

25-26

GRADO EN PEDAGOGÍA
CUARTO CURSO

GUÍA DE ESTUDIO PÚBLICA



INTERNATIONAL EDUCATION: POLITICS AND POLICIES

CÓDIGO 63024160

UNED

25-26

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AND POLICIES

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ÍNDICE

PRESENTACIÓN Y CONTEXTUALIZACIÓN
REQUISITOS Y/O RECOMENDACIONES PARA CURSAR LA
ASIGNATURA
EQUIPO DOCENTE
HORARIO DE ATENCIÓN AL ESTUDIANTE
TUTORIZACIÓN EN CENTROS ASOCIADOS
COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE
RESULTADOS DE APRENDIZAJE
CONTENIDOS
METODOLOGÍA
SISTEMA DE EVALUACIÓN
BIBLIOGRAFÍA BÁSICA
BIBLIOGRAFÍA COMPLEMENTARIA
RECURSOS DE APOYO Y WEBGRAFÍA
IGUALDAD DE GÉNERO

NOMBRE DE LA ASIGNATURA	INTERNATIONAL EDUCATION: POLITICS AND POLICIES
CÓDIGO	63024160
CURSO ACADÉMICO	2025/2026
DEPARTAMENTO	HISTORIA DE LA EDUCACIÓN Y EDUCACIÓN COMPARADA
TÍTULO EN QUE SE IMPARTE CURSO - PERIODO - TIPO	GRADO EN PEDAGOGÍA - CUARTO - SEMESTRE 1 - OPTATIVAS
TÍTULO EN QUE SE IMPARTE CURSO - PERIODO - TIPO	GRADO EN EDUCACIÓN SOCIAL - CUARTO - SEMESTRE 1 - OPTATIVAS
TÍTULO EN QUE SE IMPARTE	PRUEBA DE APTITUD PARA HOMOLOGACIÓN DE GRADO EN PEDAGOGÍA (COMPLEMENTO)
TÍTULO EN QUE SE IMPARTE	PRUEBA DE APTITUD PARA HOMOLOGACIÓN DE GRADO EN EDUCACIÓN SOCIAL (COMPLEMENTO)
Nº ETCS	6
HORAS	150.0
IDIOMAS EN QUE SE IMPARTE	INGLÉS

PRESENTACIÓN Y CONTEXTUALIZACIÓN

The subject *International Education: Politics and Policies* provides students the opportunity to learn about key issues related to Comparative, International and Political education from an international perspective. This subject will encourage students to study central topics about Education through English from a global and late modern approach. The cultural and social phenomena of globalization and postmodernism currently determine the western world, and both have deep implications in all elements of the educational field. This subject focuses on the study and critical analysis of key elements of international education that have suffered and experienced the impact of these two phenomena in the last decades.

The subject *International Education: Politics and Policies* (6ECTS) is an elective subject offered at the first semester of the fourth year of both degrees, the Grado in Pedagogía and the Grado in Educación Social.

The professors of this subject will guide and help the students from the beginning to the end of their learning process.

REQUISITOS Y/O RECOMENDACIONES PARA CURSAR LA ASIGNATURA

In relation to the study and the analysis of the content of the subject *International Education: Politics and Policies*, three main suggestions must be made for the best capitalization of the learning process of the students:

- 1.- Recommendation of a deep and sincere interest of students in the fields of Comparative and International Education, as well as Political Education.
- 2.- Recommendation of having addressed and passed chronologically other subjects like, very especially, Comparative Education and Political Education prior to the study of this subject.
- 3.- Recommendation of holding a B2 English level, in order to be able to successfully follow the teaching and learning processes along this subject.

EQUIPO DOCENTE

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HORARIO DE ATENCIÓN AL ESTUDIANTE

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TUTORIZACIÓN EN CENTROS ASOCIADOS

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

The subject of *International Education: Politics and Policies* promotes the following general and specific skills and competences the students enrolled in this subject. These skills are retrieved from two documents: the General memory for the degrees Grado en Pedagogía (Bachelor in Pedagogy) and Grado en Educación Social (Bachelor in Social Education):

General skills:

CG1.- The ability to communicate orally and to produce written work in all dimensions of professional activity CG4.- The ability to use effectively and sustainably all the tools and resources required for the knowledge society.

Specific skills:

CE01.- To be able to understand theoretical, historical, socio-cultural, comparative, political and legal aspects of the human being as the main actor of education.

CE10.- To evaluate policies, institution and education systems.

RESULTADOS DE APRENDIZAJE

As a result of the teaching and learning process developed in the subject *International Education: Politics and Policies*, and according to the character of the epistemology and methodology of this subject, the **learning outcomes** of students enrolled in this subject can be stated as the following:

- 1.-) To understand the changing nature of education policies in an international context.
- 2.-) To be able to read and analyse about global trends in education in an age of Globalization, Postmodernity and Postcoloniality.
- 3.-) To be able to research resources and to identify bibliographical sources (primary, secondary and auxiliary) needed to develop a written research in this international education field.
- 4.-) To develop written skills so as to be able to write extensively in the themes analysed in this subject.

