ENGLISH FRIENDLY COURSES (EFC) 2024-2025
CAMPUS OF BIZKAIA

https://www.ehu.eus/es/web/bilboko-hezkuntza-fakultatea/mugikortasuna/ikasleak/visiting-students
Contact: magisterio-bi.internacional@ehu.eus

In addition to the general offer of courses taught in English, some Centers offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish or Basque, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English

English Friendly Courses taught in SPANISH:

FACULTY OF EDUCATION – BILBAO (354)				
COURSE	**SEMESTER[1]**	**CREDITS**	**SCHEDULE[2]**	**LINK TO SYLLABUS**
Common courses in Infant and Primary Education				
25029 Sociología de la Educación	1st	6	M	→
27576 Recursos para la Enseñanza y Aprendizaje de la Lengua y la Literatura	1st	6,5	M	→
Bachelor's Degree in Primary Education				
27598 Desarrollo de la Competencia Comunicativa - Lengua Castellana y Lengua Vasca en Educación Primaria I	1st	6	M	→
Bachelor's Degree in Social Education				
25882 Didáctica General	1st	6	M	→
27615 Análisis crítico de los medios de Comunicación	2nd	6	M	→
26280 **Comunicación y relación**	2nd	6	M	→
27607 **Organización instituciones**	1st	6	M	→

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[1] SEMESTER: Annual: September 2024 to May 2025
        1st: September 2024 to January 2025
        2nd : January 2025 to May 2025
[2] SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

English Friendly Courses taught in BASQUE:

FACULTY OF EDUCATION – BILBAO (354)				
COURSE	**SEMESTER³**	**CREDITS**	**SCHEDULE⁴**	**LINK TO SYLLABUS**
Common courses in Infant and Primary Education				
27586 Ahots Hezkuntza eta Kantua	1st	6	A	→
Bachelor's Degree in Infant Education				
25918 Zientzia Esperimentalak Haur Hezkuntzan	2nd	6	M	→
Bachelor's Degree in Primary Education				
27599 Eskola Inklusiboaren Oinarriak	1st	6	M	→
Bachelor's Degree in Social Education				
25882 Didaktika Orokorra	1st	6	M	→
26280 Hezkuntzarako Komunikazioa eta Harremanak	2nd	6	M	→

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³ SEMESTER: Annual: September 2024 to May 2025
          1st: September 2024 to January 2025
          2nd : January 2025 to May 2025
⁴ SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

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Universidad del País Vasco
Euskal Herriko Unibertsitatea

COURSE GUIDE	2024/25		
Faculty	354 - Faculty of Education - Bilbao	**Cycle**	.
Degree	GPRIMA31 - Bachelor's Degree in Primary Education (Trilingual)	**Year**	First year

COURSE

25029 - Sociology of Education	**Credits, ECTS:**	6

COURSE DESCRIPTION

This subject belongs to the basic training module of the Bachelor Degree in Primary/Child Education. The objective of that module is to make the student aware of the profession which he/she will access and of the environments in which he/she will work. Special attention will be devoted to the origin of the school as a social institution, its functions, its present and its future, as well as to the location of the teacher profession in the social environment. Furthermore, students will be expected to acquire knowledge and tools for analyzing, interpreting and understanding present-day society, and to be able to place the school in its historical, social and cultural context.

In order to do that, within the Sociology of education subject the following topics will be addressed: social institutions and structures; the socialization process; the education system as a social subsystem; social change affecting education; the sociology of classroom interaction, school organization and the curriculum; and the relationships between inequality and education (social class, gender, ethnic).

Within the subject the following basic skills of the Teacher Degree will also be developed: formulation and presentation of arguments, as well as problem solving, within the area of study; gathering and interpretation of relevant data in order to make judgements about social, scientific or ethic issues; public presentation of ideas, problems and solutions; and acquisition of habits and skills for autonomous and cooperative learning.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The objectives (competences) of the Sociology of Education subject are the following:
SC1: To understand the social dimension of human action and the basic concepts of Sociology.
SC2: To analyze the social dimension of education and its relationship with social structure and social change.
SC3: To understand in a critical way the social processes and determinants which influence educational practice.
SC4: To be able to recognize and understand instruments and practices which can influence educational processes, and to be able to make improvement proposals.
SC5: To be able to search, interpret and analyse critically social information related to education: documents and other secondary information sources.

Taking those competences, as well as the degree and module competences into account, these are the learning results expected from students:
LR1: The student understands the relationship between education and its social environment: social structures and institutions, social change. He/she is able to use sociological knowledge in order to critically analyze the main issues from present-day society affecting school and family education.
LR2: The student understands the social functions of education, mainly the functions, possibilities and limits of education in present-day society.
LR3: The student is able to recognize and understand social instruments and practices which can influence educational processes, and is able to make improvement proposals.
LR4: The student is aware of the effects of information and communication technologies upon education and is able to reflect critically about them.
LR5: The student is aware of the importance of gathering relevant information and of critically analyzing it in order to contribute to the improvement of any educational situation. He/she is able to gather, properly select, and correctly analyze and synthesize relevant information about education in different forms (documents, statistical information, etc.).
LR6: The student is able to adequately use reality observation and registration techniques; to interpret and analyze the data obtained; to critically reflect about those data; and to correctly elaborate a written report of analysis and conclusions.
LR7: The student is able to present information, ideas, arguments, problems and solutions in public.
LR8: The student has acquired habits and skills for autonomous and cooperative learning. He/she is able to work in teams with both responsibility and respect for the others, solving in a peaceful way the conflicts which may eventually arise.

Theoretical and Practical Contents

1. INTRODUCTION TO SOCIOLOGY. BASIC CONCEPTS. SOCIETY AND THE INDIVIDUAL. SOCIAL INSTITUTIONS. SOCIOLOGY AND EDUCATION
Sociology is presented as a discipline aiming at understanding and explaining the social dimension of human action. Attention focuses on the origins of Sociology and on the nature of the sociological perspective, as well as on its basic concepts and analytical tools. Finally, the main topics of the Sociology of Education are presented briefly.
2. SOCIALIZATION: BASIC CONCEPTS. SOCIALIZATION AGENTS.
The objective is to analyze socialization as the main process of individual development and social reproduction. Attention

focuses on education as a basic part of that process, and on the school as a socialization agency, in parallel with other agencies such as the family, the media and information technologies, and age groups.
3. EDUCATION SYSTEM AND SOCIAL STRUCTURE. THE EDUCATION SYSTEM AS A HISTORICAL AND SOCIAL CONSTRUCTION; EDUCATION AGENTS. EDUCATION AND SOCIAL CLASS. EDUCATION AND GENDER INEQUALITY. EDUCATION AND MULTICULTURALISM. EDUCATION AND WORK
The objective is to study the relationships between education and society (social institutions and structures, reproduction of society, social change). Special attention is devoted to the relationships between education and inequality in its different forms: economic, gender-related and cultural. Finally, we look at the relationships between education and work.
4. MICROSOCIOLOGY OF EDUCATION. INTERACTION IN THE CLASSROOM. CURRICULUM. SCHOOL ORGANIZATION.
Here we look at social processes internal to the school, with special attention to practices and relationships within the classroom.

Each lecturer can organize these topics differently.

TEACHING METHODS

Different methodologies will be used, the main one being project and problem-based cooperative learning. Priority will be given to students' autonomous work, work in teams and participatory strategies.

Specifically, students will carry out the following activities, in connection with the different modes of teaching:
1) Attendance and active follow-up of magisterial and practical sessions. In the magisterial sessions new concepts will be presented and illustrated which will then be put into practice in practical sessions.
2) Attendance, individual work and teamwork in practical sessions. In those sessions different types of tasks will be carried out, both individually and collectively, such as analysis of texts, readings, statistical information, and press news, as well as debates and public presentations. Those tasks are integrated into a full practical program for acquiring the skills and contents of the subject.
3) Specific questions or enquiries in tutorial time outside of class hours.

Apart from that, students will carry out an interdisciplinary project taking into account the theories and perspectives studied in the different subjects of the term (the so-called 'Role of teacher' or basic training or module)

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	36		24						
Horas de Actividad No Presencial del Alumno/a	54		36						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions   50%
- Exercises, cases or problem sets   15%
- Teamwork assignments (problem solving, Project design)   20%
- Oral presentation of assigned tasks, Reading¿   15%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous evaluation will be used, based on exercises and evaluation activities which will value student progress throughout the teaching period. Evaluation will be based on the following items:
a) A written exam about the theoretical contents of the course (between 40% and 60% of the final mark).
b) Practical and /or project-based work carried out throughout the course, including continuous work in the practical sessions in the classroom (between 20% and 45% of the final mark).
c) Interdisciplinary group project (between 15% and 20% of the overall grade).

In the beginning of the academic year, the lecturer will inform the students about the exact evaluation percentages which he/she is going to apply.

Students within the continuous evaluation system will have to pass both the written exam and the practical part.

Within the continuous evaluation system, if the value of the final exam is higher than 40% of the total mark, not doing that exam will bring about withdrawal from the evaluation call. In the value of the final exam is 40% or more and the student wants to withdraw from the evaluation call, he/she will have to let the lecturer know about that one month before the end of the teaching period of the subject at the latest. That communication must be done in written form and be handed to the lecturer.

Within the final evaluation system, global examination will be based on one or more exams and on one or several evaluation activities, which will be carried out within the official period of exams.

For students participating in the final evaluation system, not turning up for the exam will entail withdrawal from the examination call.

In general, and unless otherwise is explicitly stated, during the examinations use of books, written notes, telephones or any other type of electronic device is strictly forbidden in the University of the Basque Country premises (section 3.3 of Academic Ethics Protocol).

