



POLICY AND SCHOOL LEGISLATION

(Bachelor's Degree in Pedagogy)

Universidad Católica de Valencia

Year 2020/2021



TEACHING GUIDE FOR THE MATTER AND/OR SUBJECT

		ECTS
Subject: POLICY AND SCHOOL LEGISLATION		6
Matter: HISTORY OF EDUCATION, LEGISLATION AND COMPARATIVE EDUCATION		22.5
Module: THEORY AND HISTORY OF EDUCATION		39
Type of Learning (1): BASIC	Year: 4th	Semester: 1st
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ORGANISATION OF THE MODULE

THEORY AND HISTORY OF EDUCATION		39 ECTS		
Duration and temporal location within the curriculum: (brief justification)				
Matters and Subjects				
Matter	ECTS	SUBJECT	ECTS	Year/ Semester
THEORY OF EDUCATION AND DEONTOLOGY	16,5	Theory of education	6	1st/2nd
		Ethics and professional deontology	4.5	3rd/1st
		Philosophy of education	6	2nd/2nd

¹ Basic education (common subject), Compulsory, Electives, Practicum, Bachelor's Thesis.



HISTORY OF EDUCATION, LEGISLATION AND COMPARATIVE EDUCATION	22.5	Comparative education	6	2nd/2nd
		Policy, legislation and organisation	6	4th/1st
		History of pedagogical thought	4.5	1st/2nd
		Direction and supervision of educational centres	6	4th/2nd

TEACHING GUIDE SUBJECT: POLICY AND SCHOOL LEGISLATION				
Prerequisites: THERE ARE NO PREREQUISITES				
GENERAL GOALS				
It has the goal of initiating students into the analysis of most relevant legislative projects in education of contemporary Spain mainly through legal and normative texts. Furthermore the student will understand the relations between ideology, policy and education during the period in which the modern system of education is born and develops. Another goal is to study the determining influence of the normative dispositions in the organisation of the Schools.				
CROSS-SECTIONAL SKILLS				Importance of the skill
				1 2 3 4
1.- To acquire the capacity to analyse and synthesise information				X
14.- To acquire proper values of the culture of peace and democracy				X
SPECIFIC SKILLS				Consideration of the skill
				1 2 3 4
1.- To especially know, contextualise and analyse the present educational systems in the international domain and in the countries and initiatives of the European Union				X
2.- To analyse the historical processes of the systems, the professions and the institutions and/or organisations of education and learning				X



10.- To know the educational legislation				X
LEARNING OUTCOMES	SKILLS			
2.- The student has critical capacity on the different theories and educational systems	T-8; T-14; E-1; E-2; E-10			
5.- The student knows and interprets the historical processes of education	T-8; T-14; E-2; E-10			
8.- The student interprets the educational legislation	T-8; T-14; E-1; E-2; E-10			

EDUCATIONAL ACTIVITIES OF CLASS WORK			
ACTIVITY	Teaching-Learning Methodology	Relation with skills of the module	ECTS
MASTER CLASS	Professor presentation of contents, analysis of skills, explanation and demonstration of capacities, abilities and knowledge in the classroom.	T-1, T-8 E-1, E-2, E-3, E-5, E-10	1.08
PRACTICAL EXERCISES	Group work sessions supervised by the professor. Study of cases, analysis of diagnoses, problems, study of speciality, classroom of computer science, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity.	T-10, T-12 E-3 E-5, E-20	0.30
SEMINAR	Supervised monographic sessions with shared participation	T-12, T-14 E-1, E-5	0.61
POSITION OF MENTOR	Personalised attention and in small group. Period of instruction and/or direction carried out by an advisor with the aim of reviewing and discussing the materials and subjects presented in the lesson, seminars, readings, preparation of papers, etc.	ALL	0.15



ASSESSMENT	Set of oral and/or written tests used in the initial or additive assessment of the student.	ALL	0.15
Total			2.30

