

23-24

GRADO EN PEDAGOGÍA
CUARTO CURSO

GUÍA DE ESTUDIO PÚBLICA



INTERNATIONAL EDUCATION: POLITICS AND POLICIES

CÓDIGO 63024160

UNED

23-24

INTERNATIONAL EDUCATION: POLITICS
AND POLICIES

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| Nombre de la asignatura | INTERNATIONAL EDUCATION: POLITICS AND POLICIES |
| Código | 63024160 |
| Curso académico | 2023/2024 |
| Departamento | HISTORIA DE LA EDUCACIÓN Y EDUCACIÓN COMPARADA |
| Título en que se imparte | GRADO EN PEDAGOGÍA |
| CURSO - PERIODO | - CUARTO CURSO - SEMESTRE 1 |
| Título en que se imparte | GRADO EN EDUCACIÓN SOCIAL |
| CURSO - PERIODO | - CUARTO CURSO - SEMESTRE 1 |
| Tipo | OPTATIVAS |
| Nº ETCS | 6 |
| Horas | 150.0 |
| Idiomas en que se imparte | INGLÉS |

PRESENTACIÓN Y CONTEXTUALIZACIÓN

The subject *International Education: Politics and Policies* provides the student with the opportunity to learn about key issues of Comparative, International and Political education from an international perspective. This subject intends to provide students with the occasion to study in English central themes of education studied from a global and late modern approach. Our current world is framed within the cultural and social phenomena of Globalization and Postmodernity, both with deep implications in all elements of the educational field. This subject intends to study key elements of international education that have suffered and experienced the impact of these two phenomena.

The subject *International Education: Politics and Policies* is an optional subject offered at the last level of both, the Grado in Pedagogía and the Grado in Educación Social.

The three main features of this subject, within the whole academic programme, are the following:

- Optional subject
- Value 6 ECTS
- First semester

The professor of this subject will at all times be at the disposition to guide and help the students from the start to the end of this educational process, marked by a dialogical approach.

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 liking of the student in relation to the fields of Comparative and International Education, and Political Education.
- 2.- Recommendation of addressing chronologically formerly subjects like, very specially, 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 respond successfully to the teaching and learning process of this subject.

EQUIPO DOCENTE

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|--------------------|--|
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| Facultad | FACULTAD DE EDUCACIÓN |
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| Departamento | HISTORIA DE LA EDUCACIÓN Y EDUCACIÓN COMPARADA |

HORARIO DE ATENCIÓN AL ESTUDIANTE

María José García Ruiz- Profesora Titular de Universidad
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Students will be attended Tuesdays from 10.00 am to 14.00 pm, and from 16.00 pm to 20.00 pm.

TUTORIZACIÓN EN CENTROS ASOCIADOS

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

The subject of *International Education: Politics and Policies* promotes de following general and specific skills to the students involved in the teaching and learning process involved in the content of this subject. This skills are extracted from the general memory document of the titles of Pedagogy and 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 ressources 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 the student participating 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

In the current years of the XXIst century, all educational issues must be analysed in the frame of the phenomena of Globalization and Postmodernity. It is these aspects that this first theme aims to study.

All the epistemological heritage of Comparative Education in the XIXth and XXth 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 (specially that related to the Eurocentrism and to the consideration of 'the other') is just a corrective to the Modernity Project that can be perfectly well incorporated to such project. With such correctives, the Modernity Project and many of its metanarratives are still very valid. This is the view of intellectuals such as Habermas. Postmodernism needs yet time and maturity to define and enunciate its Project.

2.- Tradition versus Reform in Pedagogical Paradigms in the XXIst century

In the area of Pedagogy, in the first years of the XXIst century one can see the co-existence in educational systems, educational legislation and educational practice of elements of both pedagogical models, the formal and the progressive. 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 demonstrate the importance of preserving two characteristics in education systems as a guarantee of educational quality: social consensus and 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

In this chapter we analyse that the comprehensive school has revealed more successful when the internal pedagogical components developed in such school contain elements of the paradigm of the formal pedagogy (ie. Finland). In such cases (ie. Sweden, Spain) in which this scholar model has revealed a marked progressivism, there has been detected an important diminution of the educational level and of the scholar quality. Similarly, successful educational systems reveal the goodness of the existence of a context of consensus and unity in the educational aims among the State, society, parents and teachers. The analysis of the dichotomy *tradition versus educational change* in the case of Finland reveals the goodness of advancing with great balance and continuity in the transition among these two parameters, specially in Spain.

