

TEACHING GUIDE

SOCIAL HISTORY OF EDUCATION

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 30-06-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	1 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

PRESENTATION

This subject is part of a global curriculum that aims at preparing students as teachers of Early Childhood Education. The subject offers a broad vision of the education of the components of the different social groups throughout history from the analysis in each period of the social and cultural context, the concepts and objectives of education, the agents involved in the educational process, the institutions, the media and the main contents of the training. All this without losing the rootedness with the present and without forgetting the perspective of the immediate future. No prerequisite is established in order to enroll in this subject. It is considered that the student must have a sufficient knowledge of history on the back of his educational background, as well as an appropriate oral and written comprehension capacity required for the university level. It is also recommended having a basic knowledge of reading in English, office automation and Internet browsing.

PLAGIARISM: University activities and work must be original. When outside sources are used they should be properly cited. Cases of total or partial plagiarism will be penalized with the non-evaluation of said work, or the possibility of reevaluating it. **AI:** the unauthorized use of artificial intelligence tools such as gpt chat will be penalized with a 0 in the activity where it is detected.

SPELLING: In the qualification of the activities, works and university exams will be evaluated not only the contents, but also all aspects that contribute to a correct written expression such as formal presentation, structure and organization of ideas and content, correct spelling, punctuation, etc. In short, it will be evaluated that the expression be the one corresponding to a university level.

EVALUATION: To pass the subject it is necessary to approve each of the training activities that comprise it. *In grading content-based activities and tests, not only the content will be evaluated, but also all aspects that contribute to correct written expression, such as formal presentation, the structure and organization of ideas and content, correct spelling, punctuation, etc. Ultimately, the evaluation will ensure that the expression corresponds to a university level.*

III.-Learning outcomes



CGI1. Ability to analyse and synthesise.
 CGI6. Information management skills
 CGP1. Teamwork
 CGP5. Critical reasoning.
 CGS2. Knowledge of other cultures and customs.
 CGS5. Sensitivity to environmental issues
 CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.
 CE2 Knowledge of the course contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE3 Solid scientific, cultural and technological background
 CE5 Respect for cultural and personal differences of students and other members of the educational community.
 CEGEI14 Encourage the daily coexistence in the classroom and outside it, solve discipline problems and contribute to the peaceful resolution of conflicts. Stimulate and value the effort, perseverance and personal discipline in students.
 CEGEI15 Reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students
 CEGEI35 Understand the importance of education for the integral formation of people and as a basis for social coexistence.
 CEGEI38 Understand the historical and socio-cultural references of the education of human beings.
 CEGEI39 Understand the influence of historical pedagogy in the current educational reality.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

Module I The pre school in the Spanish educational system, in the European and international context.

Topic 1. School, education and history: concept and context.

Module II The historical background of education.

Topic 2. Education in the Ancient Age. Classic authors.

Topic 3. Education in the Middle Ages. Education in the Middle Ages in Spain.

Topic 4. The Modern Age and Education. New perspectives in the sixteenth century.

Topic 5. Education in the XVII century.

Topic 6. Education in the eighteenth century: Reason.

Module III International experiences and examples of innovative practices in early childhood education.

Topic 7. Pedagogical innovation in the XIX century. The leading trends in Spain and in Europe.

Topic 8. European education and the new pedagogical trends. Innovative practices in the Spain of the XX century.

Module IV The Spanish educational system today

Topic 9 Projects and educational reforms in Spain today. Of the Law Villar Palasí (1970) to our days.

Module V The legislation that regulates preschools and their organization. Assessing the personal relationship with each student and the family as a factor of Educational Policy in Children's Ed.

Topic 10. New challenges in current Education. The keys to education today. Current debates: public education-private Education and social spending.

IV.B.-Training activities

Type	Title
Theoretical sessions	Practical classes and measurable objective exams
Other activities	Academic tutoring
Test and/or exams	Fulfilling measurable objective exams
Lectures	Required reading
Group work	Presentation of works for the evaluation of learning
Oral presentations	Individual and collective dissertations on proposed topics
Resolution of exercises, problems, case studies	Carrying out exercises and work



V.-Student workload	
Theoretical sessions	35
Resolution of exercises, problems, case studies, etc.	23
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	8
Related activities: conferences, seminars, etc.	10
Preparation of theoretical sessions and self-study	30
Preparation of practical tasks, exercises, case studies, projects, etc.	36
Preparation for tests and/or exams	36
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Academic tutorials	Week 1 to Week 15	OS On-Site Learning During the activities, the students may ask the teacher any doubt which has not been solved during the theoretical classes, as well as they will be able to request additional bibliography and/ or any type of information related to the subject.
Theoretical sessions	Week 1 to Week 15	OS On-site learning. The teacher will explain the main contents of each topic, will present practical activities, will respond to issues raised, will give directions on how to find additional information and will promote open debate.
Practical sessions	Week 4 to Week 15	OS On-Site Learning. During the activities, the students may ask the teacher any doubt which has not been solved during the theoretical classes, as well as they will be able to request additional bibliography and/ or any type of information related to the subject.



