

## COURSE SYLLABUS 2021-22

Basic information on the course			
Course:	The History of School and the Education System		
Course code:	19101105	Plan:	Primary school teacher (BA)
Academic Year:	2020-21	Undergraduate/Graduate:	Undergraduate
Degree Year:	1 <sup>st</sup> / group D	Type:	Basic
Duration:	1 <sup>st</sup> semester		
TIME DISTRIBUTION ACCORDING TO REGULATIONS			
Credits:	6 ECTS		
Total time:	150 hours (45 hours theoretical classes and 15 hours practical classes with compulsory attendance, 90 hours of independent studies)		
<b>USE OF LEARNING PLATFORM:</b>	Compulsory use of the <i>Aula Virtual</i> (virtual classroom platform)		

LECTURERS			
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OTHER IMPORTANT INFORMATION
Content justification
The course <i>History of School and the Education System</i> involves the study of the origin and evolution of educational systems, the most important educational movements, as well as present and future trends and prospects. This course offers a global and historical vision of educational issues and systems for future schoolteachers. It enables them to perform different tasks in pre-primary, primary and secondary education, being the most important aim the personal and social development of schoolchildren through processes of teaching and learning.
Courses related in Study Plan
Sociology of Education and Family, Developmental Psychology.

## Pre-required knowledge

General knowledge acquired in non-compulsory secondary education, which qualifies for admission to university studies, preferentially in social sciences.

## COMPETENCES

### Basic and general competences

#### *Basic competences*

- Understanding and possessing knowledge
- Application of knowledge
- Ability to make judgments
- Communication skills and social aptitude
- Learning skills

#### *General competences - Key competences University of Almeria*

- Social competence and global citizenship
- Basic knowledge of the profession
- Oral and written communication in English
- Ability to use ICTs
- Capacity for criticism and self-criticism
- Teamwork
- Ethical commitment
- Ability to learn to work independently

### Specific competences

#### *Specific conceptual competencies (theoretical knowledge):*

- Development of a conceptual structure with reference to education.
- Awareness that education is a historical phenomenon and intertwined with the whole of life.
- Knowledge of theoretical alternatives of education and educational institutions today.
- Knowledge of the historical evolution of the Spanish educational system as well as its political and legislative conditions.
- Knowledge of the evolution of the main elements of the educational system and the causes of changes in them.
- Knowledge of the criticisms of primary education and the proposals and alternatives for its improvement.

#### *Specific procedural competencies (practical knowledge):*

- Reflecting and arguing about educational issues that require knowledge of the theoretical framework, history and legislation.
- Ability to analyse currently valid proposals for their practice as teachers.
- Planning of educational projects with criteria derived from the theoretical framework.
- Ability to critically use various sources of information.

- Ability to teamwork and cooperative work.
- Capacity of written and oral communication.
- Ability to search for information and learn autonomously.
- Interpersonal skills in teamwork.

*Specific attitudinal competencies:*

- Positive estimation of the educational proposals of historical theories.
- Positive attitude towards change and innovation.
- Evaluation of alternative proposals to the current school.
- Positive attitude towards teamwork.
- Understanding the need of permanent education.
- Attitude of tolerance and respect for the views and feelings of others and of the basic principles of democracy.
- Ethical Commitment.

## COMPETENCY ASSESSMENT

### Criteria and assessment tools

In accordance with the regulations for the evaluation of student learning at the University of Almeria, we propose a system of integral and continuous evaluation. The evaluation of the presentations and papers presented in the practical classes, of the contributions to class discussions and WebCT forums, group and individual work, and the final written examination shall be carried out in accordance with the following criteria:

- Knowledge of the basic contents of the course.
- Ability to use the appropriate academic vocabulary to reflect on the contents of the course.
- Clear and correct presentation of ideas.
- Ability to establish relationships between different topics.
- Use of academic sources.
- Ability to organise content in a coherent structure.
- Ability to understand and use fundamental concepts correctly.