EDUCATIONAL ACTIVITIES OF STUDENT INDEPENDENT WORK (BLENDED)			
ACTIVITY	Teaching-Learning Methodology	Relation with Skills of the Module	ECTS
SYNCHRONOUS VIRTUAL SESSION (Videoconferences)	Professor presentation of the contents, analysis of the skills, explanation and demonstration of capacities, abilities and knowledge in the virtual classroom.	T-8 E-1, E-2, E-3, E-10	1.38
ASYNCHRONOUS THEORETICAL VIRTUAL SESSION	Through previous planning the professor submits a detailed guide with the order of study of the materials that he or she activates in the virtual classroom: documents, video-lessons created by the UCV professor, external links and/or additional bibliography.	T-1, T-20 E-10, E-20	0.77
VIRTUAL POSITIONS OF MENTOR	Individual attention for the pursuit and direction of the learning process carried out by the advisor with the intention of reviewing and discussing the materials and subjects, seminars, readings, preparation of papers, etc.	ALL	0.15
GROUP WORK	Group preparation of readings, tests, resolution of problems, seminars, works, reports, etc. to present or submit in the theoretical classes, practical exercises and/or positions of mentor of small group. Work carried out in the platform or other virtual spaces.	T-8, T-14, T-18 E-1, E-2, E-10	0.31



DISCUSSION FORUMS	Active participation in discussion forums related to the matter, moderated by the professor of the subject.	T-12, T-21 E-1, E-2	0.15
ACTIVITIES OF CONTINUOUS ASSESSMENT	Self-assessments, submission of individual tasks on: resolution of problems, commentaries, reviews,..., to submit in different terms throughout the course.	ALL	0.15
WORK INDEPENDENT	Student study: Individual preparation of readings, tests, resolution of problems, seminars, papers, reports, etc. to present or to submit in the theoretical classes, practical exercises and/or positions of mentor of small group. Work carried out in the platform or other virtual spaces.	T-1, T 20, T-21 E-2, E-3	0.77
Total			3.70

ASSESSMENT SYSTEM OF SKILLS ACQUISITION AND MARKING SYSTEM	
Assessment Instrument	Allocated percentage
Written tests	40%
Oral presentation of group and individual papers	20%
Follow-up of student work of in the blended sessions	30%
Active participation in the theoretical-practical sessions, seminars and positions of mentor.	10%

CRITERIA FOR THE CONCESSION OF HONOUR DISTINCTION:

To specify concrete criteria indicated for the subject and faculty to which the degree is assigned and in agreement with the general norm which indicates that only an honour distinction can be



awarded by every 20 students not by a fraction of 20, excluding the case of groups with fewer than 20 students altogether, in whom a matriculation can be given.



BRIEF DESCRIPTION OF CONTENTS OF EACH SUBJECT
Concept and object of study. Educational legislation: basic concepts. The Spanish educational legislation in the 20 th century. The school and the educational system. The organisation of functional resources

DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groupings. Development of the contents in teaching guides.	(Indicate, numerically, the related skills)
1. Educational policies in the Spain of the 20 th century. 1.1. The construction of the liberal educational system. 1.2. The institutionalisation of the educational system: The Law Moyano of 1857	T-8; T-14 E-1; E-2; E-10
2. Educational policies in the Spain of the 20 th century. 2.1. The creation of the Ministry of Public Instruction. 2.2. Education in the Francoism: General law of Education (1970)	T-8; T-14 E-1; E-2; E-10
3. The educational policies in Spain from the Constitution of 1978. 3.1 The Spanish Constitution of 1978 and later Statutory Legislation LOECE (1980), LODE (1985), LOGSE (1990), LOPEGCE (1995), LOCE (2002), LOE (2006). 3.2. The Statutory Law of Improvement of Educational Quality (2013).	T-8; T-14 E-1; E-2; E-10

TEMPORAL ORGANISATION OF LEARNING (Students of first enrolment):		
	BLOCK OF CONTENT/DIDACTIC UNIT	Number of SESSIONS
1	1. The educational policies in the Spain of the 19 th century. 1.1. The construction of the liberal educational system. 1.2. The institutionalisation of the educational system: the Law Moyano of 1857.	3



2	2. The educational policies in the Spain of the 20 th century. 2.1. The creation of the Ministry of Public Instruction. 2.2. Education in the Francoism: the General Law of Education (1970)	3
3	3. The educational policies in Spain from the Constitution of 1978 3.1. The Spanish Constitution of 1978 and later Statutory Legislation LOECE (1980), LODE (1985), LOGSE (1990), LOPEGCE (1995), LOCE (2002), LOE (2006). 3.2. The Statutory law of Improvement of the Educational Quality (2013).	6

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Addendum to the Course Guide of the Subject

(Degree)

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



Blackboard Collaborate Ultra



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



Blackboard Collaborate Ultra



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.