Theoretical sessions	Week 1 to Week 15	OS On-Site Learning Students may be asked to attend one or more activities related to an interesting topic of the subject. [A.P.] Students may be asked to attend one or more seminars on an interesting aspect of the subject.
Group work	Week 1 to Week 15	Carrying out readings and practical cases
Individual work	Week 1 to Week 15	Carrying out readings and practical cases



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities



The general assessment model is continuous assessment, as established in the Regulations for the Assessment of Learning Outcomes of the Rey Juan Carlos University.

All assessment systems established for the subject in the degree report must be used, except for those with a minimum weighting of 0%, which may be used in academic years where the faculty deems it appropriate. Each assessment system may be applied through one or more assessment activities consistent with that system. None of the assessment activities may individually exceed 60% of the overall grade for the subject.

The sum of the non-reassessable assessment activities may not exceed 40% of the overall grade for the subject and, in general, should not have a minimum grade (except in the case of practical activities in which, strictly speaking, the assessment conditions of the ordinary exam cannot be reproduced in the extraordinary session). Students who fail to pass the course in the regular session, or who have not taken the exam, may only take the re-assessable assessment activities they failed in the extraordinary session.

The distribution and characteristics of the assessment activities are described below.

The general assessment model is continuous assessment, as established in the Regulations for the Assessment of Learning Outcomes of the Rey Juan Carlos University.

All assessment systems established for the subject in the degree report must be used, except for those with a minimum weighting of 0%, which may be used in academic years where the faculty deems it appropriate. Each assessment system may be applied through one or more assessment activities consistent with that system. None of the assessment activities may individually exceed 60% of the overall grade for the subject.

The sum of the non-reassessable assessment activities may not exceed 40% of the overall grade for the subject and, in general, should not have a minimum grade (except in the case of practical activities in which, strictly speaking, the assessment conditions of the ordinary exam cannot be reproduced in the extraordinary session). Students who fail to pass the course in the regular examination session, or who have not submitted their exams, may only take the re-assessable assessment activities they have not passed in the extraordinary examination session.

The distribution and characteristics of the assessment activities are described below.

VII.A.- Description of the assessment tests and their weighting

DESCRIPTION OF THE ASSESSMENT TESTS AND THEIR WEIGHTING MANDATORY ACTIVITIES:

- NON-REASSESSABLE ACTIVITIES (40%). Practical training activities. The professor will specify the non-reassessable activities and their characteristics on the first day of class. Some of the tests may include: individual work, group work, presentations, case study completion, reading commentaries, reading of proposed texts, participation in forums, debates, seminars, etc. Non-reassessable activities.

- WRITTEN TEST (60%). One in-person written test. The student must take a written test, which will be in-person. The professor will specify the characteristics of the content-based test(s) on the first day of class. These may include multiple-choice questions, short-answer questions, reflection questions, essay questions, etc. Passing the test is essential to be averaged with the other grades. This test is re-assessable.

To pass the course, students must pass each part; a failure in one of the assessment tests automatically implies a failure in the entire course.

In grading the content-based activities and tests, not only the content will be assessed, but also all aspects that contribute to correct written expression, such as formal presentation, the structure and organization of ideas and content, correct spelling, punctuation, etc. Ultimately, the student will be assessed to ensure that the written expression corresponds to a university level. To pass the course, students must pass each part. A failure in one of the assessment tests automatically implies a failure in the course.

ADVANCED ASSESSMENT

The assessment method for students taking early exams will be the same as that established generally.



VII.C. - Review of the assessment tests

This will be carried out in accordance with the Regulations for the Assessment of Learning Outcomes of the Rey Juan Carlos University.

VII.D. - Students with Disabilities or Special Educational Needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility, and the greatest guarantee of academic success, students with disabilities or special educational needs may request curricular adaptations to further their studies. These adaptations will be determined by the Disability Support Unit of the Rey Juan Carlos University, in accordance with the regulations governing the University's Disability Support Service.