CONTENIDOS

1.- Comparative Education, Modernity and Postmodernity

Currently, since the beginning of the 21st century, all educational issues must be analysed in the frame of the phenomena of Globalization and Postmodernity. These are the first aspects

that will be addressed in the first chapter.

The epistemological heritage of Comparative Education in the 19th and 20th centuries reveals markedly modern features and have been constructed according to the aims of objective science, morality and universal law, typical of Modernity. Cowen states that 'Comparative Education has never quite recovered from this orientation'. For many academics the Postmodern critique (especially the one related to Eurocentrism and the consideration of 'the other') is just a corrective to the Modernity Project that can be perfectly well incorporated to it. With such correctives, the Modernity Project and many of its metanarratives are still absolutely valid. This is the view of intellectuals such as Habermas. Postmodernism still needs time and maturity to define in order to enunciate its Project.

2.- Tradition versus Reform in Pedagogical Paradigms in the 21st century

In the area of Pedagogy, in the first years of the 21st century it is possible to perceive the coexistence of elements from both the formal and the progressive pedagogical models in educational systems, educational legislation, and educational practice. Some analyses of excellent education systems (ie. Finland, Korea) have uncovered a greater presence within the systems of specific elements of formal pedagogy, especially those linked to teachercentrism and to hierarchical order. It would be desirable to have both visions working side by side in current education, given the presence of positive elements in both perspectives. Excellent educational systems prove the importance of preserving both characteristics as a guarantee of educational quality: social consensus and achieving a balance between continuity and change, ensuring that nothing of proven educational worth is modified.

3.- The recurrent debate of Diversification versus Comprehensiveness in education

This chapter shows the success of comprehensive schools when elements from the paradigm of formal pedagogy are included in the internal pedagogical components developed in such schools (ie. Finland). In other cases (ie. Sweden, Spain) in which the school model has revealed a marked tendency to progressivism, an important diminution of both the educational level and quality has been detected. Similarly, successful educational systems reveal the goodness of achieving some educational consensus and unity among the State, society, parents and teachers. By analysing the dichotomy *tradition versus educational change* in the case of Finland, it is possible to perceive the goodness of advancing with great balance and continuity in the transition among these two parameters, especially in Spain.

4.- Higher Education: Statal national traditions and the impact of transnational education

This chapter deals with the theme of 'Higher education: Statal National Traditions *versus* the impact of Transnational Education'.

In the beginning of the 21st century, university models influenced by the Roman and the Saxon tradition of the State continue to be fully operative. Similarly, currently they are still operative the functional differences of the university of the three paradigmatic models of university in Europe: the German, the British and the French. The analysis of the university in current times has ratified the still predominance of the traditional institutional models. Beyond the current transformations experienced by the university, as well as the debates among modern and postmodern academics, modern tradition reveals a solidity and a social and professional value of centuries which, in no case could be eradicated only due to some years of postmodern revindications and argumentations.

METODOLOGÍA

The methodology used for the teaching and learning process in *International Education: Politics and Policies* is eclectic. It aims to achieve a balance between the respective suggestions from both pedagogical paradigms: the formal and the progressive. This means that the epistemological authority of the professor is recognized when studying the basic bibliography. However, students are supposed to be active agents who may build their own knowledge progressively through the activities suggested (PEC and exam), in order to a) achieve the learning outcomes, b) develop the skills and competences properly and, least but not last, c) succeed in the final evaluation.

The methodology of the learning process will be based on comprehensive reading, combining comprehension with critical analysis and the proper study of the book chapters by students. This will help students develop a competent and critical opinion in relation to the educational contents and topics that are being addressed in this subject. Students will have to work on their writing composition skills as well as expressing a properly founded critical analysis and perspective through writing essays.

SISTEMA DE EVALUACIÓN

TIPO DE PRUEBA PRESENCIAL

Tipo de examen

No hay prueba presencial

PRUEBAS DE EVALUACIÓN CONTINUA (PEC)

¿Hay PEC?

Si

Descripción

Along the first semester students may write **four** continuous assessment tests (*Pruebas de evaluación Continua*, PEC) which will represent the **100%** of the grade (**25% each PEC**). It is required for students to write, upload and pass both PEC in order to pass the subject.

Regarding both the objective of this subject, its learning outcomes, the specific features of each chapter, and the total number of ECTS, students must write, send and pass four essays: each essay will refer to each of the four chapters of the compulsory book.

Criterios de evaluación

Essays will be graded from **0-10 points**. The assessment of students will be based on the rigorous comprehension of chapters, the consistency and solidity of their written argumentation, the correct use of language (orthography, grammar, etc.).

It is important to clarify that essays are not a mere summary of the contents within the chapters. Students may also include personal impressions, critical thinking, academic perspective, advantages and disadvantages, etc. related to the topics that are susceptible to being addressed, conclusions, and references (APA 7 guidelines).

Essays may not exceed 10 pages (not including references and front page), Times New Roman 12, justified text (justified text is text that's aligned on both the left and right margins), 1,5 space.

