



COURSE GUIDE

1. DETAILS OF THE COURSE			
1.1. Name: The History of School and the Education System			
1.2 Code: 19101105	1.3. Plan: Primary school teacher (BA)	1.4. Level: Undergraduate	
1.5 Course: 1st	1.6. Type: Basic	1.7. Semester: 1st	
1.9. ECTS: 6	1.9.1. Theoretical: 4	1.9.2. Practical: 2	
1.10. Descriptors: History and theory of education in Spain and world-wide			
2. LECTURER			
2.1. Name: Dr Christian Roith			
2.2. Department: Education			
2.3. Field of Knowledge: Theory and History of Education			
2.4. Office: 0.87			
2.6. Mentoring: Time and place will be set at the beginning of the term			
2.6.1. 1st Semester: Primary Education Group B		2.6.2. 2nd Semester:	
2.7. Phone: 950 01 5968	2.8. E-Mail: chroith@ual.es	2.9. Virtual platform WEB CT: Yes	
2.10. Personal Webpage: www.ual.es/~chroith			
3. DATA OF THE DEPARTMENT			
3.1. Name: Education			
3.2. Fields of Knowledge of the Department: Social Anthropology, Documentation, Philosophy, Methodology of Behavioural Sciences, Research and Diagnosis Methods in Education, Social Psychology, Theory and History of Education			
3.3. Director: Teresa García Gómez			
3.3.1. Office: 18, 1st Floor, Central Building	3.3.2. Phone: 950 015966	3.3.3.E-Mail: tgarcia@ual.es	
3. 4. Head of Administration: José Luis Hernández Prados			
3.4.1. Office: 237, 2nd Fl. Building A	3.4.2. Phone: 950 015751	3.4.3 Fax:	3.4.4.E-Mail: jlhernan@ual.es

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4. CONTEXT

4.1. Main objective of the course:

The History of School and the Education System 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 school teachers. 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.

4.2 Previous knowledge:

General education and B1 level in English are required, B2 level is highly recommended.

4.3. Prior conditions:

None.

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5. COMPETENCIES AND OBJECTIVES	
5.1 COMPETENCIES OF THE COURSE	5.2 OBJECTIVES OF THE COURSE
<p>5.1.1. GENERAL OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Knowledge about the bases of scientific research. 2. Knowledge, respect and a positive attitude towards the diversity of people and cultures. 3. Creativity. 4. Communication with experts in other fields of knowledge and work in an interdisciplinary team. 5. Analysis, synthesis and information management. 6. Use of computers and the internet. 7. Organization, planning, design and project management. 8. Oral / written communication in English. 9. Oral / written communication in a second language. 10. Autonomous working and learning. 11. Adaptation to new situations. 12. Interpersonal skills in teamwork. 13. Ethical Commitment. 14. Capacity of self-criticism. 15. Positive attitude towards work in an international context. 16. Initiative and entrepreneurial spirit. 17. Concern about quality. 18. Motivation of achievement. 19. Leadership. 	<p>5.2.1. GENERAL OBJECTIVES OF THE COURSE</p> <ol style="list-style-type: none"> 1. Knowing and understanding the great historical periods of the institutionalization of the Spanish educational system. 2. Knowing the legislative developments and contributions for the structuring of the current educational system, such as the Moyano Law of 1857, the General Education Act of 1970, the LOGSE law of 1990 and the LOE law of 2006. 3. Knowledge of the contributions of the most important educational movements in the 19th and 20th centuries. 4. Analysis of current issues in primary education and the challenges of primary and pre-primary education in Europe. 5. Fostering historical research by teaching its methods and techniques. 6. Understanding of the current educational reality through the historical analysis of educational phenomena. Thus, the students will be able to draw their own conclusions about the relationships between theory and educational practice and reflect on the contributions of contemporary educational movements and the legislative development of the educational system to the current educational reality. 7. Analysis of the evolution of different personal items and materials in school. 8. Highlighting the importance of cooperative learning in today's society.
<p>5.1.2 . Specific objectives</p>	<p><i>Specific conceptual competencies (theoretical knowledge) :</i></p> <ol style="list-style-type: none"> 1. Development of a conceptual structure with reference to education. 2. Awareness that education is a historical phenomenon and intertwined with the whole of life. 3. Knowledge of theoretical alternatives of education and educational institutions today. 4. Knowledge of the historical evolution of the Spanish educational system as well as its political and legislative conditions. 5. Knowledge of the evolution of the main elements of the educational system and the causes of changes in them. 6. Knowledge of the criticisms of primary education and the proposals and alternatives for its improvement.

