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# Trends in pedagogue training in Spain: a comparative analysis

Tendencias en la formación de pedagogos en España: un análisis comparativo

西班牙教师培训的趋势: 比较分析

Тенденции в подготовке учителей в Испании: сравнительный анализ

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**Diana Amber**

University of Jaén

damber@ujaen.es

<https://orcid.org/0000-0002-9765-3547>

**Cecilia Inés Suárez**

Autonomous University of Barcelona

CeciliaInes.Suarez@uab.cat

<https://orcid.org/0000-0003-3110-2133>

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## Abstract

**Introduction:** The diversity of profiles of the pedagogy professional shows the profuse competences that are expected of this figure and directs the gaze towards the training plans that try to respond to them. The aim of this article is to identify current trends in teacher training in the study plans of Spanish universities.

**Method:** By documentary review, it analyses the presence and weight of the areas of knowledge in the curricula of the Bachelor's Degree in Pedagogy in a sample of 10 Spanish universities in the academic year 2020/2021.

**Results:** Four trends in the training of Spanish teachers are identified: a) balanced curricula that offer students a holistic initial training; b) transversal or professionalising curricula that are characterised by their emphasis on the attention of specific groups and/or in specific contexts; c) disciplinary curricula, which stand out for their marked theoretical and academic orientation; and d) didactic curricula, which show a training that is mainly oriented towards performance in the school environment.

**Conclusions:** The conclusions point to a diversity of approaches in the training of pedagogues which can be analyzed as an advantage, due to the possibilities of choice of universities offered, but also as a disadvantage considering the need to homogenise the training and professional performance of pedagogues throughout the Spanish territory.

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*Keywords:* comparative analysis, Spain, training, pedagogy, profiles.

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## Resumen

**Introducción:** La diversidad de perfiles del profesional de la pedagogía evidencia las profusas competencias que se esperan de esta figura y dirige la mirada hacia los planes formativos que intentan darles respuesta. El artículo tiene por objetivo identificar las tendencias actuales en la formación de pedagogos en los planes de estudio de las universidades españolas.

**Método:** Mediante revisión documental, se analiza la presencia y peso de las áreas de conocimiento en los planes de estudio del Grado en Pedagogía en una muestra de 10 universidades españolas en el curso 2020/2021.

**Resultados:** Se identifican cuatro tendencias en la formación de pedagogos españoles: a) planes de estudio equilibrados que ofrecen al estudiantado una formación inicial holística, b) planes de estudio transversales o profesionalizantes que se caracterizan por su acento en la atención de colectivos específicos y/o en contextos concretos; c) planes de estudio disciplinares, que destacan por su marcada orientación teórica y académica y, d) planes de estudio didácticos, que muestran una formación mayormente orientada al desempeño en el ámbito escolar.

**Conclusiones:** Las conclusiones señalan una diversidad de enfoques en la formación de pedagogos que puede ser analizada como una ventaja, debido a las posibilidades de elección de universidades que ofrecen, pero también una desventaja considerando la necesidad de homogeneizar la formación y el desempeño profesional de los pedagogos a lo largo del territorio español.

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*Palabras clave:* análisis comparativo, España, formación, pedagogía, perfiles.

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## 摘要

引言:教育专业人士的多样性展示了该职业所期望的丰富能力,并将目光转向试图对其回应的培训计划。本文旨在研究西班牙大学学习计划中教师培训的当前趋势。

研究方法:通过文献回顾,我们以2020/2021学年10所西班牙大学为样本,分析教育学学位学习计划中知识领域的存在和权重。

结果:研究在西班牙教师的培训中确定了四个趋势:a)平衡的学习计划,为学生提供全面的初步培训,b)横向或专业化的学习计划,其特点是强调关注特定群体和/或具体的情况;c)学科学习计划,因其显著的理论和学术导向而脱颖而出;d)教学学习计划,主要针对学校环境中的表现进行培训。

结论:研究结论指出,由于学生可以选择其想去的大学,教育教师培训方法呈现的多样性可以归为其优势。但考虑到教师培训和专业表现在西班牙不同地区有均质化的需要,这一点也是其劣势。

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关键词:比较分析,西班牙,培训,教学法,性质。

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## Резюме

Введение: Разнообразие профилей специалиста в области педагогики свидетельствует о большом количестве компетенций, ожидаемых от этой фигуры, и направляет наш взгляд на планы обучения, которые пытаются им соответствовать. Цель данной статьи - определить современные тенденции в подготовке преподавателей в учебных программах испанских университетов.

Метод: С помощью обзора документов анализируется наличие и вес областей знаний в учебных программах бакалавриата по педагогике в выборке из 10 испанских университетов в 2020/2021 учебном году.

Результаты: определены четыре тенденции в подготовке испанских педагогов: а) сбалансированные учебные программы, которые предлагают студентам целостную начальную подготовку; б) трансверсальные или профессионализирующие учебные программы, которые характеризуются акцентом на работе с конкретными группами и/или в конкретных условиях; в) дисциплинарные учебные программы, которые выделяются своей выраженной теоретической и академической направленностью; и г) дидактические учебные программы, которые демонстрируют подготовку, ориентированную в основном на работу в школьной среде.

Выводы: Выводы указывают на разнообразие подходов в подготовке педагогов, что можно рассматривать как преимущество, благодаря возможности выбора предлагаемых университетов, но также и как недостаток, учитывая необходимость унификации подготовки и профессиональной деятельности педагогов на всей территории Испании.

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Ключевые слова: сравнительный анализ, Испания, обучение, педагогика, профили.

