Universidad Rey Juan Carlos

TEACHING GUIDE

THEORY OF EDUCATION

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 01-07-2026

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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

The central purpose of this course is to understand, analyze and intervene in the educational practice in formal, non-formal and informal spaces. It proposes a holistic and interdisciplinary vision of the educational process. Additionally, it introduces some basic key aspects in understanding the scientific discipline of education, and the role of educators in the educational process. Applying oneself to the educational process, and being a successful educator, requires a series of specific personal and professional qualities. Conversely, it requires deep reflection on the theory of education; its purposes, the agents that intervene, the areas in which one learns, etc. Hence, it is not only important to learn the theoretical foundations of existing laws in education, but, equally important, to structure the practice of teaching in a critical and constructive way for a better future. Therefore, the primary goal of this course is for students to acquire a sound knowledge base in the Theory of Education, which will contribute to their vocational training. This will be accomplished through the discovery of the importance of theory in all educational practices, and to be able to link that theory with their future professional practice.

This course will also open the doors to the development of a critical, reflective and active attitude towards the educational reality, regardless of the content area in which we work.

It is preferred that students have a basic knowledge of Teaching, Evolutionary Psychology and Anthropology of Education. However, important concepts in these areas will be clarified throughout the course.

III.-Learning outcomes

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CGI01. Capacity for analysis and synthesis
CGI03. Oral and written communication in the mother tongue
CGP01. Teamwork.
CGP03. Skills in interpersonal relationships
CGP05. Critical reasoning.
CGS03. initiative and entrepreneurial spirit
CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education.
CE01. Ability to understand the complexity of educational processes in general and the teaching - learning in particular , especially those relating to the period from 6 to 12 years (Primary Education) .
CE05 . Respect for cultural and personal differences of students and other members of the educational community.
CE02 . Effectively address learning situations (in design, development and evaluation) between the ages of 6 and 12, from a globalizing and integrating perspective of the different cognitive, emotional, motor, linguistic and self-regulatory dimensions. (Globalizing perspective)
CE04 . Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic capacities, knowing the biological, psychological, social and creative factors that determine learning. (Early learning perspective and playful methodology).
CE09 . Apply and properly use New Technologies as a vehicle for information, communication and introduction in the world of mass-media. (About New Technologies)
CE15. Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.
CE33 . Understand the functioning of the processes of interpersonal and intergroup interaction, teacher-student communication and teacher leadership in the classroom, to plan and improve the teaching activity.

- 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.

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IV.-Contents

IV.A.-Syllabus

Unit I.- Fundamentals and basic concepts of education
This unit deals with the essential concepts that frame education as a human phenomenon.

UNIT II.- Fundamentals of teaching and curriculum
This unit focuses on concepts related to teaching action as a formal specification of the educational act.

UNIT III.- The different educational environments and agents
This unit presents concepts related to the educational phenomenon with which the teacher should be familiar: educational environments and agents. Formal, non-formal and informal education. School, family, community, digital world, society.

UNIT IV.- The main challenges of current education
This unit focuses on the challenges and needs of today's education.

IV.B.-Training activities

Type	Title
Lectures	At the beginning of the course, the professor will specify which books from the bibliography are going to be required
Prácticas / Resolución de ejercicios	Problem soliving, case studies, debates, text analysis,... about different topics of the syllabus
Other activities	Exam

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V.-Student workload	
Theoretical sessions	30
Resolution of exercises, problems, case studies, etc.	24
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	6
Academic tutorials	30
Related activities: conferences, seminars, etc.	18
Preparation of theoretical sessions and self-study	18
Preparation of practical tasks, exercises, case studies, projects, etc.	18
Preparation for tests and/or exams	36
Total student workload	180

VI.-Methodology and academic programme

Type	Period	Content
Practical sessions	Week 2 to Week 14	Individual activities and group work will be carried out to reinforce the contents of the subject. (P) Someday it will be reserved in the classroom for its realization and follow-up, but the preparation of said activities / works will mostly take place in the time outside the classroom. (PC) The monitoring and evaluation of the activities / work will be done through the virtual classroom tools (Blackboard Collaborate and forums) if the conditions for doing it in person are not optimal. Students will be informed in advance of the organization and structure.
Academic tutorials	Week 2 to Week 14	Each teacher will inform through the virtual classroom of the days and hours of tutoring. (PC) If it is not possible to do the tutoring in person, it can be done through other non-face-to-face channels such as videoconference, forum, email ...