During examinations or in academic documents to be delivered in evaluation calls, plagiarism (i.e. copying someone else's ideas or work without citing the source and presenting them as if they were the student's own elaboration) will be considered as a dishonest and fraudulent practice (section 2.a of Academic Ethics Protocol).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In the extraordinary evaluation call the final evaluation system will be used. The grades obtained both in the practical part and in the interdisciplinary project by students who have followed the continuous evaluation mode, if they are above the minimum required limits, will be kept for the extraordinary examination call.

MANDATORY MATERIALS

The basic texts and materials will be available at the Faculty photocopy shop. Those texts and materials will be used for both theoretical and practical work. The detailed schedule of the course will be available at the university Internet website (eGela). Whenever necessary, complementary material will be also available at that website.

BIBLIOGRAPHY

Basic bibliography

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Detailed bibliography

Apple M, Ball, SJ & Gandin LA (2010). The Routledge International Handbook of the Sociology of Education. London: Routledge
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Ball, S (ed.) (2006). The Routledgefalmer Reader in Sociology of Education. London: Routledge.
Cole M (ed.) (2006). Education, Equality and Human Rights. London: Routledge, 2nd edition.
Musgrave, P. W. (1972). The Sociology of Education. London: Methuen & Co. Ltd.
Sadovnik, A.R. (ed) (2007) Sociology of Education: A Critical Reader. New York: Taylor & Francis Group

Journals

Inguruak
Revista de la Asociación de Sociología de la Educación
RES: Revista Española de Sociología
REIS: Revista Española de Investigaciones Sociológicas
RIS: Revista Internacional de Sociología
Papers
TEMPORA Revista de Historia y Sociología de la Educación

Web sites of interest

OCDE: PISA, TALIS, Education at a Glance: www.oecd.org/education
UNESCO: es.unesco.org
Eurostat: epp.eurostat.ec.europa.eu
Ministerio de Educación, Cultura y Deporte: www.mecd.gob.es
Instituto Nacional de Evaluación Educativa(Ministerio de Educación, Cultura y Deporte): www.mecd.gob.es/inee
Instituto de la Juventud: www.injuve.es
INE: Instituto Nacional de Estadística: www.ine.es
Fundación FOESSA (Fomento de Estudios Sociales y de Sociología Aplicada): www.foessa.es
CIS (Centro de Investigaciones Sociológicas): www.cis.es
Hezkuntza Saila (Eusko Jaurlaritza): www.hezkuntza.ejgv.euskadi.net
ISEI-IVEI: Instituto Vasco de Evaluación e Investigación Educativa (Hezkuntza Saila): http://www.isei-ivei.net/
Gazteen Euskal Behatokia - Observatorio Vasco de la Juventud: http://www.gazteaukera.euskadi.net
EUSTAT (Euskal Estatistika Erakundea): www.eustat.es
Acércate a la sociología: http://www.sociologicus.com
Asociación de sociología de la educación: www.ase.es
Ikuspegi Observatorio Vasco de Inmigración - Immigrazioaren Euskal Behatokia

OBSERVATIONS

Universidad | Euskal Herriko
del País Vasco | Unibertsitatea

COURSE GUIDE	2024/25

Faculty	354 - Faculty of Education - Bilbao		**Cycle**	.
Degree	GPRIMA31 - Bachelor's Degree in Primary Education (Trilingual)		**Year**	Fourth year

COURSE

27576 - Resources for Teaching and Learning Language and Literature	**Credits, ECTS:**	6

COURSE DESCRIPTION

Entrepreneurial and creative teachers must be kept informed of new educational resources, but also must become an expert user for classroom practice to be effective. Consistent with the minor in which this subject is enrolled, Curriculum and Resources, this subject aim is to put students of Early Childhood Education and Primary Education in contact with various resources and materials for teaching and learning language and Literature. Thus, it is expected that, at the end of this course, students will be able to develop an educational program.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Primary Education and Early Chilhood Education teachers are supposed to know how to select and utilize materials for the teaching of language and literature. Therefore, students in this subject will generate, through the analysis of the curriculum, selection and use criteria for existing resources and will develop the ability to create materials specific to the area of language and literature. It is expected that the manipulation of different methods will make future teachers reach a significant pedagogical competence.
Being a common minor for Early Childhood Education and Primary Education students, the applicability of the aspects treated will be diverse and its profitability will be tested through its experimentation. The learning results will be evident in the resolution of tasks both in group and individually. Therefore, collaborative competence, fundamental in educational context, will be a priority.

Theoretical and Practical Contents

- The educational framework of the Basque Autonomous Community: curriculum and methodological guidelines.
- Didactic programming and project-based learning. Innovation in the classroom.
- The focus on the multilingual development of the students.
- Materials for teaching language and literature in Early Childhood and Primary Education. Analysis criteria, classification and selection. The creation of materials. The literary text as a didactic resource.
- New technologies in the classrooms of Early Childhood Education and Primary Education. Multimedia resources. Taking advantage of the resources available on the network.
- The teaching of language and literature and values in education.

TEACHING METHODS

- Workshop methodology. All the tasks involved require a process of elaboration in classroom practices and an elaboration of a final product.
-Collaborative learning in small group.
-Critical analysis of resources and materials for use in the educational field.
-Experimentation in the classroom of Early Childhood and Primary Education.
-Innovation through the creation of materials.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	24	5	31						
Horas de Actividad No Presencial del Alumno/a	36	7,5	46,5						

Legend:
M: Lecture-based
GL: Applied laboratory-based groups
TA: Workshop

S: Seminar
GO: Applied computer-based groups
TI: Industrial workshop

GA: Applied classroom-based groups
GCL: Applied clinical-based groups
GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions   50%
- Exercises, cases or problem sets   10%
- Individual assignments   10%
- Teamwork assignments (problem solving, Project design)   30%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Due to the different realities of the center in which this subject is taught (different teaching modalities, number of students by different groups, culture, etc.), the evaluation system for this subject is as follows:

1. Continuous evaluation for students who meet and successfully complete all the tasks required.

2.- Students who cannot attend classes and who have their right recognized will have the option to take a final test formed by one or more exams and activities that imply global evaluation of the subject. This will be carried out at the end of the subject within the academic calendar marked by the center for the development of these tests (Regulation for the evaluation of students in official degree programs, articles 8 and 9).

3.-In any case, enrolled students will have the right to be evaluated through the final evaluation system, regardless of whether they have participated or not in the continuous assessment system. For this, students must submit to the faculty responsible for the subject a written waiver of continuous assessment, for which they will have a term of 9 weeks for the four-month subjects and 18 weeks for the annual ones, starting from the beginning of the semester or course respectively, according to the academic calendar of the center. The teaching guide of the subject may establish a longer period.

4.- It will be an essential requirement to pass the course a correct use of the language both orally and in writing.

5.- It will be a sine qua non condition to attend the seminars of the course. In case of not being able to attend, the students will have to do an assignment for each one of them. Otherwise, 0.5 will be subtracted from the final grade for each seminar not attended.

6.- This course is governed in accordance with the "Protocol on academic ethics and prevention of dishonest or fraudulent practices in evaluation tests and academic work at the UPV/EHU".
https://www.ehu.eus/documents/2100129/0/6.-+b%29+Protocolo+plagio+cas+-.pdf/11f13960-d46a-cf5a-ac13-ebfb5ad10acd

7.- In case that, due to sanitary conditions, the course is taught virtually, the evaluation system will follow the foreseen plan.Thus, the written exam, instead of being taken in person, will be taken online (through Egela), individually and in a virtual way.
There will be no alteration in the competencies that will be evaluated and it will be an eminently practical exam. Only contents studied throughout the course will be considered.

In order to successfully develop the online evaluation, a series of measures will be taken:

- It will be checked in advance that all students have a computer and a connection to the network.
- The Egela platform will be used since it is the one that has been used during the course.
- During the exam, they will be able to contact the teacher via Egela chat or Blackboard collaborate to resolve any doubts that may arise.
- Technical difficulties that may arise will be taken into account in order to make the duration of the exam more flexible.
- Students' opinions will be considered in order to improve the system used.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

(Regulation for the Evaluation of students in official degree programs, articles 8 and 9).
1.- Students who do not pass the subject in the ordinary call, regardless of the evaluation system chosen in it, will have the right to take the exams and assessment activities that make up the final assessment test in the extraordinary call.
2.- The evaluation of the subjects in the extraordinary calls will be made exclusively through the final evaluation system (exam).
3.- The final evaluation test of the extraordinary call will consist of as many exams and evaluation activities are necessary to be able to evaluate and measure the defined learning results, in a manner comparable to how they were evaluated in the ordinary call. The positive results obtained by the students during the course can be preserved. In the case of having obtained negative results through the continuous assessment carried out during the course, these results cannot be maintained for the extraordinary call, in which the students will be able to obtain 100% of the grade.

MANDATORY MATERIALS

- Textbooks for Early Childhood Education and Primary Education, specific to the area of language and literature.
- Complementary materials and resources in the network.
- Multimedia material.
- Digital whiteboard and other resources.
- Books of Children and Youth Literature

- Official Curriculum in force at the time of delivery.

BIBLIOGRAPHY

Basic bibliography

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Journals

EDUCAWIKI
@bareque. Revista de biblioteca escolar.
CLIJ
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Web sites of interest

http://www.isftic.mepsyd.es/profesores/
http://www.educared.net
http://web.educastur.princast.es/proyectos/coeduca/
http://bidoc.ub.es/pub/bescolar/recursos/recursos_frames_sp.htm
http://www.tic-lectoescritura-nee.net/averroes/publicaciones/lectura/bibliote.pdf
www.mec.es/cide

OBSERVATIONS

COURSE GUIDE 2024/25

Faculty	354 - Faculty of Education - Bilbao	Cycle	.
Degree	GPRIMA31 - Bachelor's Degree in Primary Education (Trilingual)	Year	First year

COURSE

27598 - Development of Communicative Competence - Spanish and Basque Language - in Primary Education I	Credits, ECTS:	6

COURSE DESCRIPTION

This subject focuses on the basic concepts of formal linguistics and pragmatic orientation, in order to use them as an instrument for analyzing the use of language in communication. Emphasis is placed on his projection for language teaching.
The development of the linguistic mastery of future teachers should be based on the systematic observation, production, and analysis of own and other people's texts, especially of the academic related discursive genres. This work with conceptual parameters and understanding strategies will enrich the communication process.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

A) Analyze, process and produce different texts present in the academic field.
B) Participate in collective activities, through cooperative and individual work.
C) Acquire greater linguistic competence in the two official languages (Basque & Spanish).