The evaluation system for students who attend at least 85% of the classes will be as follows:

- 10% Participation in activities in the classes and in the virtual platform
- 40% Group presentations and/or group work in practical classes
- 50% Final exam (multiple choice test)

In order to pass the course, it is necessary to pass the theoretical part and the practical part. Students enrolled in the course who do not participate in the theoretical and practical classes according to the aforementioned specification may request a single final evaluation, applying for it according to the mechanism foreseen in the Regulations for the Assessment and Grading of Students of the University of Almeria.

The content and development of the topics will be adjusted to the rhythm and diversity of the students and the group, for enabling them to follow the course. Differentiated evaluation strategies will be used, consistent with the diversity presented and the various needs of the learners.

#### Contingency Plan:

What is indicated in the section on evaluation will be maintained. In those cases, in which the health authorities advise and/or agree that tests will not be taken in person during the ordinary and/or extraordinary exam, the tests indicated will be taken via the virtual platform.

#### Follow-Up Mechanisms

- Attendance to tutorials
- Registration in and access to the virtual classroom
- Handing in of assignments in class
- Handing in of assignments in tutorials
- Handing in of assignments in the virtual classroom
- Attendance is compulsory in 85% of classes, both theoretical and practical. Regular use of the virtual platform is mandatory.

#### Contingency Plan

In the event of high health alert levels, the teaching activities planned in the Theoretical Groups will be delivered by videoconference. The Working Groups will continue with face-to-face teaching according to the established planning.

In the event of more restrictive measures agreed by the health authorities, the Working Groups will also be held by videoconference.

#### Functional diversity / Functional disability.

- Those students with disabilities or special educational needs can get in contact with the Delegation of the Rector for the Functional Diversity (<http://www.ual.es/discapacidad>) to receive the appropriate guidance and advice in order to facilitate their instructional, learning and training processes. Likewise, these students may request the implementation of the necessary and suitable adaptations of content, methodology and evaluation that guarantee equal opportunities in their academic development. The processing of any personal data or aggregated information regarding these aforementioned students, in full compliance with the GDPR, is strictly confidential. Faculties and academic staff lecturing the course referenced by this guide/document will be in charge of applying the recommended adaptations approved by the Delegation of the Rector for the Functional Diversity, this fact will be, therefore, notified to the School or Faculty as well as to the coordinator of the academic course.

## LEARNING OUTCOMES

1. To know and understand the contributions made at each historical stage to the evolution of the school as the main institution of formal education.
2. To know and understand the main milestones in the process of the genesis and development of the Spanish and European educational systems.
3. To know, understand and value the theoretical and practical contributions of the main educational contemporary theories and movements.
4. To analyse the present situation of primary education and the main future challenges it faces.
5. To understand the current educational reality based on the historical analysis of the educational phenomena of the past.

## CLASS TOPIC LIST

### Block I: Theory and history of education

#### *Topic 1: Introduction to epistemology in social sciences*

- (a) Models of differentiation between sciences
- (b) Hermeneutics, critical rationalism and critical theory

#### *Topic 2: The concept of education*

- (a) Analysis of different concepts of education
- (b) Social functions of education

#### *Topic 3: New perspectives in the history of education*

- (a) Different theoretical foundations of history of education
- (b) Recent methodological approaches in history of education

#### *Topic 4: The history of the concept of childhood*

- (a) Barbara Tuchman: The childhood of a Norman aristocrat in the fourteenth century
- (b) Thomas Platter: Autobiography of a 16<sup>th</sup> century scholar
- (c) Philippe Ariès: The invention of the concept of childhood
- (d) Lloyd DeMause: The suffering of children in history
- (e) Paula Fass: A new history of childhood, taking into account gender, ethnicity and social class

### Block II: Education and School in Antiquity, the Middle Ages and the Early Modern Age

#### *Topic 5: The Birth of the School: Greece and Rome*

- (a) The Greek paideia
- (b) Pedagogical Renovation in Ancient Rome: The Legacy of Quintiliano

#### *Topic 6: School for a Minority: The Middle Ages*

- (a) Everyday life in schools in the Middle Ages
- (b) Different types of schools in the Middle Ages
- (c) The medieval university