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<p><i>Specific procedural competencies (practical knowledge):</i></p> <ol style="list-style-type: none"> 1. Reflecting and arguing about educational issues that require knowledge of the theoretical framework, history and legislation. 2. Ability to analyse currently valid proposals for their practice as teachers. 3. Planning of educational projects with criteria derived from the theoretical framework. 4. Ability to critically use various sources of information. 5. Ability to teamwork and cooperative work. 6. Capacity of written and oral communication. 7. Ability to search for information and learn autonomously. 8. Interpersonal skills in team work. 	
<p><i>Specific attitudinal competencies:</i></p> <ol style="list-style-type: none"> 1. Positive estimation of the educational proposals of historical theories. 2. Positive attitude towards change and innovation. 3. Evaluation of the alternative proposals to the current school. 4. Positive attitude towards teamwork. 5. Understanding the need of permanent education. 6. Attitude of tolerance and respect for the views and feelings of others and of the basic principles of democracy. 7. Ethical Commitment. 	

<p>6.CONTENTENTS</p>
<p>6.1. THEORETICAL CONTENTS:</p> <p>Module I: The history of childhood. The birth of school: Greece and Rome. Schools for minorities: The Middle Ages and Renaissance. Evolution of the liberal system of public education at the beginning of the 20th century. The problem of academic freedom. Education in the Spanish Revolution and Restoration at the end of the 19th century.</p> <p>Module II: Evolution of the educational system from the Spanish Second Republic to present. The Republican comprehensive school. Education during the Franco dictatorship. The Spanish school in the democratic constitutional monarchy.</p> <p>Module III: The most important educational movements in the 19th and 20th centuries: New School, cultural movements and their proposals for schooling: Socialism, Anarchism, Catholicism. Personalist Theories.</p> <p>Module IV: School trends in the 21st century. Comprehensive schools. Inclusive schools. The future of early childhood and pre-primary education in Europe.</p> <p>Module V: The evolution of didactic materials used in school, school staff and organisation.</p>

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6.2. PRACTICAL CONTENTS:

The students will prepare compositions and presentations related to some topics of the theoretical contents on the basis of additional audio-visual and printed material provided by the lecturer, especially about the following themes:

- Home learning vs. public schooling
- Traditional and modern education
- Education in the Second Spanish Republic
- Education during the Franco Dictatorship
- Inclusive Schooling
- Comparison of pre-primary and primary schools in different countries

7. METHODOLOGY

7.1 Methodology for the treatment of the theoretical contents:

The lecturer will introduce every unit. Texts with contents related to each topic will be available on WebCT. Students will read the texts at home or in class. The theories will be discussed in class. Understanding of the theories will be guaranteed by individual monitoring. Additionally, audio-visual material (videos and movies) and electronic resources (virtual museums, libraries, etc.) will be used to convey the theoretical contents. If the students wish to do so, study trips to pedagogical museums or exhibitions will be organised.

7.2 Methodology for the treatment of practical content:

Printed and audio-visual material, as well as electronic resources related to the topics of the practical classes, will be available on WebCT. After a common reading of texts and watching the movies, the students will prepare presentations and/or written essays on the topics in group work. Presentations and essays will follow the instructions given by the professor. Work groups will present and discuss their essays and presentations in class. Additionally to the group work, the students will present a personal research on a topic proposed by the professor. Individual and autonomous location of sources, just as respecting the rules for academic writing will be essential.

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7.3 Workload of the student (calculated by number of hours)			
WORKING HOURS OF THE STUDENT			
7.3.1. IN-CLASS HOURS (with professor)			
TEACHING ACTIVITY	NO. HOURS	NO. OF GROUPS	TEACHING HOURS (in ECTS)
CLASS of theory (THEORY GROUP ACCORDING TO OFFICIAL TEACHING PLANNING)	45	1	4
CLASS OF PRACTICAL TRAINING (PRACTICE GROUPS ACCORDING TO OFFICIAL TEACHING PLANNING)	Laboratory		
	Problems	15	1
	Informatics		2
	Field		
OTHER TEACHING ACTIVITIES	Seminars		
	Group Tutoring		
	Other		
SUBTOTAL IN-CLASS HOURS			
HOURS FOR TESTS AND EXAMS	3		
7.3.2. AUTONOMOUS WORKING HOURS (not in-class, estimated)			
HOURS OF PREPARATION FOR ACTIVITIES AND WORK (theory)	45		
HOURS OF PREPARATION FOR ACTIVITIES AND WORK (practice)	45		
HOURS OF STUDY FOR TESTS AND EXAMS	5		
OTHER			
SUBTOTAL AUTONOMOUS WORKING HOURS			
TOTAL WORKING HOURS		STUDENT	TEACHER
		158	75