Theoretical and Practical Contents

1. Basic concepts for the analysis and production of speeches and texts:
1.1.-Language, language and communication
1.2.-The communicative competence
1.3.- The speech
1.4.-The levels of discourse analysis
2. Comprehension and production of oral and written texts, specifically addressing the most common discursive genres in academia:
2.1.- Oral academic texts: presentations, oral exams, discussions ...
2.2.- Written academic texts: notes, reviews, papers, practice reports.

TEACHING METHODS

• Individual and / or team work
• Guided and / or autonomous learning

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	24	5	31						
Horas de Actividad No Presencial del Alumno/a	36	7,5	46,5						

Legend:
M: Lecture-based
GL: Applied laboratory-based groups
TA: Workshop

S: Seminar
GO: Applied computer-based groups
TI: Industrial workshop

GA: Applied classroom-based groups
GCL: Applied clinical-based groups
GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions   26%
- Oral defence   26%
- Exercises, cases or problem sets   32%
- Trabajo interdisciplinar de Módulo   16%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Due to the different students’ needs and contexts (different teaching modalities, number of students by different groups, modular work of each center, culture, etc.), the evaluation system of this subject is as follows:
1. Continuous grade for students who complete the work in charge.
• Written exam
• Realization of practices (exercises, cases or problems).
• Individual task.
• Teamwork

• Presentation of works, readings...
1: In the continuous evaluation, it will be necessary to have all the tasks of the subject passed in order to pass the subject.
2.- Students who cannot attend classes and who have their right recognized will have the option of taking a final test. This will be carried out at the end of the subject within the academic calendar that marks the center for the development of these tests (Regulatory regulations for the Assessment of students in official Degree degrees, articles 8 and 9).
Note 2: The percentage evaluation fee will be 52% for the final test and 48% for the rest of the activities (individual works, in groups, work exhibitions ...). In the case of students who cannot attend a class, the percentage value of the final written test will be 100%. In addition, it must be taken into account that in both cases 16% of the grade corresponding to the interdisciplinary work of the module.
3.-The final evaluation system contemplates the possibility of evaluating the learning results through a test carried out by one or more exams and activities of global evaluation of the subject that will be carried out during the official exam period.

Exceptionally, this evaluation system may include activities throughout the course, aimed at assessing learning outcomes that in any way can be evaluated in the test established in the official exam period. These activities must be explained in the teaching guide of the subject with its weighting and must have the approval of the department.
When this occurs, the department must ensure that in the test during the official exam period, the greatest possible part of the program is evaluated and students are allowed to obtain the highest possible percentage of the total grade for the subject.
4.- It will be an indispensable requirement to pass the subject a correct use of the language both orally and in writing.To enroll in the Primary Education Degree in the Basque Autonomous Community, it is mandatory to have a B2 level of Basque language. Upon graduation, a C1 level will be recognized, which means that the degree will be equivalent to a C1 level in the public sector of this community. Therefore, students must have a minimum B2 level in the first-year courses, both in oral and written communication.
Note: The following official protocol of the UPV / EHU on the academic ethics of dishonest or fraudulent practices will be applied both in the evaluation tests and in the academic works: https://www.ehu.eus/es/web/graduak/normativa/protocolo-etica-academica

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

(Regulatory regulations for the evaluation of students in official degree degrees, articles 8 and 9).
1.- Students and students who do not pass the subject in the ordinary call, regardless of the evaluation system chosen, will have the right to take the exams and evaluation activities that configure the final evaluation test of The extraordinary call.
2.- The evaluation of the subjects in the extraordinary calls will be carried out exclusively through the final evaluation system.
3.- The final evaluation test of the extraordinary call will consist of as many exams and evaluation activities as necessary to be able to evaluate and measure the defined learning results, in a manner comparable to how they were evaluated in the ordinary call. The positive results obtained by the students during the course can be preserved. In the case of having obtained negative results through the continuous evaluation carried out during the course, these results cannot be maintained for the extraordinary call, in which the students can obtain 100% of the qualification.

MANDATORY MATERIALS

-Computer
-Audiovisual materials
- Textbooks, texts produced in exams, notes, reviews, papers, audio or video recordings.

BIBLIOGRAPHY

Basic bibliography

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-CALSAMIGLIA, Helena, y TUSÓN, Amparo (1999) Las cosas del decir. Manual de análisis del discurso. Barcelona. Ariel.
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Detailed bibliography

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-VILÀ, M. (coord..) (2005) El discurso oral formal. Contenidos de aprendizaje y secuencias didácticas. Barcelona: Graó.

-VV.AA (2009) Lectura y escritura de textos académicos. (Monográfico) Textos nº 50.

-VV.AA (2004) Reflexión sobre la lengua (Monográfico) Textos nº 37.

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Cuadernos de Pedagogía
Hik Hasi
Ikastorratza
IVAP
Lenguaje y textos
Tantak
Textos de la Lengua y Literatura
Fontes Linguae Vasconum
Euskera
Jakingarriak
Signos
Aula de Innovación Educativa

Web sites of interest

https://euskaljakintza.com/
https://euskaljakintza.com/baliabideak
https://www.ehu.es/euskara-orria/euskara/ereduzkoa/
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OBSERVATIONS

COURSE GUIDE	2024/25

Faculty	354 - Faculty of Education - Bilbao	**Cycle**	.
Degree	GESOCI30 - Bachelor`s Degree in Social Education	**Year**	Second year

COURSE

25882 - General Teaching	**Credits, ECTS:**	6

COURSE DESCRIPTION

The subject is located in module 3 of the foundation of educational processes. This module aims to bring students closer to the framework, structure and meaning of educational processes in both formal and non-formal settings, studying them from a perspective of maximum diversity, breadth and interdisciplinarity. The analysis will be developed from the micro levels (classroom, teams, individualized interventions, tutorials, work with small groups) to the macro levels (services and institutions), integrating perspectives that overcome situations of social and educational exclusion, stimulating inclusive cultures and practices. .

The five subjects that make up this module support the student in the following directions. The subject of General Didactics introduces you to the knowledge and analysis of the teaching and learning processes, and the specific ways of organizing them; Educational and Social Guidance, for its part, provides a series of resources and tools, aimed at the different agents, which serve as support for the teaching and learning processes; Educational Psychology studies the changes that occur in the behavior of the subjects as a consequence of the teaching-learning processes, making visible the psychological variables that have a greater incidence on them; Organization and Management of educational processes, services and institutions allows us to delve into the structure and dynamics of educational entities in order to favor the educational processes that take place in them; finally, the subject of Inclusion and Exclusion Processes relocates the previous dimensions within a framework that highlights situations of inequality and seeks perspectives that help build more cohesive and integrated social fabrics that are committed to human development.

The AIM of this module is developed using the ABP/PBL methodology, it consists of approaching a real educational process before which a written document and also an oral presentation will be presented.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

1) Analyze the characteristics and scope of Didactics, and differentiate it from other Educational Sciences 1.1. Contrast sources of information and use reliable data
1.2.Identifies the characteristics of didactics and places them in social education

2) Understand the theoretical foundations of Didactics to argue meaningfully about the processes of teaching and learning
2.1. Select the appropriate information based on scientific and ethical indicators
2.2. Uses reasoned and theory-based arguments from criticism
3) Know the characteristics of the teaching-learning processes and thus be able to elaborate critical reflections
3.1. Takes into account and values social and collective needs
3.2. Realistically assesses the methodological actions that can be carried out with existing resources

4) Know the basic elements and phases of teaching planning, and apply them in their different practical fields
4.1. Relates and differentiates the phases of the intervention and the elements of the DU coherently
4.2. Has taken into account inclusion and diversity in the design of the teaching-learning process
4.3. It is explained and communicated clearly in the presentation managing time

5) Solve alleged educational problems and make professional decisions based on them
5.1 Intervene ethically and realistically on educational-social problems
5.2. Proposes positive solutions from the sections worked on in theory
6) Actively participate in the work groups fulfilling the commitments acquired
6.1. Contributes to the interaction and coexistence of group members
6.2 Has maturely managed potential group conflicts

7) Maintain a positive attitude and constant improvement
7.1. Actively participate in class
7.2. Show a respectful attitude

8) Show a creative and innovative spirit when designing actions and seeking solutions to supposed educational problems
8.1. Make professional and reasoned decisions by fostering imagination
8.2. Introduce innovative elements in interventions

Theoretical and Practical Contents

1. Fundamentals of Didactics. In this topic, the basic concepts of Didactics are defined and interpreted, which will be fundamental instruments throughout the course and the career.

2. Teaching and learning in education. In this topic, the teaching-learning processes are analyzed and characterized as the fundamental axis of Didactics.

3. Socio-educational intervention: instruments for planning or analysis. In this topic, the instruments to structure the socio-educational intervention are studied and interpreted, both in formal education and in social education.

4. Development of the curriculum - development of the project: fundamental elements. This topic delves into the theoretical and practical analysis of each of the main elements that articulate the instruments of socio-educational planning.

5. The evaluation. This topic underlines the importance of evaluation as an instrument for improving the program and the socio-educational context in which it intervenes.