*Topic 7: The concept of education at the beginning of the Modern Age*

- (a) *The General History of the Things of New Spain* by the Franciscan monk Bernardino de Sahagún
- (b) *The Orbis Sensualium Pictus* by Jan Amos Komensky (Comenius or Comenius)

**Block III: The first theories of educational modernity in the Enlightenment and the evolution of the liberal system of Public Instruction in the first half of the 20th century**

*Topic 8: The School Expands: Illustration and Educational Modernity*

- (a) The beginning of educational thinking in modernity: Jean Jacques Rousseau
- (b) The educational theory of Johann Heinrich Pestalozzi

*Topic 9: Genesis and evolution of the public education system in the first half of the 19th century in Spain*

- (a) Liberal projects to reform education in Spain in the nineteenth century

*Topic 10: Evolution of the liberal system of public education in the second half of the 19th century*

- (a) The Moyano Law

**Block IV: The most significant educational movements in the 19<sup>th</sup> and 20<sup>th</sup> centuries**

*Topic 11: Educational Institutions: The Institución Libre de Enseñanza (Free Teaching Institution) and The Modern School of Ferrer y Guardia*

- (a) Progressiveness and elitism: The educational theory and practice of the *Institución Libre de Enseñanza* in Spain (1876 - 1936)
- (b) Anarchist thinking and the *Modern School* of Ferrer and Guardia

*Topic 12: The New School Movement*

- (a) Background of the New School Movement: John Dewey's Laboratory School in Chicago
- (b) Leaders of the New School movement: Adolphe Ferrière, Maria Montessori, Georg Kerschensteiner, Rudolf Steiner and others

**Block V: Cultural movements and their educational proposals**

*Topic 13: Educational Proposals (I): Socialist Education; the Cooperative Movement of the Popular School; non-directive and anti-authoritarian Pedagogy*

- (a) *The Epic of Education* by Antón Semionovich Makarenko
- (b) The pedagogy of Célestin Freinet
- (c) Alexander S. Neill's Summerhill School

*Topic 14: Educational proposals (II): Deschooling; Personalist Theories*

- (a) Ivan Illich's theory of deschooling

(b) *The Pedagogy of the Oppressed* by Paulo Freire

### **Block VI: Education and school in the Second Republic and during Francoism**

*Topic 15: Educational Policy in the Second Republic. The Republican Comprehensive School*

- (a) Educational reforms in the Second Republic
- (b) High culture for the underprivileged: The Educational Missions in the Spanish Second Republic 1931 - 1936
- (c) Children's drawings from the Spanish Civil War: a testimony of barbarism

*Topic 16: Education during the Franco regime. The General Law on Education of 1970*

- (a) The persecution of teachers during Francoism
- (b) The indoctrination of students in Francoism
- (c) The General Law on Education of 1970

### **Block VII: Education and school today**

*Topic 17: Education in the Spanish Constitution*

- (a) Education, human rights and citizenship

*Topic 18: Spanish laws on education: LODE, LOGSE, LOPEGCE, LOCE, LOE, LOMCE*

- (a) Education laws in Spain from the transition to the present day
- (b) The problem of social justice in the Spanish education system

*Topic 19: The School in the Knowledge Society. The inclusive school*

- (a) Current educational challenges: information and communication technologies and attention to student diversity
- (b) Women's education: history and current situation

## **COURSE MATERIALS**

### Recommended course materials

Roith, C.: *Memory and Critique: Essays on the History of Education and School in Spain and Germany*, Almería: Editorial de la Universidad de Almería, 2015, available at:  
<http://www.diegomarin.net/ual/es/libros-digitales-universidad-de-almeria/707-memory-and-critique-essays-on-the-history-of-education-and-school-in-spain-an-germany-9788416027873.html>

Roith, C.: «Representations of hands in the Florentine Codex by Bernardino de Sahagún (ca. 1499 – 1590)», *Paedagogica Historica*, Volume LIV, Numbers I - II, February - April, 2018, pp. 114 - 133.