Essays that have not been properly sent on time or have plagiarism will not be graded. The teaching staff will provide students with both a numeric grade and written feedback that will contribute to both the improvement of students' writing skills and their preparation for the exam.

Ponderación de la PEC en la nota final

Each PEC will count with a maximum of 10 points (100%). Each PEC must achieve at least 5 points in order to undertake the final grade of the subject.

Fecha aproximada de entrega

Comentarios y observaciones

OTRAS ACTIVIDADES EVALUABLES

¿Hay otra/s actividad/es evaluable/s? Si

Descripción

In addition, students can present book/article reviews (two or three pages) within the references of the complementary bibliography. This activity is not compulsory, but complementary, for those students that aim to get a higher grade (up to 0,5 points each).

Criterios de evaluación

The assessment of students will be based on the rigorous comprehension of the chosen text, the consistency and solidity of their written argumentation, the correct use of language (orthography, grammar, etc.).

It is important to clarify that book/article reviews are not a mere summary of the chosen text. It should be related to the subject and it may include personal impressions, critical thinking, academic perspective, advantages and disadvantages, etc. related to the topics that have been addressed, as well as a final conclusion.

Book/article reviews may not exceed 3 pages long (not including references and front page).

Those book/article reviews that have not been properly sent on time or have plagiarism will not be graded.

Ponderación en la nota final

If the quality is accurate and well structured in form and in content (deep and critical analysis) it can sum up to 2 points to the final grade.

Fecha aproximada de entrega

Students must present this activity when they have finished it

Comentarios y observaciones

¿CÓMO SE OBTIENE LA NOTA FINAL?

The final grade that students get in this subject will be the result of the ponderate mark of the continual assessment of the four PECs

BIBLIOGRAFÍA BÁSICA

The subject will use the following book as the main compulsory reading and basic bibliography:

García Ruíz, M. J. (2013). *International Education: Politics and Policies*. UNED.

BIBLIOGRAFÍA COMPLEMENTARIA

Further reading for chapter 1 - Comparative Education, Modernity and Postmodernity:

Tabrizi, S. (2016). Is International Education possible with a Postmodern Approach?, *International Journal of Technology and Inclusive Education*, 5(1), 722-778.
<https://infonomics-society.org/wp-content/uploads/ijtie/published-papers/volume-5-2016/Is-International-Education-possible-with-a-Postmodern-Approach.pdf>

Cowen, R. (1996). Comparative Education and Post-modernity, *Comparative Education*, 32 (2) Special number 18. <https://www.jstor.org/stable/i355894>

Rust, V. D. (1991). Postmodernism and its comparative education implications, *Comparative Education Review*, 35 (4), 610-626.
<https://www.journals.uchicago.edu/doi/abs/10.1086/447066>

Further reading for chapter 2 - Tradition versus reform in pedagogical paradigms in the 21st century:

Holmes, B. (1986). Paradigm Shifts in Comparative Education. En P. G. Altbach, P.G. y G. P. Kelly, *New Approaches to Comparative Education*, pp. 584-604. The University of Chicago Press. <https://www.jstor.org/stable/1187187>

McKinsey Report (2007). *How the world's best-performing school systems come out on top*. McKinsey&Company. <https://www.mckinsey.com/industries/education/our-insights/how-the-worlds-best-performing-school-systems-come-out-on-top>

Further reading for chapter 3 - The recurrent debate of diversification versus comprehensiveness in education:

Simola, H. (2005). The Finnish miracle of PISA: historical and sociological remarks on teaching and teacher education, *Comparative Education*, 41(4), 455-470.
<https://www.tandfonline.com/doi/abs/10.1080/03050060500317810>

Smith, R. &Wexler, P. (Eds.) (1995). *After Postmodernism: education, politics and identity*. The Falmer Press.

Further reading for chapter 4 - Higher Education: Statal National Traditions and the impact of Transnational education:

European Commission. (2006). *Delivering on the modernisation agenda for universities: education, research and innovation*. European Commission.
<https://www.cedefop.europa.eu/en/news/delivering-modernisation-agenda-universities-education-research-and-innovation>

Smith, A. &Webster, F. (Eds.) (1997). *The Postmodern University? Contested visions of higher education in society*. Buckingham, SRHE and Open University Press.

RECURSOS DE APOYO Y WEBGRAFÍA

As part of the educational process in the subject *International Education: Politics and Policies*, students will be provided with specific complementary materials and resources that will help students delve into the study of each chapter. Specific resources will include radio programs, videos, web pages and articles retrieved from high impact journals. In addition, teaching-learning processes will be monitored through the online platform ÁGORA.

IGUALDAD DE GÉNERO

En coherencia con el valor asumido de la igualdad de género, todas las denominaciones que en esta Guía hacen referencia a órganos de gobierno unipersonales, de representación, o miembros de la comunidad universitaria y se efectúan en género masculino, cuando no se hayan sustituido por términos genéricos, se entenderán hechas indistintamente en género femenino o masculino, según el sexo del titular que los desempeñe.