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## Introduction

The adaptation of degree titles to the European Higher Education Area (EHEA) modified structural aspects such as programmes of study and curricular models, teachers' roles and teaching methodologies, evaluation systems and quality controls and the organisation and allocation of credits, among others. With regard to the study plan, this entailed the adaptation of professional profiles to a model based on transversal

and specific competences that could lead to a performance which adjusted itself to the challenges posed in the European region.

One of the central premises of the EHEA and, in a broader sense, of all Higher Education systems, lies in the relevance of the training offered. This principle indicates that the degrees that are offered must meet the needs of society, including their curriculum, the graduates' profile, and even their methodology (Amber & Martínez-Valdivia, 2018; Pérez-Ferra et al., 2013). Therefore, there must be a close relationship between what is taught at universities and the demands of society. The relevance of university education is based on professionals developing the competences required to produce new knowledge and face the social challenges of their time (Machado & Montes, 2020; Tejada & Ruiz, 2016). However, this has been one of the most complex points in the process of European convergence in Higher Education. For Díaz and Pons (2011), the problem lies in the transition from programmes of study based on juxtaposed subjects, with an accumulation of knowledge, sometimes of little significance, to a curriculum based on identifying the professional that is to be trained.

Within this framework, there is a long history of research on pedagogy studies in the European context. For example, the study by Senent-Sánchez (2005) on 23 countries of the European Union identified two trends in pedagogy studies: countries with general programmes of study programmes and countries with applied programmes of study. In the first case, these are programmes of study that consist of many basic training disciplines (for example, Philosophy, Anthropology, History, Sociology and Educational Psychology) and a smaller number of a professionalizing type. Spain and France would be examples of this type of study programme, according to the author. In the case of countries with programmes of study of an applied nature and more oriented towards professionalization, subjects such as Health Pedagogy, Early Childhood Education, Special Education, Management and educational administration, among others, are prioritized. This would be the case in some Scandinavian countries. The convergence strategy of the EHEA was aimed at achieving a homogenization of programmes of study that would facilitate mobility and cooperation and the international recognition of degrees. The first decade of this process therefore gave rise to an important reform movement in most higher education systems in the region, although there are still differences between countries in terms of degree structures (EHEA, 2020).

In the case of pedagogy professionals in Spain, the contents and skills that should form part of their training have been debated, and various authors have ventured to define the professional profiles of practicing pedagogues. The review of the current literature reveals eight main professional profiles for pedagogues in Spain: social and socio-community, academic and researcher, counsellor, hospital, executive-manager, labour, and business, digital and judicial.

The social and socio-community profile is broad and diverse. It covers multiple fields of pedagogical action, usually associated with the field of non-formal education (socio-cultural animation, the penitentiary sector, toy libraries, museums, summer schools, etc.). As Romero and Castelló (2016) point out, its priority area is the education of people at risk of exclusion. Belmonte and Bernárdez-Gómez (2020) point out some of the social vulnerability situations that this pedagogue profile attends to, such as domestic abuse, drug addiction, delinquency, social marginalization, etc. This is the socio-personal context defined by Mormeneo and González (2018) as representatives of the Official College of Pedagogues and Psycho-pedagogues of the Autonomous Community of Valencia.

The academic and researcher profile bases itself on the specific knowledge areas within educational theory and educational research, especially those that focus on the university environment, and it is included among the professional profiles for pedagogues set out by Romero and Castelló (2016) and Belmonte and Bernárdez-Gómez (2020). It addresses teaching and research in Higher Education.

The counsellor pedagogue profile matches the school environment defined by Mormeneo and González (2018) and, partially, the school pedagogy context contemplated by Romero and Castelló (2016), in relation to school guidance, psycho-pedagogical diagnosis, educational counselling and programme evaluation. It particularly focuses on guidance processes in the Primary and Secondary Education stages as well as family counselling.

For its part, the hospital profile addresses the professional pedagogical work within the health or therapy sectors (Mormeneo & González, 2018). It is mainly oriented towards educational care in hospital centres (both for hospitalized patients and their families) as well as the promotion of health education (Belmonte & Bernárdez-Gómez, 2020; Romero & Castelló, 2016).

The director-manager profile is oriented towards the public management of socio-educational services as well as education and cultural institutions or authorities within the public administration; for example, in departments such as those involved in educational inspections. It also covers performing tasks such as programme evaluation and educational research and innovation in these institutions, among other tasks of the managerial role (Belmonte & Bernárdez-Gómez, 2020).

The labour and business profile addresses professional guidance and insertion (Belmonte & Bernárdez-Gómez, 2020; Tejada, 2001). This profile includes, among others, the functions of training management in companies, professional retraining, training of trainers and consultancy services in human resources (Romero & Castelló, 2016).

In recent times, the digital profile is growing in popularity, as it is oriented towards the design and evaluation of pedagogical multimedia resources, the production of didactic material in publishing houses, the analysis of the media's influence, online training and virtual environments (Belmonte & Bernárdez -Gómez, 2020; Romero & Castelló, 2016). This profile requires the digital skills that today's society demands and needs (Rossi & Barajas, 2018).

Finally, the judicial profile is highlighted by Mormeneo and González (2018) as one of the pedagogue's five fundamental areas of action. It focuses on their participation in legal proceedings (adoption, custody, educational and family expert reports, etc.).