### *Complementary*

Brehony, K.H.: «Progressive and Child-Centred Education», *History of Education*, 29-2, 2000.

- Brezinka, W.: *Basic Concepts of Educational Science: Analysis, Critique, Proposals*, Lanham, University Press of America, 1993.
- Charle, C., Schriewer, J., Wagner, P. (eds.): *Transnational Intellectual Networks. Forms of Academic Knowledge and the Search for Cultural Identities*, Frankfurt/Main, Campus, 2004.
- Croall, J.: *Neill of Summerhill. The Permanent Rebel*, London, Routledge & Kegan Paul, 1983.
- Cuban, L.: *Frogs into princes. Writings on School Reform*, New York, Teachers College Press, 2008.
- Dewey, J.: *Experience and Education*, New York, Touchstone, 1997.
- Dewey, J.: *Democracy and Education*, Teddington, Echo Library, 2007.
- Dewey, J.: *The School and Society, including The Child and the Curriculum*, New York, Cosimo, 2010.
- Ferrer, F.: *The Origin and Ideals of the Modern School*, Charleston, BiblioBazaar, 2009.
- Freire, P.: *Pedagogy of the Oppressed*, London, Penguin Education, 1996.
- Fröbel, F.: *A Selection from his Writings by Irene M. Lilley*, Cambridge, Cambridge University Press, 2010.
- Fröbel, F.: *The Education of Man*, New York, Dover Publications Inc., 2009.
- Giroux, H.A. et al.: *Counternarratives: cultural studies and critical pedagogies in postmodern spaces*, London, Routledge, 1996.
- Giroux, H.A. & Shannon, P. (eds.): *Education and cultural studies: toward a performative practice*, New York, Routledge, 1997.
- Klafki, W.: *Neue Studien zur Bildungstheorie und Didaktik*, Weinheim und Basel, Beltz Verlag, 1985.
- Hoffman, M.: *You Won't Remember Me: The Schoolboys of Barbiana Speak to Today*, New York, Teachers' College Press, 2008.
- Hopfner, J.; Gerdenitsch, C. (ed.): *Erziehung und Bildung in ländlichen Regionen / Education in rural regions*, Peter Lang, Wien (Reihe: Erziehung in Wissenschaft und Praxis), 2011.
- Horkheimer, M.: *Critical Theory. Selected Essays*, New York, Continuum Publishing Company, 1982.
- Illich, I.: *Deschooling Society*, London, Marion Boyars Publishers, 1995.
- Makarenko, A.S.: *The Road to Life: An Epic of Education*, Vol. 1 + 2, Honolulu, University Press of the Pacific, 2001.
- Marx, K., Engels, F.: *The Communist Manifesto*, London, Penguin Classics, 2004.
- Matheson, D.: *An Introduction to the Study of Education*, London, David Fulton Publishers, 2008.
- Mayer, C.; Lohmann, I.; Grosvenor, I. (ed.): *Children and Youth at Risk. Historical and International Perspectives*, Peter Lang: Frankfurt am Main, 2009.
- Mollenhauer, K.: *Theorien zum Erziehungsprozess*, München, Juventus, 1972.
- MacVannel, J.A.: *The Educational Theories of Herbart and Froebel*, Charleston, BiblioBazaar, 2009.
- MacCabe, J.: *The martyrdom of Ferrer being a true account of his life and work*, London, Watts & Co., 1910.
- Neill, A.S.: *Summerhill School. A New View of Childhood*, New York, Saint Martin's Press, 1998.
- Nutbrown, C., Clough, P., Selbie, P.: *Early Childhood Education: History, Philosophy and Experience*, London, Sage, 2008.
- OECD: *Schooling for tomorrow. What Schools for the Future?*, Paris, OECD, 2001.
- Otero-Urtaza, E.: «The Educational Missions under the Second Republic in Spain (1931 – 1936): a framework for popular education», *Paedagogica Historica*, Volume 47, Numbers I&II, February – April 2011, 207 – 220.
- Pestalozzi, J.H.: *Letters on Early Education*, Charleston, BiblioBazaar, 2009.
- Pestalozzi, J.H.: *How Gertrude Teaches Her Children: An Attempt to Help Mothers to Teach Their Own Children and an Account of the Method*, Whitefish, Kessinger Publishing, 2007.
- Rich Harris, J.: *The nurture assumption: why children turn out the way they do*, New York, Free Press, 1998.
- Rousseau, J.J.: *Confessions*, Oxford, Oxford University Press, 2008.
- Rousseau, J.J.: *Emile*, Teddington, Echo Library, 2007.
- Rousseau, J.J.: *The Social Contract*, Oxford, Oxford University Press, 2008.