6. Innovation. This topic analyzes the concept of innovation and delves into the theoretical-practical relationship between intervention, evaluation and innovation as the axis to stimulate adaptation to social demand and continuous improvement.

TEACHING METHODS

The methodological strategies to be used will be different:
a) reading and analysis of articles and/or books
b) participatory lecture explanations
c) analysis of professional assumptions through different methodologies Individual work will be continuously combined with group work.
The students will carry out various deliverables: written documents on specific aspects of the subject, reports, group work, portfolios.

In the case of blended or online methodology (due to COVID-19), we will work on the readings, videos, the explanations of the teacher and the students, the teamwork... that the subject requires for its development and for the work of the competitions, through eGela, where we will be available if the situation so requires.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	36		24						
Horas de Actividad No Presencial del Alumno/a	54		36						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

 - Continuous evaluation
 - End-of-course evaluation

Evaluation tools and percentages of final mark

 - Written test, open questions   30%
 - Exercises, cases or problem sets   25%
 - Teamwork assignments (problem solving, Project design)   30%
 - La nota final de la asignatura será la suma de las notas obtenidas en cada forma de evaluación, con la condición de que en cada prueba se obtenga una nota mínima de un cinco. Las calificaciones obtenidas en la primera convocatoria (Mayo-Junio) se conservarán hasta la segunda (Julio) con el fin de realizar, una vez superadas todas las pruebas, el sumatorio de las mismas. Esto sólo se realizará durante el primer año de matriculación en la asignatura.   15%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

- Continuous evaluation system
- Final evaluation system

TOOLS AND RATING PERCENTAGES
- Written test to develop 30%
- Carrying out practices (exercises, cases or problems) 25%
- Teamwork (problem solving, project design) 30%
ORDINARY CALL: GUIDELINES AND WAIVER OF ASSESSMENT SYSTEM FOR ON-SITE STUDENTS
Mixed evaluation system

- CONTINUOUS ASSESSMENT (FORMATIVE)
. Carrying out practicals in the classroom: 2.5 points on the final mark
. Group work: 3 points on the final grade
. Interdisciplinary module activity (AIM): 1.5 points on the final grade
. Final written defense: 3 points on the final note
It will be essential to pass each and every one of the elements evaluated to consider the subject approved, except the AIM.

Evaluation criteria
- Delivery of tasks within the designated period and follow-up of the requirements given in the realization and presentation of the same.
- Correct use of formal written language (absence of spelling mistakes; correct grammatical structure; use of terminology appropriate to the discipline). Adequate presentation of the bibliography, following the indications of the APA VII edition regulations.
- Give relevant information, justifying and reasoning the ideas expressed.
- Completion of all agreed tasks and participation in classroom activities.
- Use of ethical keys, gender perspective and social responsibility in the content of their work.
- Individual and group reflection on the process followed, the learning acquired, the difficulties encountered and the personal contribution to the final product, from a social education point of view.
formative assessment
- Feed-back by correcting the tasks.
- Tutorials.
- Self-evaluation and co-evaluation.

STUDENTS WHO ARE NOT GOING TO ATTEND CLASS AND WANT TO GIVE UP THE CONTINUOUS ASSESSMENT
Procedure: Students who are subject to continuous assessment and want to renounce it must notify the faculty in writing, before 9 weeks have elapsed, from the beginning of the semester.
Evaluation system
- Interdisciplinary module activity (AIM): 15% of the final grade
- Final test: 85% of the final mark Evaluation criteria
- The same evaluation criteria will be used as for face-to-face students.

STUDENTS WHO WANT TO WITHDRAW THE ORDINARY CALL
Procedure: It is enough with the non-presentation of the students

Article 12.2.- Waiver of the call
2.- In the case of continuous assessment, if the weight of the final test is greater than 40% of the grade for the subject, it will suffice to not take said final test so that the final grade for the subject is not presented or not. presented. Otherwise, if the weight of the final test is equal to or less than 40% of the grade for the subject, students may waive the - call within a period that, at least, will be up to one month before the date of end of the teaching period of the corresponding subject. This resignation must be submitted in writing to the teaching staff responsible for the subject.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EXTRAORDINARY CALL: GUIDELINES AND RESIGNATION OF STUDENTS WHO HAVE NOT PASSED THE CONTINUOUS ASSESSMENT
The note will be kept for students who have approved a section in the ordinary call and will only have to carry out those works that have been suspended or pending delivery.
STUDENTS WHO HAVE WITHDRAWN THE ORDINARY CALL
Evaluation system
- interdisciplinary module activity (AIM): 15% of the final mark
- Final test: 85% of the final mark
STUDENTS WHO WANT TO WITHDRAW THE EXTRAORDINARY CALL
Procedure: it is enough with the non-presentation of the students

MANDATORY MATERIALS

See in the Moodle platform in the corresponding course

BIBLIOGRAPHY

Basic bibliography

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Stoll, Louise y Otros (2004): Sobre el aprender y el tiempo que requiere : implicaciones para la escuela. Barcelona:Octaedro.

Journals

Aula de innovación educativa
Cuadernos de Pedagogía
Hik Hasi
Revista iberoamericana de Educación
TANTAK

Web sites of interest

Educación Social www.eduso.net
Programa Educación en la Red: http://www.educared.net
Red académica y de investigación: http://www.rediris.es/recursos/
Revista de Educación INCE. www.revistaeducacion.mec.es/
Revista Educación Social http://www.peretarres.org/revistaeducacionsocial/

OBSERVATIONS

In the subject guide that is uploaded to Egela there is a further development of the entire work process in the subject.

Description and Contextualization of the Subject

This subject contributes to the academic and professional profile of the social educator, deepening the knowledge and operation of the media of social communication and their influence as mediating agents in the construction of social representations. It aims to increase the autonomy of the subjects in the face of the messages of the media and teach how to use them without allowing themselves to be used by them. For this, concepts, skills, procedures and values that enable true media literacy (educate in the media?) Are systematically worked on. It also aims to present the media as mediation instruments to intervene in relation to various problems in the field of social education (educating through the media?).

Competencies/learning results of the subject

1. Analyze the possibilities of using the Social Media as agents of Social Education and identify situations that require educational responses in relation to the Media.

2. Know and understand the theoretical framework in which education in the Media is developed, as well as the keys and specific language of the television medium

3. Analyze Media documents, identifying the determining factors of the issuer, the techniques and codes used for the construction of the messages and the underlying implicit values.

4. Analyze the aims and social function of TV, assess its influence as an instrument of socialization and cultural penetration, as well as the existence of differential profiles in relation to its nature as a public service or private company.

5. Know the different dimensions of Advertising as a communicative discourse for persuasive purposes and discriminate the advertising formats based on the strategies and formal resources used.

6. Analyze advertising messages and design activities that help an advertising emancipation of the subjects from the analysis of various methodological proposals to critically analyze advertising.

7. Design, apply and evaluate socio-educational intervention programs and strategies in relation to the Media.

8. Develop a balanced attitude of critical acceptance of the possibilities and limitations of the Media.

Theoretical-practical contents

1. The ethno-cultural "otherness"; Who is the other and how is it built through the Media ?. What is reality?

2. The media as agents of social education The influence of the MM CC in the construction of social representations. Inform and communicate. Communication and development. Communication styles of social organizations. Justification of the need to intervene in relation to education in the MM CC.

3. Theoretical framework of Education in the Media. The sources the origins and the determining factors of the constructions of the Media. Techniques and codes used in the construction of the messages. Mechanisms of reception and behavior of audiences: from the study of audiences to reception studies.

4. Keys to understanding television discourse and keys to educating in the medium. Sensory hyperstimulation, fragmented vision of reality, mosaic culture, modification of mental processes, affective responses, sense of immediacy and impatience. The language of TV: verbal and iconic resources and their rhetorical use. TV as an agent of socialization. Some proposals to intervene educatively in relation to this medium.

5. The advertising discourse and its pragmatic purposes. Evolution of the concept and the ways of advertising. Some keys to understanding current advertising. Advertising and iconicity. The publicist and his strategies. The consumer as a recipient of advertising. Advertising typologies. Methodological proposals for the critical analysis of advertising. Activities for an advertising emancipation. Counter-advertising.

6. Social Education and the Media The Media as mediation tools to address social problems. Analysis of good practices in the use of the media with different groups in the field of social education.

7. Changes in digitization in the Audiovisual Media Convergence of media and increased competition. Audience fragmentation. New ways of seeing and consuming media: the new screens. The simplification of speeches in favor of images. The potential of technologies: strengths and weaknesses. The digital divide: info-rich and info-poor.

Methodology

The explanations by the teacher will be combined with the group and individual work of the students. Both require the active participation of students, collaborative action, reflection on the contents, as well as responsibility in the learning process itself. The classroom sessions will be directed to the

understanding and integration of the essential contents of the subject and the learning will be oriented to the development of the specific competences and the module.

SUBJECT WORK PLAN

Theoretical Program:

- Teacher presentations

- Individual reflective reading and sharing of different academic and media documents.

Internship Program:

- Carrying out various tasks that involve the use of theoretical frameworks to carry out critical analysis and reception processes and alternative production.

Evaluation systems

Final Evaluation System

Tools and grading percentages:

Written test to be developed (%): 40

Teamwork (problem solving, project design) (%): 40

Exhibition of works, readings... (%): 20

Ordinary Call: Guidelines and Resignation

Students who regularly attend class will be subject to continuous evaluation from the completion and presentation of the assigned tasks. This evaluation will be completed with a final test. The evaluation instruments and their weighting are specified below:

- The set of reports, works and presentations on the different tasks carried out, (individual and in groups): 50%

- Knowledge test (individual): 35%

- TIM/DAL: 15%

Attendance at lectures and appropriate and participatory classroom practices and attitudes in both sessions will count as part of the general attendance.

