>
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TEMPORAL ORGANIZATION OF LEARNING		
	CONTENT/TEACHING UNIT	# OF MEETINGS
1	Theme 1 Block A	6
2	Theme 2 Block A	6
3	Theme 1 Block B	6
4	Theme 2 Block B	6

REFERENCES
<p><u>Textbooks:</u></p> <p>Antúnez, S. (2002). <i>La organización escolar. Práctica y fundamentos</i>. Graó.</p> <p>Barrio, J.M. (2010). <i>Elementos de Antropología Pedagógica</i>. Rialp.</p> <p>Colom, J.A: (2006): <i>Teorías e instituciones contemporáneas de la educación</i>. Ariel.</p> <p>Monarca, H. (2010): <i>Los fines de la educación</i>. Narcea.</p>





Negrín, O. (2004): *Historia de la educación en España. Autores, textos y documentos*. UNED.

Santos, M. (2002): *Entre bastidores, El lado oculto de la organización escolar*. Aljibe.

Savater, F. (2008). *El valor de Educar*. Ariel.

Viñao, A. (2004). *Escuela para todos. Educación y modernidad en la España contemporánea*. Marcial Pons.

Further reading:

Gairín, J. et al. (2003). *La calidad en educación*. Praxis.

González Bertolín, A. (2019) "En torno al pacto educativo en España". En Musaio, M. y Sanz R. *Desafíos educativos y reflexión pedagógica internacional*. Educucat.

González Bertolín, A. y Sanz, R. (2015). Desafíos y tensiones del sistema educativo del siglo XXI. Crónica nº 1, pp.5-19.

Martín Moreno, Q. (2006). *Organización y dirección de centros educativos innovadores. El centro educativo versátil*. McGraw-Hill.

Martínez, M; Esteban, F; Jover, G. Payá, M. (2016). *La educación en Teoría*. Síntesis.

Puelles, M. (2004). *Educación e ideología en la España contemporánea*. Tecnos.

Puelles, M. (2011). *Política y educación en la España contemporánea*. UNED.

Valle, A. (2000). *La pedagogía de inspiración católica*. Síntesis.

Reading original authors:

Dewey, J. (1997): *Mi credo pedagógico*. Universidad de León.

García, V. (1988): *Educación personalizada*. Rialp.

Makarenko, A. (1996): *Poema pedagógico*. Akal.

Montessori, M. (1994): *Ideas generales sobre el método*. CEPE.

Neil, A.S.(2006): *Summerhill. Un punto de vista radical sobre la educación de los niños*. Madrid. Fondo de cultura.

Rousseau, J.J. (2002): *Emilio o de la educación*. Porrúa.



## **Addendum to the Course Guide of the Subject EDUCATIONAL FOUNDATIONS AND SCHOOL ORGANIZATION**

### **(Social Education)**

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

**All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.**



Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Kaltura

### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

**All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:**



Microsoft Teams



Kaltura



*Explanation about the practical sessions:*

## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



## ONLINE WORK

### Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.