This Unit will issue a report on curricular adaptations, so students with disabilities or special educational needs should contact the Unit (discapacidad.programa@urjc.es) to jointly analyze the various alternatives.

VII.E.- Academic Conduct, Integrity, and Academic Honesty

The Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC implies embracing and subscribing to the values of integrity and academic honesty set forth in the University's Code of Ethics (<https://www.urjc.es/codigoetico>).

To support this process, the University has the Rey Juan Carlos University's Regulations on Academic Conduct (https://www.urjc.es/images/Universidad/Presentacion/normativa/Normativa_conducta_academica_URJC.pdf) and various tools (anti-plagiarism, supervision, etc.) that offer a collective guarantee for the full development of these essential values.

VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

BOWEN, James, A History of Western Education, Londres, Methuen & Co., 1972-1981, 3 vols.
 CUBBERLEY, Ellwood P., The history of education, London, 1920 (reed. BiblioBazaar, LLC, 2008)
 COOK, T., G., The history of education in Europe, Londres, 1974
 GORDON, P. y SZRETER R., History of education: the making of a discipline, Londres, 1989
 GOOD, H. G., y otros, A history of western education, Londres, 1969
 KAGAN, Richard L., Students and Society in Early Modern Spain, Baltimore, The Johns Hopkins University Press, 1975
 MATHESON, D., An introduction to the study of education, Londres, 2008.
 Riché, P., Shimahara, . Nobuo, Gelpi, . Ettore, Mukerji, . S.N., Graham, . Hugh F., Ipfling, . Heinz-Jürgen, Anweiler, . Oskar, Chambliss, . J.J., Nakosteen, . Mehdi K., Huq, . Muhammad Shamsul, Swink, . Roland Lee, Chen, . Theodore Hsi-en, Scanlon, . David G., Marrou, . Henri-Irénée, Browning, . Robert, Vázquez, . Josefina Zoraida, Szylowicz, . Joseph S., Naka, . Arata, Meyer, . Adolphe Erich, Arnove, . Robert F., Moumouni, . Abdou, Thomas, . R. Murray, Lauwerys, . Joseph Albert, Lawson, . Robert Frederic and Bowen, . James (2021). *Education. Encyclopedia Britannica*. <https://www.britannica.com/topic/education>
 RUIZ SIMÓN, Esther y MARTÍNEZ DOMÍNGUEZ, Luis Manuel. Apoteosis de la Educación. Apuntes de una historia desde sus fines. Almuzara Universidad (2024).
 RURY John L.; TAMURA Eileen H. eds.: *The Oxford Handbook of the History of Education*, Oxford Handbooks Series, Oxford University Press, 2019
 Verde-Trabada, A., y Martínez-Domínguez, L. M. (Coords.). (en prensa). Historia de la educación sensible: Raíces, corrientes pedagógicas y proyecciones contemporáneas . Ediciones Octaedro. ISBN (papel): 978-84-1079-389-7. ISBN (Open Access PDF): 978-84-1079-388-0.
 WHITEHEAD, B. J., Women' s education in early modern Europe: a history, 1500-1800, N. Y, 1999

Recommended webpages:

1. <http://projects.exeter.ac.uk/hoebibliography/index.php>, Bibliografía de la History of Education Society, University of Exeter
2. <https://www.connectinghistoryofeducation.com/>, Connecting History of Education Working Group
3. <https://www.ische.org/>, Standing Conference for the History of Education (ISCHE)
4. <http://dehantz.net.au>, Dictionary of Educational History in Australia and New Zealand

Consultation bibliography

BARROW, Robin y MILBURN, Geoffrey, A Critical Dictionary of Educational Concepts: An Appraisal of Selected Ideas and Issues in Educational Theory and Practice, Nueva York, St. Martin, 1986.
 CLARKE, M. L., Higher Education in the Ancient World, London, Routledge & K. Paul, 1971
 MURPHY, M. M., The History and Philosophy of Education: Voices of Educational Pioneers, Prentice Hall, 2005
 ROTHERMUND and J. SIMON (eds.), Education and the Integration of Ethnic Minorities, St. Martins Press, 1986
 SCOTFORD ARCHER, M., Social Origins of Educational Systems, SAGE, 1977

IX.-Professors

Name and surname	MARÍA ISABEL DE LA RUBIA RIVAS
E-mail address	isabel.delarubia@urjc.es
Department	Ciencias de la Educación
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes



Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	1
No. of positive evaluations by Docencia	2