The diversity of profiles shows the profuse skills expected to be found in a pedagogue and directs the gaze towards the programmes of study that attempt to meet these requirements. The initial training received by professionals is crucial and decisive for the development of all these profiles and universities must therefore design a programme of study that fulfils this need. Although the knowledge areas proposed within the Pedagogy curriculum in Spain are defined by law, the approach or weight assigned to each of them is the responsibility of each institution. This evidence invites us to explore (by reviewing their programmes of study) the response that university education gives to the different professional profiles for pedagogues through their knowledge areas. In agreement with other authors, the analysis of programmes of study should serve to reflect on not only what it means to be competent but also on what changes must be made in the degree so as to develop the competency profile that is intended

to be achieved (Díaz & Pons, 2011). Moreover, recent studies indicate that, in principle, pedagogy students who have been trained in the current educational model do not display higher quality learning (Vallejo-Ruiz & Torres-Soto, 2020) and that they still perceive a lack connection between the academic and professional worlds, particularly with regard to transversal skills (Altuna et al., 2021). This situation poses a problem not only in relation to initial training processes but also in its possible impact on professional performance.

With this in mind, in this study we pose, as a research question: What are the current trends in the training of pedagogues in the Spanish context? Delving further into the question and finding an answer is a response to the main objective of identifying the current trends of the programmes of study in training of pedagogues in Spain. This is specified in two specific research objectives, which channel the analyses carried out. The first of them is to reveal the distribution of the knowledge areas in the programmes of study in the Degree in Pedagogy in Spanish universities and, the second, to define trends or academic guidance in the programmes of study that were analysed.

## Methods

The methodological design used in this study is descriptive and exploratory and has a mixed character (Johnson & Onwuegbuzie, 2004), with an emphasis on a quantitative approach and it is one which combines different strategies to serve the purposes of this study.

The main technique used is a content analysis of the programmes of study of Spanish universities' Degree in Pedagogy.

## Population and sample

The population of this study consists of the Spanish universities that offer the Degree in Pedagogy.

The sample for this study was made up of the twelve universities listed in Table 1, intentionally selected according to the following criteria:

- Inclusion in the Global Ranking of Academic Subjects in 2020 in the area of Education (Shanghai Ranking, 2020).
- Degree in Pedagogy being taught during the 2020/2021 academic year.

**Table 1**

*Universities considered in the study sample*

Ranking Position	University	Code
201-300	University of Barcelona	UB
301-400	University of Granada	UGR
301-400	University of La Laguna	ULL
301-400	University of Salamanca	USAL

Ranking Position	University	Code
301-400	University of Sevilla	US
301-400	University of País Vasco	UPV
401-500	Autonomous University of Barcelona	UAB
401-500	Nacional University of Distance Education	UNED
401-500	University of Girona	UDG
401-500	University of Málaga	UMA
401-500	University of Oviedo	UNIOVI
401-500	University of Valencia	UV

Note. Shanghai Ranking (2020).

## Data collection, coding, and analysis procedure

The collection of data was carried out by means of a document analysis of the programmes of study for the Degree in Pedagogy in the academic year 2020-2021 at the twelve universities that were chosen.

The subjects offered by the different universities in the programmes of study were categorized into knowledge areas. The number of subject credits was used to quantify the weight given to each of the knowledge areas. The coding was carried out in parallel by two researchers who compared and contrasted on an ongoing basis the process to ensure its validity. To analyse the importance given to each of the areas, not only was the number of credits considered, but also the modality in which they were offered: compulsory and core subjects or optional ones. While the credits for compulsory and core subjects are taken by all students, the credits for optional subjects are given only to those who choose them, so their implementation as part of the initial training of future pedagogy professionals is not guaranteed. For this reason, the optional subjects index, which indicates the percentage of optional credits in relation to the total number of credits in each area, was calculated and taken into consideration in this study. The formula used to calculate it is as follows:

$$\text{Optional Subjects Index} = \frac{\text{Optional Credits per Area} \cdot 100}{\text{Total Credits per Area}}$$

The areas or categories used were defined a priori based on the existing regulations and the degree's White Paper and subsequently complemented during the analysis by means of an inductive process. In this way, the areas established by the Royal Decree 915/1992, of July 17, which establishes the official university degree of Bachelor in Pedagogy and the approval of the programmes study's general guidelines, were used as a reference framework of the studies required to obtain the degree. These were complemented with those set forth in the Degree's White Paper (ANECA, 2005) and by those included in the Royal Decree 1393/2007, of October 29th, which establishes the arrangement of official university education, and which showed affinity with the degree. During the analysis of the programmes of study, based on the data, some pre-

viously defined categories were grouped or suppressed, and others emerged which had not been contemplated by previous sources, but were nevertheless represented in the data.

The resulting categories in this process gave rise to a category system organised in three levels in which all the subjects of the analysed programmes of study were included. At the least specific level, the first level, four typologies were defined, which organised the areas into: 1) Specific to pedagogy; 2) Related to those that complement pedagogy, belonging to the field of social sciences; 3) Transversal, which integrate and connect knowledge from different areas and are aimed at intervening in a specific context or group; 4) Applied, the End of Degree Project and the External Internship are included in this block, since they require the application of the skills and contents of the different knowledge areas that have been worked on in the rest of the subjects that make up the programme of study. The second level of specification is the different knowledge areas while the third one, the most specific, are the subareas that are integrated into the areas. This third level has only been considered in the areas pertaining to pedagogy, due to their greater specificity and relationship with the Degree studied. Table 2 shows the category system designed, indicating the coding used, the source and the deductive or inductive origin for each of them.