To pass it will be necessary to pass each and every one of the parts that make up the assessment of this subject.

Students who, due to their work situation or others equally recognized by the UPV / EHU, cannot regularly attend class must individually carry out the different tasks scheduled for the subject, as well as the common final exam planned for all.

NOVELTIES IN THE REGULATORY REGULATION OF STUDENT ASSESSMENT

For students who normally attend class and carry out the assigned work, the final grade for the course will depend on the result of the final exam and the overall assessment of the work done by the student during the course of the course. To pass the course, it will be an essential requirement to pass each of its parts (with the exception of the TIM). In all cases, a correct and adequate use of the language will be required.

As previously indicated, as a complement to the subject, students will carry out an Interdisciplinary Module Assignment (TIM), and this assignment will be worth 1.6 points. The characteristics of the evaluation of said work will be specified in the Module Guide.

FINAL EVALUATION:

Students will have the right to be evaluated by means of a final evaluation if they have not been able to carry out a continuous evaluation. In order for the student to be eligible for this final evaluation.

Extraordinary Call: Guidelines and Resignation

Failure to appear for the ordinary exams will automatically imply the need to take the extraordinary exam.

The same criteria will be used as in the ordinary call.

Mandatory materials

In order to carry out the different scheduled tasks, the students will have a dossier of articles and audiovisual documents that will be available in the egela of the subject.

Bibliography

Ambrós, A. y Breu, R. (2011) 10 ideas clave. Educar en medios de comunicación. Barcelona:GRAÓ

Aranzabal Minguez, A. (2012) Televisión pública: transformación. Financiación y democracia. San Sebastián: Hariadna.

Ardevol, E Y Manterola, N (coord.) (2004) Representación y cultura audiovisual en la sociedad contemporánea. UOC.

Bernaola, I., Adrover, M. y Sanchez-Chiquito, J.M. (2011) Programas informativos y de opinión en televisión. Madrid: Síntesis

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Silverstone, R (2004) ¿Por qué estudiar los medios? Buenos Aires: Amorrortu.

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Aznar, H. (2005) Ética de la comunicación y nuevos retos sociales. Barcelona: Paidós. Bustamante, E. (coord.) (2004) Comunicación y cultura en la era digital (Industrias, mercados y diversidad en España). Gedisa.

Cebrián, M. (2004) Modelos de televisión: generalista, temática y convergente con Internet. Paidós.

Cubells, M. (2005) Mentiras en directo: La historia sereta de los telediarios. Península.

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Erro, J. (2002) Comunicación, Desarrollo y ONGD. Hegoa.

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Revista ZER Aldiskaria. www.ehu.es/zer/

TELOS. Cuadernos de comunicación, tecnología y sociedad. Madrid. www.campusred.net/telos

PUEBLOS. Revista de información y Debate. Paz con dignidad. Madrid. http://www.revistapueblos.or

Direcciones web

www.pressnetweb.com Periodistas, Periodismo y Medios de Comunicación en Internet

www.crisinfo.org Communication Rights in the Information Society

www.indymedia.org Independent Media Center

www.hegoa.ehu.es Instituto de Estudios sobre Desarrollo y Cooperación Internacional

www.aideka.tv/ AIDEKA. Asociación de profesionales de la Comunicación

www.airecomun.com Asociación de Educomunicadores

www.oeti.org Observatorio Europeo de Televisión e Infancia.

Communication and Educational Relations

DESCRIPTION AND CONTEXTUALISATION OF THE SUBJECT

The subject is part of Module 2 - Educational Professions. This module aims to promote knowledge and identification of the characteristics of the different educational professions, i.e., what the different educational professionals (teachers, pedagogues and social educators) do and how they construct their professional work, so that students develop the skills needed for their future career.

This module integrates the theoretical conceptualisation of education, together with some important aspects of the current educational profession, such as human rights, professional ethics and the international perspective, stemming from European convergence. On the other hand, group work and interpersonal communication provide core dialogical practices in the profession, which are necessary to build a professional identity.

Five subjects are proposed that develop different aspects of knowledge about the educational professions as follows:

, Pedagogy: educational theories and institutions address the theoretical foundations of education and the tradition on which the different practices are based; Human Rights & Social Policies, and Educational Legislation & the International Perspective delve into the study of the regulatory field regulating the systems in which professionals intervene, their implementation in policies and the approach to good professional practice. Finally, Identity & Professional Development, and Communication & Educational Relations deal with the human dimension of the educational professions from an ethical, communicative and gender perspective, which are basic hallmarks for professionals in this field.

The AIM consists of the elaboration of a report on educational situations or problems and the establishment of argued responses.

COMPETENCIES / LEARNING OUTCOMES OF THE COURSE

The subject competencies are:

1. Visualise the core elements of communication in simulated educational situations.

2. Take into account the facilitating elements and barriers to communication in socio-educational work.

3. Generate intervention strategies that create shared communicative contexts.

4. Use communicative skills and abilities to work with others and in a team.

5. Express one's own ideas and arguments in a justified manner and within a framework of respect for others in any training situation that is proposed.

6. Devise relational contexts adapted to different socio-educational situations.

THEORETICAL-PRACTICAL CONTENTS

1. Educational relations and communication: meaning and conceptual clarification.

- Approach to the conception of educational relationship and communication in current societies and in institutional frameworks.

- Communication as a means and an end in socio-educational relationships: historical evolution, communication-information, the interpersonal, group, institutional and community perspective.

- The relationship in different contexts of socio-educational intervention: meaning and role of educators in their interaction with people, groups and professionals.

2. Relationship and communication processes in educational contexts.

- Verbal and non-verbal communication.

- Communication styles.

- The value of listening in education.

3. Establishing affective links in educational relationships and communication.

- Emotion in communication.

- Facilitating elements and barriers in communication processes.

- Ways of making interpersonal relationships in education concrete ("you to you" relationship).

- Communication skills.

- Humour in the educational relationship.

4. Group work in educational processes (belonging to educational groups and teams).

- The sense of role, structure and task in group dynamics.

- Leadership in groups.

- Analysis and understanding of group dynamics: beyond what we see and say.

5. Techniques and strategies and communication/relational skills (Transversal. To be carried out for experiential work).

- Techniques and professional skills for the analysis and improvement of educational communication/relationships.

METHODOLOGY

Different methodological strategies will be used:

(a) Reading and analysis of articles and/or books.

b) Participative lectures.

c) Analysis of professional cases using different methodologies.

Individual and group work will be continuously combined.

Students will produce various deliverables: written documents on specific aspects of the subject, reports, portfolios.

As required, the readings, videos, teacher explanations, student explanations, student team work, etc. for the development of the subject and for the work on student skills will be handled through the eGela.

The subject 'Organisation and management of educational processes, services and institutions' is included in the training plan for students of the Bachelor's Degree in Social Education and Pedagogy, specifically as part of module 3: 'Foundations of educational processes', corresponding to the second year of the degree programme.

This subject allows for an in-depth study of more structural aspects of educational entities with the aim of favouring the educational processes that take place in them. For this reason, the contents of the subject will develop competences in the organisation, management and direction of educational processes and services in different social and cultural contexts.

The contents of the subject will develop competences in the organisation, management and direction of educational processes and services in different social and cultural contexts.

Educational organisations in society

Definition of the basic functions of socio-educational organisations in the society

Institutional projects

Analysis of the institutional plans of organisations

Organisational structure and dynamics

Structure and dynamics in relation to human, material and functional resources

Relational system in socio-educational organisations

Development of competences linked to internal and external relations in educational organisations.

Leadership and management processes

Study of leadership and management processes in educational centres, focusing on issues related to institutional leadership.

Climate, culture and conflict in organisations.

Analysis of the concept and the most important factors that influence the climate and the construction of culture in socio-educational organisations.

The proposed task is carried out with the aim of promoting all-round development. To this end, students will have to construct their own learning, in an environment where their critical capacity, reflection and dialogue are encouraged, both in small and large groups. In order to facilitate this process, the methodology to be followed will be varied and will seek to create opportunities for active participation. Likewise, it will be based on the commitment of the students and the possibilities offered by cooperative work to promote a positive and critical attitude.

The methodological strategies used in the course will be based mainly on case studies, collaborative work and lectures.

COURSE GUIDE 2024/25

Faculty	354 - Faculty of Education - Bilbao	**Cycle**	.
Degree	GPRIMA31 - Bachelor's Degree in Primary Education (Trilingual)	**Year**	Fourth year

COURSE

27586 - Voice training and singing	**Credits, ECTS:**	6

COURSE DESCRIPTION

The purpose of this course is to introduce students to the knowledge and procedures of the area of Physical Education for intervention in the educational field. It studies the different
different areas of content associated with the subject: motor and expressive
 abilities and their development at school age. And from there, methodologies, strategies and procedures that bring students closer to the reality of programming in the classroom.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- To develop the school curriculum of Physical Education.
Students will be able to interpret and apply the current school curriculum, programming and developing practical sessions for the subject of
Physical Education in Primary Education, through the integration of the areas involved in the curricular area: cognitive, affective-social, and motor, to improve the development of motor and expressive-communicative skills.
- Acquire resources to promote lifelong participation in physical-sports activities in and out of school.
Future teachers will be able to identify and use resources that promote habits and skills for autonomous and cooperative learning in Primary Education students, experiencing body practices related to well-being, expression and nature, which can be used in different contexts throughout life.
- Develop and evaluate the contents of the Physical Education curriculum through appropriate didactic resources.
Students will be able to propose and evaluate integration, sustainability and innovation alternatives applying active and participatory methodologies, in line with the current Physical Education curriculum for Primary Education.

Theoretical and Practical Contents

TOPIC 1.- FUNDAMENTALS OF PHYSICAL EDUCATION.
These fundamentals have in the body and in the human motricity the essential elements of their educational action. It is oriented to the development of the capacities linked to the motor activity and to the acquisition of elements of corporal culture.