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

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

In the beginning of the XXIst 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, and beyond 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 vindications and argumentations.

METODOLOGÍA

In relation to the teaching and learning process in the subject of *International Education: Politics and Policies*, the methodological used is an eclectic one among the respective suggestions of both pedagogical paradigms, the formal and the progressive. This means that the epistemological authority of the professor is recognized by means of the study of the book written by her. But, equally, the student is supposed to be an active agent by means of the continuous activities that he/her will have to undertake in order to have a successful process and evaluation in this subject.

The methodology of the learning process will be based in the reading, analysis and study of each of the four chapters of the book, and in the formation of a competent and critical opinion of the student in relation of the educational contents of this subject. The student will have to defend his/her own informed and critical stance by means of a written work in relation of each theme.

SISTEMA DE EVALUACIÓN

TIPO DE PRUEBA PRESENCIAL

Tipo de examen

No hay prueba presencial

PRUEBAS DE EVALUACIÓN CONTINUA (PEC)

¿Hay PEC?

Si

Descripción

The evaluation and assessment of the subject *International Education: Politics and Policies* will be continuous. The students must compulsorily write a set of written essays all through the subject. According with the general and specific aims of this subject, the specific features of each theme and the total number of ECTS, the students will have to write four academic essays in this subject (one essay for each theme) an essay at the end of the study of each theme. Each essay can obtain a maximum of 10 points. The final mark in the subject will be the mid-point of the four marks. This subject will not be assessed by the realization of an exam.

Criterios de evaluación

The assessment of the students will take on account the rigour comprehension of each of the themes, the consistency and solidity of arguments of the students, the critical and academic perspective and stance of arguments of the students within each theme, and the correct use of language.

Ponderación de la PEC en la nota final

Each PEC will count with a maximum of 10 points.

Fecha aproximada de entrega

Each essay will be presented by the students with a cadence of three weeks.

Comentarios y observaciones

Each essay will have to respond to the 'Questions for debate' specified in the compulsory book of the subject at the end of each theme.

OTRAS ACTIVIDADES EVALUABLES

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

Descripción

Optionally, students can present book reviews (two or three pages) within the references of the complementary bibliography. This activity is not compulsory. It is only to be done by those students that seek to get a higher mark.

Criterios de evaluación

The assessment of the students will take on account the rigour comprehension of each of the themes, the consistency and solidity of arguments of the students, the critical and academic perspective and stance of arguments of the students within each theme, and the correct use of language.

Ponderación en la nota final

If well done and structured in form and in content (deep and critical analysis) it can sum 1 or 2 points to the final mark.

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 mark will be the mid point of the four marks of the essays.

BIBLIOGRAFÍA BÁSICA

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

GARCÍA RUIZ, M.J. (2013): *International Education: Politics and Policies*. Madrid, UNED.

BIBLIOGRAFÍA COMPLEMENTARIA

In relation to the first theme on Comparative Education, Modernity and Postmodernity:

COWEN, R. (1996): 'Comparative Education and Post-modernity', *Comparative Education* (Special number), 32, 2.

RUST, V. D. (1991): 'Postmodernism and its comparative education implications', *Comparative Education Review*, 35, 4, pp. 610-626.

In relation to the second theme on Tradition versus reform in pedagogical paradigms in the XXIst century:

HOLMES, B. (1986): 'Paradigm Shifts in Comparative Education'. In Altbach, P.G. and Kelly, G.P.: *New Approaches to Comparative Education*. Chicago and London, The University of Chicago Press.

McKINSEY REPORT (2007): *How the world's best-performing school systems come out on top*. McKinsey&Company.

In relation to the third theme on 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.

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

In relation to the fourth theme on 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*. Bruxelles.

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 this subject of International Education: Politics and Policies, students will be provided with specific auxiliar material that will help the study of each theme. Specific resources will include radio programs, videos, web pages and articles of impact journals.

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.