**Table 2**

*Category system*

Type	Area	Sub- Area	Code	Source	Origin
Specific (PRO)	Theory and History of Education (THE)	Theory and History	TEH	RD 915/1992	Deductive
		Comparative Education	EDC	RD 915/1992	Deductive
		Social Pedagogy	PES	RD 915/1992	Deductive
	Research and Diagnostic Methods in Education (MIDE)	Research Methods	MIE	RD 915/1992	Deductive
		Diagnosis in Education	DIE	RD 915/1992	Deductive
		Evaluation of programmes, centres, and teachers	EVP	RD 915/1992	Deductive
	Didactics and School Organization (DOE)	Didactics and Curriculum	DIC	RD 915/1992 ANECA (2005)	Deductive
		Direction, organization, and management	DIO	RD 915/1992 ANECA (2005)	Deductive
		Educational Technology	TEE	RD 915/1992 ANECA (2005)	Deductive



Type	Area	Sub- Area	Code	Source	Origin
Related (AFI)	Social Anthropology		ANT	RD 915/1992	Deductive
	Basic, Developmental and Educational Psychology		PSB	RD 915/1992	Deductive
	Sociology		SOC	RD 915/1992	Deductive
	Applied Economics		ECA	RD 915/1992	Deductive
	Political Science and Administration. Administrative Law		CIP	RD 915/1992	Deductive
	Philosophy		FIL	RD 1393/2007	Deductive
	Language and Linguistics		LEL	RD 1393/2007	Deductive
Transversal (TRA)	Community Development		DEC	ANECA (2005)	Deductive
	Educational Needs		NEE	ANECA (2005)	Deductive
	Adult and continuing education		EDP	ANECA (2005)	Deductive
	Specialised education		EDE	ANECA (2005)	Deductive
	Training in organizations. Professional and labour insertion and career guidance		FOO	ANECA (2005)	Deductive
	School guidance		ORE	ANECA (2005)	Deductive
	Axiology		AXI	Emerging from the data	Inductive
	Family		FAM	Emerging from the data	Inductive
Applied (APL)	External Internship		PRE	Emerging from the data	Inductive
	End of Degree Project		TFG	Emerging from the data	Inductive

The classification of the different subjects included in the Degree in Pedagogy's programmes of study for the twelve universities that were analysed as well as their quantification by using their number of credits allowed the analysis to go in two directions. First, a global analysis of the data revealed the distribution of credits in knowledge areas in Spanish universities. Next, the analysis by universities indicated tendencies, orientations, or specializations specific to each institution in the distribution of its credits by areas.

# Results

## Distribution of the knowledge areas in the programmes of study

The analyses carried out offer a general overview of the distribution of the subjects of the Degree by areas.

**Table 3 shows the number of credits in absolute values and in percentages in relation to the total that each of the twelve universities studied dedicates to each block of areas: specific, related, transversal and applied.**

In the case of the specific areas, the breakdown by categories included in it is also offered, as well as its summary.

**Table 3**

*Credits by type of area*

University	PRO								AFI		TRA		APLI		TOTAL
	THE		MIDE		DOE		Total		V.A.	%	V.A.	%	V.A.	%	
	V.A.	%	V.A.	%	V.A.	%	V.A.	%							
UB	39	13.3	24	8.2	69	23.5	132	44.9	33	11.2	99	33.7	30	10.2	294
UGR	37.5	11.6	30	9.3	42	13.0	109.5	34.0	75	23.3	90	27.9	48	14.9	322.5
ULL	30	10.2	42	14.3	56	19.0	128	43.5	54	18.4	58	19.7	54	18.4	294
UV	39	14.1	42	15.2	37,5	13.6	118.5	42.9	51	18.5	67.5	24.5	39	14.1	276
UNIOVI	24	8.0	48	16.0	54	18.0	126	42.0	42	14.0	108	36.0	24	8.0	300
USAL	36	11.5	48	15.4	48	15.4	132	42.3	42	13.5	96	30.8	42	13.5	312
US	24	8.0	48	16.0	48	16.0	120	40.0	66	22.0	66	22.0	48	16.0	300
UMA	30	10.0	30	10.0	108	36.0	168	56.0	36	12.0	48	16.0	48	16.0	300
UDG	39	15.5	21	8.3	33	13.1	93	36.9	57	22.6	54	21.4	48	19.0	252
UPV	30	11.1	30	11.1	36	13.3	96	35.6	54	20.0	78	28.9	42	15.6	270
UNED	30	10.2	36	12.2	54	18.4	120	40.8	48	16.3	90	30.6	36	12.2	294
UAB	24	9.3	30	11.6	60	23.3	114	44.2	36	14.0	66	25.6	42	16.3	258
TOTAL	382.5	1.0	429	12.4	645.5	18.6	1457	42.0	594	17.1	920.5	26.5	501	14.4	3472.5

*Note.* PRO: Specific; AFI: Related; TRA: Transversal; APLI: Applied; THE: Theory and History of Education; MIDE: Research and Diagnostic Methods in Education; DOE: Didactics and School Organization; V.A.: Absolute Value.

The specific areas clearly prevail over the rest in number of credits in all the universities analysed, accounting for 42% of the total credits offered, a percentage that varies among universities from 34% at the UGR to 56% at the UMA. The transversal areas are the next most frequent block, since they represent 26.5% of the total of the subjects offered in the programmes, with a high rank among universities (20%). Related areas account for 17.1% of the total credits, with values that vary between the 11.2% offered by the UB and the 23.3% offered by the UGR. The applied areas account for 14.4% of

the data analysed, having a lower presence in the UNIOVI (8%) and reaching its maximum value in the UDG (19%).