TOPIC 2.-THE CURRICULAR DESIGN OF THE AREA OF PHYSICAL EDUCATION IN PRIMARY EDUCATION.
The different structural elements of the school curriculum of Physical Education in the current normative framework in Primary Education (theoretical justification and programming) are approached.

TOPIC 3.- MOVEMENT CAPACITIES AND BASIC SKILLS.
It approaches the contents and the didactic treatment that allow the development of the perceptive-motor capacities and the basic abilities and skills.

TOPIC 4.- PHYSICAL AND SPORTS ACTIVITIES AND HEALTH IN PHYSICAL EDUCATION IN PRIMARY SCHOOL. It deals with the necessary knowledge for physical activity to be healthy. In addition, contents are incorporated for the acquisition of self-care habits linked to physical activity throughout life, as a source of well-being.

TOPIC 5.- CORPORAL EXPRESSION AND COMMUNICATION. Those contents that focus their attention on the development of the expressive and communicative dimension of movement are developed.

TOPIC 6.- THE GAME IN PHYSICAL EDUCATION. It presents contents related to games and sports activities understood as cultural manifestations of human motor skills.

TEACHING METHODS

The methodology to be followed in the subject will be based on two principles, aligned with the IKD educational model of the UPV/EHU: 1) the promotion of the active participation of the students and 2) the autonomous development in the learning process of the students. The teaching strategies to be used will be instructive, participative and emancipative, with the participative prevailing. Experiential practice and reflective learning will be combined.

Contingency plan: In case of an extreme situation, technological resources will be used or those that, given the situation, are considered more appropriate. So that the teaching-learning process is minimally affected.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	24	5	31						
Horas de Actividad No Presencial del Alumno/a	36	7,5	46,5						

Legend:

M: Lecture-based	S: Seminar	GA: Applied classroom-based groups
GL: Applied laboratory-based groups	GO: Applied computer-based groups	GCL: Applied clinical-based groups
TA: Workshop	TI: Industrial workshop	GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions   20%
- Oral defence   20%
- Individual assignments   20%
- Teamwork assignments (problem solving, Project design)   20%
- Oral presentation of assigned tasks, Reading¿   20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Students who decide not to take the continuous evaluation must communicate this decision at least 9 weeks after the beginning of the term, in accordance with the academic calendar of the center.
Thus, the interested student must submit in writing to the faculty responsible for the waiver of continuous assessment (or mixed) in accordance with the procedure and deadlines (Article 8.3). the waiver of continuous assessment assumes the realization of a final evaluation system. This includes the completion of different individual assignments and a final written and practical test.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The professor in charge of the subject should be consulted at the corresponding convocation.

MANDATORY MATERIALS

Sports clothing, sports facilities and specific physical education materials.

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Apunts
Cultura Ciencia y Deporte
Hik Hasi
Retos: nuevas tendencias en educación física, deporte y recreación.
Physe et sport
REVUE.Education Physique et sport.
Revista Internacional de Medicina y Ciencias de la Actividad Física y del Deporte
RICYDE. Revista Internacional de Ciencias del Deporte
SportTK
Tandem

Web sites of interest

https://www.euskadi.eus/web01-bopv/es/bopv2/datos/2023/06/2302729e.shtml
 HEZIBERRI: http://heziberri.berritzegunenagusia.eus/heziberri_eus/
Tandem: http://tandem.grao.com
Retos: http://www.retos.org
Educación S.XXI: http://revistas.uned.es/index.php/educacionXX1
Educación Física en Primaria e Infantil: http://www.educacionfisicaenprimaria.es/

http://www.scoop.it/t/sitios-web-de-docentes-de-educacion-fisica
Sportaqus: http://www.sportaqus.com/
Educación Fisica: http://efjuancarlos.webcindario.com
Educación Física en Primaria e Infantil: http://www.educacionfisicaenprimaria.es/
Educación física espartero: https://richardmyblog.wordpress.com/paginas-web-e-f
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OBSERVATIONS

COURSE GUIDE	2024/25

| **Faculty** | 354 - Faculty of Education - Bilbao | **Cycle** | . |
| **Degree** | GINFAN31 - Bachelor's Degree in Infant Education (Trilingual) | **Year** | Third year |

COURSE

25918 - Experimental Sciences in the Early Childhood Education Classroom	**Credits, ECTS:**	6

COURSE DESCRIPTION

n the Early Childhood Education degree, this is the only compulsory subject related to science education.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Scientific contents related to the school curriculum of this stage will be worked on, focused on the knowledge of the physical-natural environment. Didactic proposals will be elaborated around the Experimental Sciences, integrating specific resources for the teaching/learning of them at school. Likewise, the interest and respect for the natural environment will be promoted and strategies for its didactic transposition will be worked on.
OBJECTIVES
- To identify and value the contributions of experimental sciences as a cultural field of society as well as its relevance in education.
- To analyze the curriculum of Early Childhood Education corresponding to the Knowledge of the Environment, in order to use it as a reference in the design of didactic sequences for the early childhood classroom.
- To acquire a global vision of the concepts that allow structuring the understanding of the physical-natural environment.
- To design didactic proposals that have as axis the physical-natural environment for early childhood education.

COMPETENCIES
E.1 To know the scientific and technological foundations of the curriculum of this stage as well as the theories on the acquisition and development of the corresponding learning.
E.2 To know the scientific methodology, the most outstanding moments of its history, valuing their contributions to promote scientific thought and activity, as well as their implications for the teaching/learning process.
E.3 To elaborate didactic proposals analyzing and valuing the different didactic strategies for the development of scientific thinking in Early Childhood Education.
E.4 To promote interest and respect for the natural, social and cultural environment through the development of projects and didactic proposals related to Experimental Sciences.
E.5 Identify a balanced diet based on the basic principles of healthy development and behavior.
T.1 (G001) To know the objectives, curricular contents and evaluation criteria of Pre-school Education, understanding its singularity and the specificity of its didactics, as well as the interdisciplinary relationship between them, in order to prepare, organize and evaluate the work of girls and boys.
T.2 (G006 c) To express oneself orally and in writing and to master the use of different techniques of expression. Proficient in Basque/Spanish and at least one other foreign language.
T.3 (G007) To know the educational implications of information and communication technologies and, in particular, television in early childhood. To critically use the different information and communication media (ICTs, libraries, sound libraries) to access sources of knowledge and to favor communication, learning, research and cooperative work tasks.
T.4 (G015) Design didactic strategies oriented to the enrichment of communicative competences (oral, written, visual, corporal, affective and musical) within the framework of integral development.

Theoretical and Practical Contents

TOPIC 1. Concept of environment. Nature of Science. Didactic implications. Concept of
and subsystems that compose it. Science as a human activity. Experimental Sciences in the Pre-school classroom.
TOPIC 2. Knowledge of the Natural-Physical environment in the curriculum of Early Childhood Education. Objectives, competences, contents and evaluation criteria.
TOPIC 3. Experimental Science contents and their learning: Elements of the physical-natural environment and its properties: living beings, materials and objects. Their interactions and changes. Scientific procedures and attitudes.
TOPIC 4. Didactic strategies and resources for the teaching/learning of the physical and natural environment: Methodological guidelines, resources and forms of organization of the work of the area in the infant classroom: didactic units, projects, workshops and corners.
TOPIC 5. Design of didactic sequences. We will work on the design of a didactic sequence for a specific age in Early Childhood Education.

TEACHING METHODS

METHODOLOGY AND TRAINING ACTIVITIES
The course will be developed through the constructivist methodology; for this purpose, cooperative learning and teamwork will be encouraged. There are 3 types of teaching: theoretical sessions (large group), practical sessions (GA, medium group) as well as field trips. Presentations by the teaching staff will be included with individual and group work by the students; in the latter two, active participation, cooperative activities, reflection on the contents and responsibility for the learning process itself are essential.
TYPES OF ACTIVITIES

Face-to-face sessions in large groups: to explain the points of view of the groups,
presentations of texts read by the students, explanations and synthesis of the teacher/professor, co-evaluations and to
carry out the module homework.
Face-to-face sessions in small groups: to reflect on the readings, to deepen in experimentation and observation, to
prepare oral presentations of works and to carry out the module homework.
Face-to-face tutorials: to clarify doubts and guide team or individual work.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	4		56						
Horas de Actividad No Presencial del Alumno/a	6		84						

Legend:	M: Lecture-based	S: Seminar	GA: Applied classroom-based groups
	GL: Applied laboratory-based groups	GO: Applied computer-based groups	GCL: Applied clinical-based groups
	TA: Workshop	TI: Industrial workshop	GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions   30%
- Individual assignments   15%
- Teamwork assignments (problem solving, Project design)   45%
- TAREA INTERDISCIPLINAR DE MÓDULO   10%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

CONTINUOUS EVALUATION:
1. Group work
2. Written test and individual work
3. Interdisciplinary module homework
To pass the course it is necessary to pass each and every one of the activities.
THE TOOLS AND GRADING PERCENTAGES MAY VARY AROUND THESE VALUES:
- Written test to be developed 25-35%.
- Individual work 15-20%.
- Team work (problem solving, project design) 40-45
- Interdisciplinary module homework 5-20%.
Each lecturer will determine the minimum requirement in attendance depending on the type of teaching
(M or GA)
FINAL EVALUATION:
Students who cannot participate in the continuous evaluation system will be evaluated by means of a final exam according
to the criteria established in the agreement of December 15, 2016, of the Governing Council of the University of the
Basque Country, which approves the Regulations governing the Evaluation of students in official undergraduate degrees.
In any case, students will have the right to be evaluated through the final evaluation system, regardless of whether or not
they have participated in the continuous evaluation system. To do so, students must submit in writing to the faculty
responsible for the subject the waiver of continuous assessment, for which they will have a period of 9 weeks for quarterly
subjects and 18 weeks for annual subjects, counting from the beginning of the quarter or course respectively, according to
the academic calendar of the center. The final evaluation system contemplates the possibility of assessing the learning
results through a test, consisting of one or more exams and activities of global evaluation of the subject, to be held during
the official exam period.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The same criteria will be used as in the ordinary call.