School of Barbiana: *Letter to a Teacher by the Schoolboys of Barbiana*, London, Penguin Books, 1970.  
Vaughan, M. (ed.): *Summerhill and A.S. Neill*, Maidenhead, Open University Press, 2006.  
Zilversmit, A.: *Changing Schools: Progressive Education Theory and Practice, 1930-1960*, Chicago, University of Chicago Press, 1993.

## WEBSITES

ASSOCIATION MONTESSORI INTERNATIONALE (AMI)  
<http://www.montessori-ami.org/>

ASSOCIATION OF WALDORF SCHOOLS OF NORTH AMERICA  
[http://www.whywaldorfworks.org/01\\_WhyWaldorf/index.asp](http://www.whywaldorfworks.org/01_WhyWaldorf/index.asp)

BRITISH SCHOOLS MUSEUM, HITCHIN (UK).  
<http://home2.btconnect.com/hitchinbritishschools/>

BUND DER FREIEN WALDORFSCHULEN  
<http://www.waldorfschule.info/en/waldorf-education/index.html>

CENTRE DE DOCUMENTATION ET DE RECHERCHE PESTALOZZI  
<http://www.centrepestalozzi.ch/>

CENTRO RICERCA E FORMAZIONE DON LORENZO MILANI E SCUOLA DI BARBIANA  
<http://www.barbiana.it>

COMUNIDADES DE APRENDIZAJE  
<http://www.utopiadream.info/red/tiki-index.php>

CONFEDERACIÓN ESTATAL DE MOVIMIENTOS DE RENOVACIÓN PEDAGÓGICA  
<http://cmrp.pangea.org/>

ÉCOLES DIFFÉRENTES. WEB PAGE OF ALTERNATIVE SCHOOLS IN FRANCE  
<https://ecolesdifferentes.org/>

ESCUELA COOPERATIVA (WIKI ON FREINET IN THE 21ST CENTURY)  
<http://escuelacooperativa.wikispaces.com/>

EURYDICE  
[https://eacea.ec.europa.eu/national-policies/eurydice/home\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/home_en)

FÉDÉRATION INTERNATIONALE DES MOUVEMENTS D'ÉCOLE MODERNE. PÉDAGOGIE FREINET  
<http://www.freinet.org/>

FUNDACIÓN FERRER I GUARDIA  
<http://www.ferrerguardia.org/es/>

GLOBAL EDUCATION MOVEMENT  
<http://www.educatencare.com/blog/?tag=global-education-movement>

GRASSROOTS EDUCATION MOVEMENT (NYC).  
<http://grassrootseducationmovement.blogspot.com/>

GREENEARTH EDUCATION MOVEMENT. INTERNATIONAL HUMANITIES CENTER  
<http://ihcenter.org/groups/gem>

INSTITUTO PAULO FREIRE DE SÃO PAULO (BRASIL)  
<http://www.paulofreire.org/>

MOVIMIENTO COOPERATIVO DE ESCUELA POPULAR (MCEP). FREINET EN ESPAÑA  
<http://www.mcep.es>

PAIDEIA. ESCUELA LIBRE  
<http://paideiaescuelalibre.org/>

SUDBURY VALLEY SCHOOLS.  
<http://www.sudval.org>

SUMMERHILL SCHOOL  
<http://www.summerhillschool.co.uk>

WOODCRAFT FOLK  
<http://www.woodcraft.org.uk/>