Taking into account the breakdown of the block of specific areas, it can be seen how the DOE area predominates over THE and MIDE in the number of total credits offered, accumulating 18.6% of the total, compared to MIDE's 12.4% and THE's 11%. This trend is maintained in most of the twelve universities, with some exceptions, such as the UDG, which gives more weight to the THE area than to DOE and MIDE (15.5%, 13.1% and 8.3% respectively), or at USAL and US, which dedicate the same number of credits to MIDE as to DOE. The case that raises the greatest contrast is that of the UV, which reverses the trend, placing DOE in first and last place in number of credits. Table 4 allows a more specific reading of the different areas included in each of the blocks. In addition to the specific areas, which concentrate the highest figures of credits, the PRE category shows a high percentage (11.4%), somewhat higher even than one of the specific (THE). Although this data is not surprising, since a higher number of credits are dedicated to the subjects oriented to external internships than the rest of the subjects, a vertical reading by universities does show the great discrepancies observed between the number of credits dedicated to the practices between the different universities that vary from the 18 credits granted by the UB and the UNIOVI to the 48 offered by the ULL. This means a difference of up to 30 internship credits among students, depending on the university where they study.

**Table 4**

*Distribution of credits by areas of knowledge and universities*

UNIVERSITY		UB	UGR	ULL	UV	UNIOVI	USAL	US	UMA	UDG	UPV	UNED	UAB	TOTAL	%
SPECIFIC	THE	39	37.5	30	39	24	36	24	30	39	30	30	24	382.5	11
	MIDE	24	30	42	42	48	48	48	30	21	30	36	30	429	12.4
	DOE	69	42	56	37.5	54	48	48	108	33	36	54	60	645.5	18.6
RELATED	ANT	6	6	0	6	6	6	0	6	6	0	0	9	51	1.5
	PSB	6	24	6	10.5	18	12	30	12	15	12	18	6	169.5	4.9
	SOC	0	21	24	6	6	6	12	6	12	6	6	0	105	3
	ECA	6	6	6	4.5	6	0	6	6	6	0	6	6	58.5	1.7
	CIP	6	12	18	12	6	6	6	6	12	6	12	15	117	3.4
	FIL	3	6	0	12	0	0	6	0	0	0	6	0	33	1
	LEL	6	0	0	0	0	12	6	0	6	30	0	0	60	1.7
TRANSVERSAL	DEC	9	6	6	10.5	6	0	0	0	3	0	0	0	40.5	1.2
	NEE	15	18	20	9	18	18	12	6	15	24	24	6	185	5.3
	EDP	3	0	6	4.5	12	6	6	0	0	0	6	6	49.5	1.4
	EDE	15	6	0	0	24	6	0	0	9	6	6	6	78	2.2
	FOO	30	30	0	16.5	24	18	24	24	12	30	18	12	238.5	6.9
	ORE	6	18	6	6	6	18	18	18	6	12	12	6	132	3.8
	AXI	21	6	14	16.5	12	12	6	0	3	6	24	30	150.5	4.3
	FAM	0	6	6	4.5	6	18	0	0	6	0	0	0	46.5	1.3

UNIVERSITY		UB	UGR	ULL	UV	UNIOVI	USAL	US	UMA	UDG	UPV	UNED	UAB	TOTAL	%
APPLIED	PRE	18	42	48	31	18	36	42	42	30	30	30	30	397	11.4
	TFG	12	6	6	8	6	6	6	6	18	12	6	12	104	3
TOTAL		294	322.5	294	276	300	312	300	300	252	270	294	258	3472.5	100

*Note.* THE: Theory and History of Education; MIDE: Research and Diagnostic Methods in Education; DOE: Didactics and School Organization; ANT: Social Anthropology; PSB: Basic, Developmental and Educational Psychology; SOC: Sociology; ECA: Applied Economics; CIP: Political Science and Administration. Administrative Law; FIL: Philosophy; LEL: Language and Linguistics; DEC: Community Development; NEE: Educational Needs; EDP: Adult and continuing education; EDE: Specialised education; FOO: Training in organizations. Professional and labour insertion and career guidance; ORE: School guidance; AXI: Axiology; FAM: Family; PRE: External Internship; TFG: End of Degree Project.

Among related areas, PSI stands out, gathering 4.9% of total credits and having a presence to a greater or lesser extent in all the universities analysed. This, along with the CIP category, which accounts for 3.4% of total credits, are the only related areas with representation in all of the programmes of study analysed.

Within the transversal areas, FOO (Training in organizations). Professional and labour insertion and career guidance is the category with the highest number of total credits (6.9%), being represented in all the universities, with the exception of the ULL. This block's categories which are present in all universities are NEE and ORE.

It must be highlighted how, in addition to the discrepancies regarding the number of credits dedicated to the different areas, there is also no inter-university agreement on the inclusion or exclusion of certain areas. Thus, more than half of the areas (11 out of 20) are not represented in all of the universities.

A greater level of specification in the distribution of the credits of the specific areas is shown in Table 5, which specifies how they are organized in the different sub-areas. This breakdown allows us to observe how the TEH, MIE and DIC subareas, with 7%, 7.5% and 9.1% respectively, are the ones with the greatest presence within each area. In the THE area, the predominance of the TEH subarea is replicated in all of the universities. In the MIDE area, there are three exceptions to the pre-eminence of the MIE subcategory, specifically in the USAL, in the ULL and in the UAB, the subcategory with the greatest representation is EVP. In the DOE area, only the UAB grants a greater number of credits to DIO than to DIC.