MANDATORY MATERIALS

DECRETO 75/2023 por el que se establece el currículo de la Educación Infantil de la
Comunidad Autónoma Vasca.

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Journals

Alambique, Aula de Innovación educativa, Cuadernos de Pedagogía, Elhuyar, Enseñanza de las Ciencias, Infancia y aprendizaje, Aula de Infantil.
Aldizkariak on line: Eureka, REEC, Infancia. Revista de la Asociación de Maestros Rosa Sensat

Web sites of interest

http://fq-experimentos.blogspot.com.es/
http://peremarques.pangea.org/wteinfan.htm
http://www.educajcyl.com
http://www.xtec.es/~jfernanq/cuina/cuina.htm
http://www.supernins.com/
http://chemainfantil.wordpress.com
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http://www.rosasensat.org/

http://www.lamap.fr/
http://www.bbc.co.uk/schools/scienceclips/index_flash.shtml
http://cienciaeducacioninfantil.es/
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http://haurhezkuntza.wordpress.com/
http://www.laruedadelosinventos.org/
http://didacticaeducacioninfantil.wikispaces.com/

OBSERVATIONS

Basis of inclusive schooling

GUÍA DOCENTE (INGLÉS)

Ciclo:	Indiferente	Curso:	2º curso	Tipo:	Básica de rama
Créditos:	6				
Area(s) de Conocimiento:					
Departamento:	48 - Didáctica y Organización Escolar				

1. Description of the subject:

The need for educational practice to contribute to the effective development of all students will be considered. It should contribute to the understanding of student diversity and to the conception of the curriculum as a scenario of response to educational needs. Special emphasis will be placed on the clarification and assumption of the active role of all teachers in the specific response to the so-called special and specific educational needs. Its development will take into consideration the first teaching placement. In collaboration with the other subjects in the same term, it will contribute to the development of an interdisciplinary project. It will integrate the experiences and knowledge derived from the first teaching placement.

2.   Competences:

- Analyse the socio-historical process of transformation of the education system to the inclusive school.

- Develop educational responses adapted to different learning paces and abilities. Collaborate with specialist professionals to respond to different educational needs.

- On the basis of the Common Curriculum, take responsibility for responding to all educational needs that arise in class, in collaboration with the school's support professionals and other external professionals.

3. Theoretical and practical content:

UNIT 1.- The school in the face of diversity: evolution of the concepts and practices of schooling. Inclusive school.

UNIT 2.- Regulatory framework for the response to educational needs. Services, programmes and school support professionals.

UNIT 3.- The response to educational needs. Ordinary and extraordinary measures, gradation of measures. The curriculum as the setting for the response: centre curriculum project; classroom programmes; educational reinforcement measures; adaptations for access to the curriculum; individualised curricular adaptations.

Organisation of the educational centre to respond to current diversity. Different ways of responding to inclusion.

Analysis of different situations in which there are barriers to learning or participation of certain students or groups of students in school and proposal of inclusive responses to these situations.

4. Methodology

- Trabajo individual y/o en grupo.
- Aprendizaje cooperativo.
- Aprendizaje guiado y/o autónomo.
- Aprendizaje basado en problemas.
- Aprendizaje basado en proyectos.
- Tertulias Pedagógicas Dialógicas.
- Estudio de Caso y metodología de Aprendizaje Basado en Investigación.
- Aprendizaje Servicio.

En caso de que la situación así lo requiera, las actividades necesarias para el correcto desarrollo de la asignatura y la obtención de las competencias establecidas se realizaran en formato online a través de la plataforma eGela. De esta forma, siempre que sea necesario, se utilizarán las aplicaciones de dicha plataforma para impartir clases online, realizar trabajos en grupo, visionado de vídeos, lectura de artículos...o cualquier otra actividad que requiera la asignatura.

5. Evaluation
Ordinary convocation:

If the situation so requires, continuous assessment will be carried out through the eGela platform. Through the platform, students will be able to access all the necessary material (deliverables, practicals...) in order to carry out and hand in the work requested by the teaching

staff for the assessment. The written test will also be taken online through this platform, in the hypothetical case that it is not possible to take it in person.

a) Students who opt for continuous assessment:

- Written test: %42 (*).

- Group work: %58.

(*) In order to pass the assessment it will be essential to pass the written test.

b) Students who waive the continuous assessment:

Written exam to be developed: 100% of the mark.

Regulations governing student assessment in official undergraduate degrees.

Article 12.2.- Waiver of the call for exams.

2.- In the case of continuous assessment, if the weight of the final exam is higher than 40% of the grade for the subject, it will be enough not to take the final exam for the final grade of the subject to be no-show or no-show. Otherwise, if the weight of the final exam is equal to or less than 40% of the grade for the subject, students may waive the exam within a period of at least one month before the end of the teaching period for the corresponding subject. This waiver must be submitted in writing to the lecturer responsible for the subject.

6. Extraordinary call

In the extraordinary call, the same assessment criteria will be followed as those used in the ordinary call:

1. Students who have followed the continuous assessment and who did not pass any of the tests: The mark of the tests passed will be maintained and the part not passed must be taken.

2. Students who, for justified reasons, only sit the final individual test: This will consist of a written test (to be developed, multiple-choice or whatever the teachers consider appropriate) which will account for 100% of the mark for the subject.

7. Materials

Documents available on the virtual platforms.

Textbook, notes, syllabus, various documents to be collected from the Faculty.

Different written and audiovisual materials to be used in class.

COURSE GUIDE		2024/25		
Faculty	354 - Faculty of Education - Bilbao		**Cycle**	.
Degree	GESOCI30 - Bachelor`s Degree in Social Education		**Year**	Second year

COURSE

25882 - General Teaching	**Credits, ECTS:**	6

COURSE DESCRIPTION

The subject is located in module 3 of the foundation of educational processes. This module aims to bring students closer to the framework, structure and meaning of educational processes in both formal and non-formal settings, studying them from a perspective of maximum diversity, breadth and interdisciplinarity. The analysis will be developed from the micro levels (classroom, teams, individualized interventions, tutorials, work with small groups) to the macro levels (services and institutions), integrating perspectives that overcome situations of social and educational exclusion, stimulating inclusive cultures and practices. .

The five subjects that make up this module support the student in the following directions. The subject of General Didactics introduces you to the knowledge and analysis of the teaching and learning processes, and the specific ways of organizing them; Educational and Social Guidance, for its part, provides a series of resources and tools, aimed at the different agents, which serve as support for the teaching and learning processes; Educational Psychology studies the changes that occur in the behavior of the subjects as a consequence of the teaching-learning processes, making visible the psychological variables that have a greater incidence on them; Organization and Management of educational processes, services and institutions allows us to delve into the structure and dynamics of educational entities in order to favor the educational processes that take place in them; finally, the subject of Inclusion and Exclusion Processes relocates the previous dimensions within a framework that highlights situations of inequality and seeks perspectives that help build more cohesive and integrated social fabrics that are committed to human development.

The AIM of this module is developed using the ABP/PBL methodology, it consists of approaching a real educational process before which a written document and also an oral presentation will be presented.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

1) Analyze the characteristics and scope of Didactics, and differentiate it from other Educational Sciences 1.1. Contrast sources of information and use reliable data
1.2.Identifies the characteristics of didactics and places them in social education

2) Understand the theoretical foundations of Didactics to argue meaningfully about the processes of teaching and learning
2.1. Select the appropriate information based on scientific and ethical indicators
2.2. Uses reasoned and theory-based arguments from criticism
3) Know the characteristics of the teaching-learning processes and thus be able to elaborate critical reflections
3.1. Takes into account and values social and collective needs
3.2. Realistically assesses the methodological actions that can be carried out with existing resources

4) Know the basic elements and phases of teaching planning, and apply them in their different practical fields
4.1. Relates and differentiates the phases of the intervention and the elements of the DU coherently
4.2. Has taken into account inclusion and diversity in the design of the teaching-learning process
4.3. It is explained and communicated clearly in the presentation managing time

5) Solve alleged educational problems and make professional decisions based on them
5.1 Intervene ethically and realistically on educational-social problems
5.2. Proposes positive solutions from the sections worked on in theory
6) Actively participate in the work groups fulfilling the commitments acquired
6.1. Contributes to the interaction and coexistence of group members
6.2 Has maturely managed potential group conflicts

7) Maintain a positive attitude and constant improvement
7.1. Actively participate in class
7.2. Show a respectful attitude

8) Show a creative and innovative spirit when designing actions and seeking solutions to supposed educational problems
8.1. Make professional and reasoned decisions by fostering imagination
8.2. Introduce innovative elements in interventions

Theoretical and Practical Contents

1. Fundamentals of Didactics. In this topic, the basic concepts of Didactics are defined and interpreted, which will be fundamental instruments throughout the course and the career.

2. Teaching and learning in education. In this topic, the teaching-learning processes are analyzed and characterized as the fundamental axis of Didactics.

3. Socio-educational intervention: instruments for planning or analysis. In this topic, the instruments to structure the socio-educational intervention are studied and interpreted, both in formal education and in social education.

4. Development of the curriculum - development of the project: fundamental elements. This topic delves into the theoretical and practical analysis of each of the main elements that articulate the instruments of socio-educational planning.

5. The evaluation. This topic underlines the importance of evaluation as an instrument for improving the program and the socio-educational context in which it intervenes.

