

24-25

GRADO EN EDUCACIÓN SOCIAL  
CUARTO CURSO

# GUÍA DE ESTUDIO PÚBLICA



## INTERNATIONAL EDUCATION: POLITICS AND POLICIES

CÓDIGO 63024160

UNED

24-25

INTERNATIONAL EDUCATION: POLITICS  
AND POLICIES

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Nombre de la asignatura	INTERNATIONAL EDUCATION: POLITICS AND POLICIES
Código	63024160
Curso académico	2024/2025
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 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. Currently, the cultural and social phenomena of Globalization and Postmodernity 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* is an elective subject offered at the fourth year of both degrees, 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:

- Elective subject.
- 6 ECTS.
- Fourth year, first semester

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

Nombre y Apellidos	MARIA JOSE GARCIA RUIZ (Coordinador de asignatura)
Correo Electrónico	mjgarcia@edu.uned.es
Teléfono	91398-6998
Facultad	FACULTAD DE EDUCACIÓN
Departamento	HISTORIA DE LA EDUCACIÓN Y EDUCACIÓN COMPARADA

Nombre y Apellidos	ALICIA SIANES BAUTISTA
Correo Electrónico	alisianes@edu.uned.es
Teléfono	6994
Facultad	FACULTAD DE EDUCACIÓN
Departamento	HISTORIA DE LA EDUCACIÓN Y EDUCACIÓN COMPARADA

## HORARIO DE ATENCIÓN AL ESTUDIANTE

**María José García Ruiz**- Profesora Titular de Universidad

UNED- Facultad de Educación

Departamento de Historia de la Educación y Educación Comparada. Office 2.69.

Calle Juan del Rosal, 14

28040 Madrid

Tel: 913986998

e-mail: mjgarcia@edu.uned.es

Office hours: Tuesdays and Wednesdays from 10.00am to 14.00pm, and 16.00-20.00pm.

**Alicia Sianes Bautista** - Profesora Ayudante Doctora

UNED - Facultad de Educación

Departamento de Historia de la Educación y Educación Comparada. Office 2.30.

Calle Juan del Rosal, 14

28040 Madrid

Tel: (91) 398 6994

e-mail: alisianes@edu.uned.es

Office hours: Wednesdays from 12.00 to 14.00pm and 15.00-17.00pm. Other availability can be arranged under previous request.

## 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 XXIst 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 the subject of *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 an active agent who may build their knowledge progressively through the activities suggested, in order to achieve during the teaching-learning process the desired learning outcomes, develop the skills and competences properly and, least but not last, succeed in the final evaluation. The methodology of the learning process will be based on the reading, critical analysis and study of the book chapters by students in order to develop a competent and critical opinion in relation of the educational contents and topics addressed in this subject. Students will have to expound on their own informed and critical stance 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

The evaluation and assessment of the subject *International Education: Politics and Policies* will be continuous, which means that there will be no final exam.

**According with the general and specific aims of this subject, the specific features of each chapter and the total number of ECTS, students must write, send and pass four essays, one for each one of the book chapters. Essays will be graded from 0-10 points. The final grade that students get in this subject will be the result of applying the arithmetic mean of the four grades obtained in the essays.**

Criterios de evaluación

The assessment of students will be based on the rigorous comprehension of each chapter, 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 presented in the chapter. They also 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.**

**Essays may not exceed 10 pages (not including references and front page).**

**Those essays that have not been properly sent on time or have plagiarism will not be graded.**

Ponderación de la PEC en la nota final	Each PEC will count with a maximum of 10 points (0,25%).
Fecha aproximada de entrega	Each essay will be presented by the students with a cadence of three weeks.

#### Comentarios y observaciones

The teaching team will pertinently provide students the topics and/or questions for debate that students may properly address when writing the essays.

#### 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 mark (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 (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 applying the arithmetic mean of the four grades obtained in the four compulsory essays plus the grades in the complementary book/article review (if applicable).

## 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

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 XX1st 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 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.

## TUTORIZACIÓN EN CENTROS ASOCIADOS

## 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.