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Tests and/or exams	Week 14 to Week 17	Assessment of the contents of the subject through a content test. The teacher will specify the characteristics of the test on the first day of class and it will be carried out according to the official calendar. (P) The content test will be carried out in person as long as the conditions are optimal and there are no risks of any kind. (PC) The content test will be carried out through Moodle if the conditions for conducting it in person are not optimal. Students will be informed in sufficient time of the test structure being similar to the face-to-face test.
Theoretical sessions	Week 1 to Week 14	Exhibition of the contents of the syllabus with multimedia support and audiovisual reinforcement. (P) Classes will be face-to-face at the official time as long as the conditions for conducting them in person are optimal. (PC) Synchronous master class during class time via videoconference through the virtual classroom tools (Blackboard Collaborate) or Teams. The student will have material for the study and monitoring of the subject AD: remote, P: face-to-face and PC: contingency plan

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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

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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.

Evaluation system	Assessment Activity	Weighting	Reassessable in Extraordinary	Minimum Grade	Contents	Date
Written Test	TEST final evaluation (in person)	50%	Yes	5	All of them contents of the subject	Official call
Required Activities (Work)	Individual/group work	20%	Yes	5	The docent will specify the contents of the activity to carry out	During the school period
Required Activities (Work)	Group work	30%	No	No mínimum (cumulative)	The docent will specify the activities to carry out in the classroom	During the school period
Volunteer activities	Follow-up and reinforcement activities	0%	No	No grade	Carried out in the classroom	During the school period

Note: The evaluation method for early-session students will be the same as the general evaluation method, with group work being completed individually.
CALCULATION OF THE OVERALL GRADE:
The final grade or overall grade is calculated as the weighted average of the grades from the assessment activities, once the minimum grade for the reassessable activities with a minimum grade has been exceeded.
• To pass the course, the overall grade must be 5 or higher (once the minimum grade for the reassessable tests with a minimum grade has been exceeded).
•If the student has not taken any assessable tests, the final grade will be "Did Not Show Up."
individual and group activities:
The instructor will specify in the virtual classroom the assessable activities, their characteristics, and the assessment percentage for each. Some activities may include: individual work, group work, presentations, case study resolution, portfolios, reading commentaries, text commentaries, participation in forums, etc. When using external excepts, they must be properly cited. **Cases of total or partial plagiarism (included not authorized use of AI) will be penalized with no evaluation of the work and no possibility of reassessment.**
VOLUNTARY ACTIVITIES:
- FOLLOW-UP AND REINFORCEMENT ACTIVITIES FOR EACH THEMATIC BLOCK: Students will be provided with a proposal of activities for each thematic block so that they can reinforce and apply content. These types of activities will not be assessed, but will be subject to possible comments in the different sessions of the course.
PLEASE NOTE:

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1. PLAGIARISM: University activities and projects must be original. When using external excerpts, they must be properly cited. Cases of total or partial plagiarism will be penalized with no evaluation of the work and no possibility of reassessment. **T**
2. SPELLING: In the grading of university activities, assignments and exams, not only the Not only will the content 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 student's expression is at a university level. Regarding writing and presentation, the following criteria will be taken into account: 0.2 points will be deducted for each spelling mistake in each test; 0.05 points will be deducted for each accentuation error; and 0.5 points will be deducted for every 10 punctuation errors.
3. DISCIPLINE: Students must comply with the rules regarding punctuality in submitting assignments, discipline, and respectful use of the forums.
4. **The unauthorized use of artificial intelligence tools such as ChatGPT in any activity will be penalized with a 0.**

The granting of an Academic Exemption from Class Attendance (AECA) does not automatically exempt students from participating in continuous assessment activities or in-person training activities requiring mandatory attendance as established in the teaching guide. Once the exemption has been granted, students must contact their instructor, who may propose any adaptations they deem appropriate, provided they ensure the acquisition and adequate assessment of the intended learning outcomes. Students must maintain regular communication with their instructor throughout the course so that they can provide information on the dates of these training and assessment activities, if the schedule has not already been established and made available to students at the time of the exemption.

Subject eligible for exemption: Yes

Review and claim of evaluation activities

It will be carried out in accordance with the Regulations for the evaluation of learning outcomes at the Rey Juan Carlos University.

Students with disabilities or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility, and the greatest possible guarantee of academic success, curricular adaptations for students with disabilities or special educational needs will be determined by the Disability Support Unit, in accordance with the regulations governing the Support Service for Students with Disabilities, approved by the Governing Council of Rey Juan Carlos University. For these adaptations to be implemented, the Unit must issue a curricular adaptation report. Therefore, students with disabilities or special educational needs must contact this service to discuss the different options together.

Academic conduct, integrity and academic honesty

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 enshrined in the University's Code of Ethics.

To support this process, the University has the Rey Juan Carlos University's Rules of Conduct and various tools (anti-plagiarism, supervision) 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.

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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.

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VIII.-Teaching resources and materials

Basic bibliography

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Martínez Domínguez, L.M. (2019) (Coord.). *Escuela de Familias. Del Arte a la Educación.* Madrid: Dykinson

IX.-Professors

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Campus	Madrid - Vicálvaro
Category	Profesor/a Asociado/a
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docentia	0

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