6. Innovation. This topic analyzes the concept of innovation and delves into the theoretical-practical relationship between intervention, evaluation and innovation as the axis to stimulate adaptation to social demand and continuous improvement.

TEACHING METHODS

The methodological strategies to be used will be different:
a) reading and analysis of articles and/or books
b) participatory lecture explanations
c) analysis of professional assumptions through different methodologies Individual work will be continuously combined with group work.
The students will carry out various deliverables: written documents on specific aspects of the subject, reports, group work, portfolios.

In the case of blended or online methodology (due to COVID-19), we will work on the readings, videos, the explanations of the teacher and the students, the teamwork... that the subject requires for its development and for the work of the competitions, through eGela, where we will be available if the situation so requires.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	36		24						
Horas de Actividad No Presencial del Alumno/a	54		36						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions   30%
- Exercises, cases or problem sets   25%
- Teamwork assignments (problem solving, Project design)   30%
- La nota final de la asignatura será la suma de las notas obtenidas en cada forma de evaluación, con la condición de que en cada prueba se obtenga una nota mínima de un cinco. Las calificaciones obtenidas en la primera convocatoria (Mayo-Junio) se conservarán hasta la segunda (Julio) con el fin de realizar, una vez superadas todas las pruebas, el sumatorio de las mismas. Esto sólo se realizará durante el primer año de matriculación en la asignatura.   15%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

- Continuous evaluation system
- Final evaluation system

TOOLS AND RATING PERCENTAGES
- Written test to develop 30%
- Carrying out practices (exercises, cases or problems) 25%
- Teamwork (problem solving, project design) 30%
ORDINARY CALL: GUIDELINES AND WAIVER OF ASSESSMENT SYSTEM FOR ON-SITE STUDENTS
Mixed evaluation system

- CONTINUOUS ASSESSMENT (FORMATIVE)
. Carrying out practicals in the classroom: 2.5 points on the final mark
. Group work: 3 points on the final grade
. Interdisciplinary module activity (AIM): 1.5 points on the final grade
. Final written defense: 3 points on the final note
It will be essential to pass each and every one of the elements evaluated to consider the subject approved, except the AIM.

Evaluation criteria
- Delivery of tasks within the designated period and follow-up of the requirements given in the realization and presentation of the same.
- Correct use of formal written language (absence of spelling mistakes; correct grammatical structure; use of terminology appropriate to the discipline). Adequate presentation of the bibliography, following the indications of the APA VII edition regulations.
- Give relevant information, justifying and reasoning the ideas expressed.
- Completion of all agreed tasks and participation in classroom activities.
- Use of ethical keys, gender perspective and social responsibility in the content of their work.
- Individual and group reflection on the process followed, the learning acquired, the difficulties encountered and the personal contribution to the final product, from a social education point of view.
formative assessment
- Feed-back by correcting the tasks.
- Tutorials.
- Self-evaluation and co-evaluation.

STUDENTS WHO ARE NOT GOING TO ATTEND CLASS AND WANT TO GIVE UP THE CONTINUOUS ASSESSMENT
Procedure: Students who are subject to continuous assessment and want to renounce it must notify the faculty in writing, before 9 weeks have elapsed, from the beginning of the semester.
Evaluation system
- Interdisciplinary module activity (AIM): 15% of the final grade
- Final test: 85% of the final mark Evaluation criteria
- The same evaluation criteria will be used as for face-to-face students.

STUDENTS WHO WANT TO WITHDRAW THE ORDINARY CALL
Procedure: It is enough with the non-presentation of the students

Article 12.2.- Waiver of the call
2.- In the case of continuous assessment, if the weight of the final test is greater than 40% of the grade for the subject, it will suffice to not take said final test so that the final grade for the subject is not presented or not. presented. Otherwise, if the weight of the final test is equal to or less than 40% of the grade for the subject, students may waive the - call within a period that, at least, will be up to one month before the date of end of the teaching period of the corresponding subject. This resignation must be submitted in writing to the teaching staff responsible for the subject.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EXTRAORDINARY CALL: GUIDELINES AND RESIGNATION OF STUDENTS WHO HAVE NOT PASSED THE CONTINUOUS ASSESSMENT
The note will be kept for students who have approved a section in the ordinary call and will only have to carry out those works that have been suspended or pending delivery.
STUDENTS WHO HAVE WITHDRAWN THE ORDINARY CALL
Evaluation system
- interdisciplinary module activity (AIM): 15% of the final mark
- Final test: 85% of the final mark
STUDENTS WHO WANT TO WITHDRAW THE EXTRAORDINARY CALL
Procedure: it is enough with the non-presentation of the students

MANDATORY MATERIALS

See in the Moodle platform in the corresponding course

BIBLIOGRAPHY

Basic bibliography

Ander-Egg, E. (1995). Introducción a la planificación.. Buenos Aires: Lumen

Apple, M. y Beane, J. (2005: 1997). Escuelas democráticas. Madrid: Morata

Aubert, A. Flecha, A. García, C. Flecha, R. Racionero, S. (2008) Aprendizaje dialógico en la sociedad de la información. Barcelona: Hipatía

Etxague, X. (Koord.) eta beste (2004). Didaktika Orokorra. Donostia: Erein.

Zabalza, M.A. (1987). Diseño y desarrollo curricular. Madrid: Narcea (Traducción en Euskera publicada por la UPV/EHU)

Detailed bibliography

Gimeno Sacristán, J. (Com). (2008). Educar por competencias, ¿qué hay de nuevo? Madrid: Morata

Hargreaves, A. (2003) Enseñar en la sociedad del conocimiento. Barcelona: Octaedro

Pérez Serrano, G. (2004). Pedagogía social-Educación social. Construcción científica e intervención práctica. Madrid: Narcea

Sevillano García, María Luisa (2005) Didáctica en el siglo XXI : ejes en el aprendizaje y enseñanza de calidad. Madrid: McGraw-Hill.

Stoll, Louise y Otros (2004): Sobre el aprender y el tiempo que requiere : implicaciones para la escuela. Barcelona:Octaedro.

Journals

Aula de innovación educativa
Cuadernos de Pedagogía
Hik Hasi
Revista iberoamericana de Educación
TANTAK

Web sites of interest

Educación Social www.eduso.net
Programa Educación en la Red: http://www.educared.net
Red académica y de investigación: http://www.rediris.es/recursos/
Revista de Educación INCE. www.revistaeducacion.mec.es/
Revista Educación Social http://www.peretarres.org/revistaeducacionsocial/

OBSERVATIONS

In the subject guide that is uploaded to Egela there is a further development of the entire work process in the subject.

Communication and Educational Relations

DESCRIPTION AND CONTEXTUALISATION OF THE SUBJECT

The subject is part of Module 2 - Educational Professions. This module aims to promote knowledge and identification of the characteristics of the different educational professions, i.e., what the different educational professionals (teachers, pedagogues and social educators) do and how they construct their professional work, so that students develop the skills needed for their future career.

This module integrates the theoretical conceptualisation of education, together with some important aspects of the current educational profession, such as human rights, professional ethics and the international perspective, stemming from European convergence. On the other hand, group work and interpersonal communication provide core dialogical practices in the profession, which are necessary to build a professional identity.

Five subjects are proposed that develop different aspects of knowledge about the educational professions as follows:

, Pedagogy: educational theories and institutions address the theoretical foundations of education and the tradition on which the different practices are based; Human Rights & Social Policies, and Educational Legislation & the International Perspective delve into the study of the regulatory field regulating the systems in which professionals intervene, their implementation in policies and the approach to good professional practice. Finally, Identity & Professional Development, and Communication & Educational Relations deal with the human dimension of the educational professions from an ethical, communicative and gender perspective, which are basic hallmarks for professionals in this field.

The AIM consists of the elaboration of a report on educational situations or problems and the establishment of argued responses.

COMPETENCIES / LEARNING OUTCOMES OF THE COURSE

The subject competencies are:

1. Visualise the core elements of communication in simulated educational situations.

2. Take into account the facilitating elements and barriers to communication in socio-educational work.

3. Generate intervention strategies that create shared communicative contexts.

4. Use communicative skills and abilities to work with others and in a team.

5. Express one's own ideas and arguments in a justified manner and within a framework of respect for others in any training situation that is proposed.

6. Devise relational contexts adapted to different socio-educational situations.

THEORETICAL-PRACTICAL CONTENTS

1. Educational relations and communication: meaning and conceptual clarification.

- Approach to the conception of educational relationship and communication in current societies and in institutional frameworks.

- Communication as a means and an end in socio-educational relationships: historical evolution, communication-information, the interpersonal, group, institutional and community perspective.

- The relationship in different contexts of socio-educational intervention: meaning and role of educators in their interaction with people, groups and professionals.

2. Relationship and communication processes in educational contexts.

- Verbal and non-verbal communication.

- Communication styles.

- The value of listening in education.

3. Establishing affective links in educational relationships and communication.

- Emotion in communication.

- Facilitating elements and barriers in communication processes.

- Ways of making interpersonal relationships in education concrete ("you to you" relationship).

- Communication skills.

- Humour in the educational relationship.

4. Group work in educational processes (belonging to educational groups and teams).

- The sense of role, structure and task in group dynamics.

- Leadership in groups.

- Analysis and understanding of group dynamics: beyond what we see and say.

5. Techniques and strategies and communication/relational skills (Transversal. To be carried out for experiential work).

- Techniques and professional skills for the analysis and improvement of educational communication/relationships.

METHODOLOGY

Different methodological strategies will be used:

(a) Reading and analysis of articles and/or books.

b) Participative lectures.

c) Analysis of professional cases using different methodologies.

Individual and group work will be continuously combined.

Students will produce various deliverables: written documents on specific aspects of the subject, reports, portfolios.

As required, the readings, videos, teacher explanations, student explanations, student team work, etc. for the development of the subject and for the work on student skills will be handled through the eGela.