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7.4 Temporary Sequencing of the Course							
WEEK	THEORETICAL CONTENTS	PRACTICAL CONTENTS	HOURS (anticipation)				
			THEORY GROUP OD	PRACTICE GROUP OD	SEMINARS/ SMALL GROUPS		
					≤5	6-25	Other
1	The history of childhood. The birth of school: Greece and Rome.	Home learning vs. public schooling.	2	3			
2	Schools for minorities: The Middle Ages and Renaissance.		2				
3	Schools expand: The Enlightenment, Education and Modernity.	Traditional and modern education.	2	3			
4	Birth and evolution of public teaching systems in the first half of the 19th century		3				
5	The evolution of the liberal system of public education in the second half of the 19th century.		2				
6	Educational institutions: The Institución Libre de Enseñanza (Free Institution for Teaching) and the Modern School of Ferrer y Guardia		2				
7	The New School Movement.		2				
8	Educational proposals (I): Socialist Education, the corporative movement of the popular school, non-directive and antiauthoritarian education.		3				
9	Educational proposals (II): Deschooling, Personalist Theories		2				
10	Educational policy in the Second Spanish Republic. The Republican Comprehensive School.	Educational policy in the Second Spanish Republic. The Republican Comprehensive School.	2	3			

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11	Education during the Franco dictatorship. The General Law on Education of 1970.	Education during the Franco dictatorship.	2	3			
12	Education in the Spanish Constitution		2				
13	Spanish Laws on Education: LODE, LOGSE, LOPEGCE, LOCE, LOE, LOMCE		2				
14	School in the knowledge society: inclusive schools.	School in the knowledge society: inclusive schools.	2	3			

8. BIBLIOGRAPHY OF THE COURSE


8.1 Mandatory Reading:

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-essayson-the-history-of-education-and-school-in-spain-an-germany-9788416027873.html>

8.2 Recommended Reading:

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.

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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?*, París, 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.

Roith, C.: «High Culture for the Underprivileged: The Educational Missions in the Spanish Second Republic» in 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, 179 – 200.

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.

8.3 Web addresses:

- ASSOCIATION MONTESSORI INTERNATIONALE (AMI)
<http://www.montessori-ami.org/>
- ASSOCIATION OF WALDORF SCHOOLS OF NORTH AMERICA
http://www.whywaldorfworks.org/01_WhyWaldorf/index.asp
- BLOG OF BOB LENZ ON EDUCATIONAL INNOVATION (USA)
<http://www.edutopia.org/blog/definition-innovation-education-examples-bob-lenz>
- 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/>

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<https://ecolesdifferentes.org/>

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

EURYDICE
http://eacea.ec.europa.eu/education/eurydice/eurybase_en.php

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

FUNDACIÓN FERRER I GUARDIA
<http://www.laic.org/cas/index.php>

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/>

9 EVALUATION SYSTEM

9.1 Aspects and/or criteria:

The following criteria will constitute the basis of the evaluation of the presentations and essays presented in the practical classes, the contributions to the in-class debates and to online newsgroups, the individual research work and the final written exam:

- Mastering the basic contents of the course.
- Ability to use academic vocabulary in order to reflect on the course topics.
- Clear and correct presentation of ideas.
- Capacity to establish relationships between different topics.
- Using academic resources.
- Ability to organize the contents in a coherent structure.
- Capacity to understand and correctly apply fundamental concepts.

9.2 Modalities and instruments:

The evaluation will be carried out as a continuous evaluation. Students will have to comply with the following conditions:

- Compulsory attendance of at least 85% of the classroom lessons.
- Participation in classroom and online activities.

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- Preparation of presentations and/or essays related to the topics of the practical classes. The student will provide the necessary material and design the methodological strategies for the learning process of her/his fellow students and the lecturer. Some materials will be published in the virtual platform, so that they have to be suited for that purpose
- Multiple choice tests.

9.3 Marking system:

The aforementioned evaluation instruments will be applied according to the criteria of the instructor responsible for the group. Passing the course requires having passed the theoretical and the practical part.

The marking system will follow Spanish regulations (0 – 10 points).

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