**Table 5**

*Distribution of credits in absolute value by sub-areas of specific areas and by universities*

University	THE			MIDE			DOE		
	TEH	EDC	PES	MIE	DIE	EVP	DIC	DIO	TEE
UB	18	6	15	24	0	0	30	15	24
UGR	25.5	6	6	18	6	6	12	12	18
ULL	18	6	6	12	12	18	36	12	8
UV	27	6	6	36	6	0	18	6	13.5
UNIOVI	18	6	0	42	6	0	36	6	12
USAL	18	12	6	18	6	24	24	18	6

US	18	6	0	30	6	12	30	6	12
UMA	18	6	6	18	12	0	60	18	30
UDG	24	6	9	15	0	6	15	15	3
UPV	24	6	0	18	6	6	18	12	6
UNED	18	12	0	18	6	12	30	6	18
UAB	18	6	0	12	0	18	6	36	18
TOTAL	244.5	84	54	261	66	102	315	162	168.5
%	7	2.4	1.6	7.5	1.9	2.9	9.1	4.7	4.9

*Note.* THE: Theory and History of Education; MIDE: Research and Diagnostic Methods in Education; DOE: Didactics and School Organization; TEH: Theory and History; EDC: Comparative Education; PES: Social Pedagogy; MIE: Research Methods; DIE: Diagnosis in Education; EVP: Evaluation of programmes, centres, and teachers; DIC: Didactics and Curriculum; DIO: Direction, organization, and management; TEE: Educational Technology.

The segregation shown in Table 5 also allows us to observe how not all of the subareas are worked on in the programmes of study in all of the universities. This analysis also reveals each university's strengths within each area. Despite there being little difference compared to other programmes of study, the UV is the one that offers the most TEH credits. USAL and UNED stand out in EDC, offering twice as many credits as the rest of the universities (12 compared to 6). The UB grants 15 credits to the PES subcategory, left out in five of the universities. The ONIOVI is the university that grants the most MIE credits (42) while the ULL and the UMA are the ones that grant the most credits to DIE (12) and the USAL to EVP (24). In the DIC subcategory, the UMA clearly stands out, offering 60 credits in this sub-area, compared to the 36 offered by universities which are closest in the list. The DIO subcategory has the highest representation at the UAB and again the UMA offers the largest number of credits in the TEE subcategory (30).

The optionality indices shown in Table 6 show the percentage of credits of optional subjects present in each of the types of areas (and in the areas categorized as "specific"), indicating significant discrepancies between blocks and universities.

**Table 6**

*Index of optional subjects and number of optional credits by type of subjects and university*

University	PRO								AFI		TRA		APLI	
	THE		MIDE		DOE		TOTAL		V.A.	%	V.A.	%	V.A.	%
	V.A.	%	V.A.	%	V.A.	%	V.A.	%						
UB	6	15.4	6	25.0	21	30.4	33	25.0	3	9.1	45	45.5	0	0
UGR	6	16.0	12	40.0	18	42.9	36	32.9	24	32.0	54	60.0	0	0
ULL	6	20.0	6	14.3	6	10.7	18	14.1	6	11.1	36	62.1	0	0
UV	9	23.1	0	.0	13.5	36.0	22.5	19.0	9	17.6	31.5	46.7	0	0
UNIOVI	0	.0	18	37.5	6	11.1	24	19.0	12	28.6	54	50.0	0	0
USAL	12	33.3	18	37.5	12	25.0	42	31.8	0	.0	54	56.3	0	0

US	0	.0	24	50.0	24	50.0	48	40.0	30	45.5	42	63.6	0	0
UMA	0	.0	12	40.0	72	66.7	84	50.0	12	33.3	24	50.0	0	0
UDG	0	.0	3	14.3	3	9.1	6	6.5	0	.0	42	77.8	0	0
UPV	6	20.0	0	.0	0	.0	6	6.3	18	33.3	42	53.8	0	0
UNED	6	20.0	0	.0	12	22.2	18	15.0	18	37.5	42	46.7	0	0
UAB	0	.0	6	20.0	18	30.0	24	21.1	0	.0	36	54.5	0	0
TOTAL	51	13.3	105	24.5	205.5	31.8	361.5	24.8	132	22.2	502.5	54.6	0	.0

Note. PRO: Specific; AFI: Related; TRA: Transversal APLI: Applied; THE: Theory and History of Education; MIDE: Research and Diagnostic Methods in Education; DOE: Didactics and School Organization; V.A.: Absolute Value.

The applied areas, which are compulsory in all of the universities analysed, without exception, stand out above the others due to their absence of optionality. After those applied, related subjects are the ones with the lowest rate of optional subjects (22.2%) globally, even reaching zero at USAL, UDG and UAB and reaching the highest percentage at US (45.5%).

The specific areas have 24.8% optional subjects, which in turn varies between universities and areas. DOE is the specific area with the highest number of optatives (31.8%), compared to MIDE (24.5%) and THE, which is the specific area with the least optional subjects, with 13.3%.

The specific areas with the highest percentages of optional subjects coincide at a global level with those that offer the most credits in the programmes of study. The UMA and the US stand out with their high percentages of optional subjects in the DOE, 66.7% and 50% respectively, which contrasts with the UPV, which does not offer optional credits in this area, or with other universities such as the UDG, the ULL and the UNIOVI that offer less than a dozen. THE is the area with the least optional subjects, both globally and in most universities (with the exception of the UV and UPV), zero in five of the universities analysed.

The cross-sectional areas are those that show the highest optional subject percentages, this being 54.6% globally and exceeding 45% in all cases and even reaching 77.8 in the UDG.

## Academic trends of Degree implementations

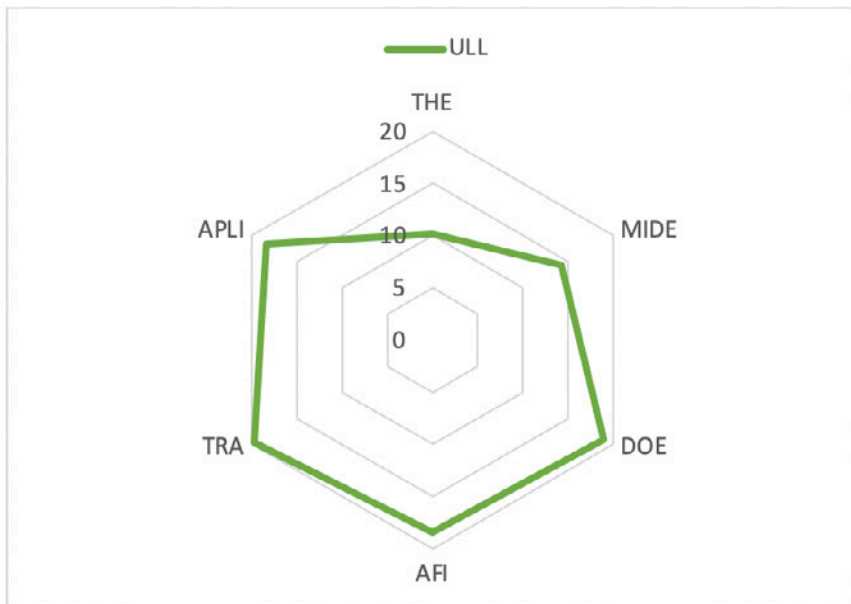
With the percentage data shown in Table 3 and the calculation of the typical deviations between types of areas and specific areas for the different universities, four tendencies or academic orientations were established in the programmes of study analysed: a) a trend towards a balanced type of training, b) a trend towards training with transversal or professionalizing programmes of study; c) a trend towards disciplinary programmes of study and d) a trend towards didactic programmes of study. Each of these are described below.

### Balanced

They are those programmes of study characterized by the fact that they show a trend towards equality between blocks and their specific areas, numerically evident in their low standard deviation between areas. These programmes of study offer students the possibility of acquiring initial training that addresses all areas equally and, therefore, they can develop holistic professional profiles. The most representative example of this trend in the programmes of study analysed is the ULL plan, whose standard deviation is the lowest in the sample (3.7%) and the relationship between areas is close to being proportional, generating a hexagonal shape which is close to being regular, in the radial graph shown in Figure 1.

**Figure 1**

*Radial graph of the ULL programme of study*



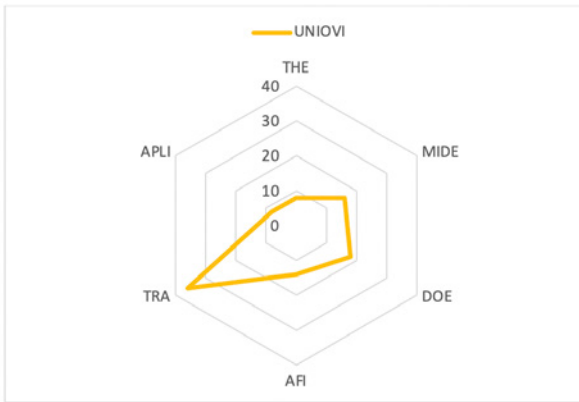
*Note.* AFI: Related; TRA: Transversal; APLI: Applied; THE: Theory and History of Education; MIDE: Research and Diagnostic Methods in Education; DOE: Didactics and School Organization.

## Transversal or professionalizing

They are characterized by their emphasis on cross-cutting areas, which are geared towards serving specific groups and contexts. They have a high percentage of optional subjects, which is why they allow a greater specialization of the pedagogy professional during their initial training, being able to generate professional profiles that veer towards the socio-community sector. The most outstanding example among the analysed plans is the one proposed by UNIOVI and its prominence in the transversal areas can be seen in Figure 2.

**Figure 2**

*Radial graph of the UNIOVI programme of study*



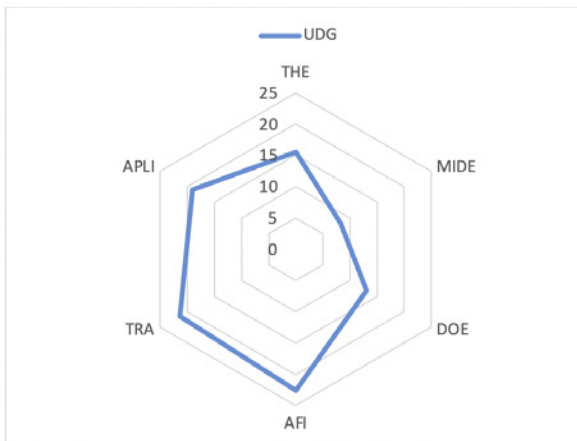
Note. AFI: Related; TRA: Transversal; APLI: Applied; THE: Theory and History of Education; MIDE: Research and Diagnostic Methods in Education; DOE: Didactics and School Organization.

## Disciplinary

These programmes of study stand out for their marked academic nature, emphasizing the knowledge areas related to pedagogy (psychology, sociology, etc.) and the more theoretical disciplines that surpass the rest in number of credits and have low or zero opt-in rates. These plans promote academic profiles that match the teaching in secondary and higher education and could be oriented to the field of research if they are accompanied by support in research methodology during initial training and are then strengthened with postgraduate studies. The case that comes closest to this profile among the programmes studied is that of the UDG and this is highlighted in Figure 3.

Figure 3

*Radial graph of the UDG programme of study*



Note. AFI: Related; TRA: Transversal; APLI: Applied; THE: Theory and History of Education; MIDE: Research and Diagnostic Methods in Education; DOE: Didactics and School Organization.

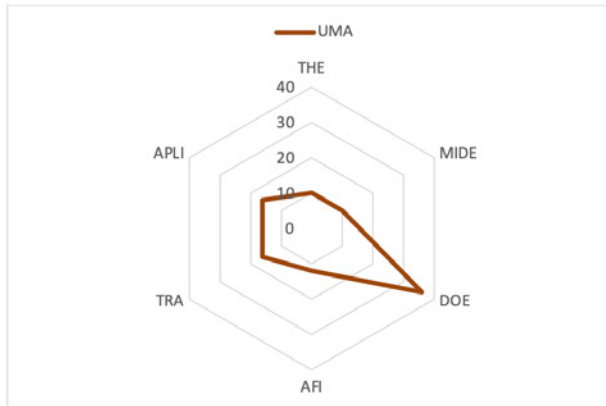
## Didactic



The programmes of study of this typology show their inclination towards their specific areas, emphasising didactic approaches and school organization and its included sub-areas (Didactics and Curriculum; Direction, organization and management; and Educational Technology). They are especially aimed at training professional profiles oriented to the school context. The UMA study plan is the most evident analysed case that displays this trend, as shown by the pointed vertex that points to DOE in the radial graph of Figure 4.

**Figure 4**

*Radial graph of the UMA programme of study*



*Note.* AFI: Related; TRA: Transversal; APLI: Applied; THE: Theory and History of Education; MIDE: Research and Diagnostic Methods in Education; DOE: Didactics and School Organization.

## Discussion and Conclusions

The identification of the four trends in the curricula of pedagogue training in Spain, serves the purpose of this research. The substantial differences found in the different types of programmes (balanced, transversal or professionalizing, disciplinary and didactic), reveal a different management of the different academic areas that undoubtedly influences the development or enhancement of different professional profiles depending on the institution in which they are trained. Therefore, there are different ways in which universities approach the training of pedagogues.

The diversity of approaches can be an advantage from the point of view of the choice of universities by the student body (which can consider different professional orientations) and in terms of professional specialization. However, unifying the programmes of study of the different universities would allow for more homogeneous training and would ensure common guidelines throughout the national territory. The absence of a common and unified criterion, in addition to the implications for professional practice in each of the autonomous communities, can make it difficult to validate, carry out stays and transfers of students within the national territory.

Delving further into the details of the analysis, another of the study's findings is that there is also no common criterion to determine the hours of external internships offered to the pedagogue (the figures vary between 18 and 48 credits). In spite of this, its importance for the development of professional skills is not in question (Cabezas et

al., 2017; Hernández & Casillas, 2017) and all of the institutions analysed offer a high number of credits in this subject, with some universities teaching more than twice as many practical credits than in others. However, they do have in common that in none of the universities is this subject optional, and neither is the End of Degree Project, which is a compulsory course (Pegalajar et al., 2020). As for the optional subjects offered by each university and which, due to their very nature, are not necessarily taken by all students, they help define and adjust the professional profiles of the pedagogue and even reinforce their professional identity (Escoto et al., 2014). The optional subject index shown in this study allows us to specify the influence that these subjects can have on the development of professional profiles.

There are several implications derived from this study. In the first place, it is presented as an opportunity for universities to review and improve the programmes of study for the Degree in Pedagogy in Spain, in order to develop the different professional profiles that will be demanded of graduates (Belmonte & Bernárdez-Gómez, 2020; Rodríguez-Sabiote & Quiles, 2004), as this study reveals the disciplinary emphasis and omissions in the universities analysed.

This upgrading and effort by the institutions would make it possible to introduce improvements in the profiles offered and, for example, give greater weight to areas such as technologies that demand constant professional updating for better professional practices (Peirats et al., 2018; Vargas-Murillo, 2019). In this sense, the results presented here can be a reference source when re-evaluating and adjusting the programmes of study, since they show both strengths and training shortcomings. Secondly, the up-to-date picture of the training of pedagogues offered by the curricula in the Spanish universities analysed in this study is a useful resource for students when choosing the university where they wish to study the Degree in Pedagogy. Knowing the trends at universities allows the student body to choose which university to study at in order to achieve a specific training profile. At a European level, one might wonder about the implications of these results for the mobility of professionals and the internationalization of degrees, especially when we take into account that these continue to be priority objectives for the consolidation of the EHEA. A Pedagogy programme of study more oriented towards European priorities would not only guarantee a development at the level of competences in accordance with current demands, but also a contribution to the internationalization of these professionals. The adaptation process of the Pedagogy degree could thus be analysed at the national level and also within the European framework, which provides an opportunity for change and improvement in the training of pedagogy professionals. A more accurate definition of these professional competency profiles by Spanish universities could help future students to define their professional career within a European and international context. Likewise, the trends identified can be used by universities to adjust the orientation that is intended to be given to training, with a more precise reading of the labour market, not only in Spain but also at the European level within the framework of the EHEA.

This process, certainly not exempt from debate and certain difficulties, may represent an opportunity to identify competency profiles more adjusted to current demands and that incorporate subjects in emerging areas such as, for example, in the area of technology or in the corporate sector. This would allow for the establishment of synergies between pedagogy professionals from different countries and a more flexible structure in the degree.

As limitations of this research, the size of the analysed sample can be pointed out, which is limited to the programmes of study of the Degree in Pedagogy in ten Spanish

universities included in the education sector shown in the Shanghai Ranking (2020). Another limitation of this study, common to any research that analyse academic documents, is that these, although they establish a valid frame of reference, may not faithfully reflect what ultimately happens in university classrooms (San Martín et al., 2015).

In short, it is expected that this study contributes and helps in the task of articulating and organizing the knowledge areas worked on by the pedagogy professional during their initial training, in line with the professional profiles that today's society demands.

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