

## ENGLISH FRIENDLY COURSES (EFC) 2018-2019 – CAMPUS OF BIZKAIA

<https://www.ehu.es/es/web/bilboko-hezkuntza-fakultatea>

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

FACULTY OF EDUCATION – BILBAO (354)		SEMESTER	CREDITS	SCHEDULE <sup>1</sup>
27576	<a href="#">Recursos para la Enseñanza y Aprendizaje de la Lengua y la Literatura</a>	Sep. 2018- Jan. 2019	6,5	M
27615	<a href="#">Análisis crítico de los medios de Comunicación</a>	Jan. 2019- May 2019	8,4	M
26293	Gizarte eta HezkuntzakoEsku-hartzeaPertsonaHelduekin, Adinekoekin eta Mendekoekin	Jan. 2019- May 2019	6	M

<sup>1</sup> SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

By clicking the subject's name, its Syllabus will appear.

## **CRITICAL ANALYSIS OF THE MASS MEDIA**

*(Degree in Social Education)*

### CENTER

School of Education (Bilbao)

### TITULATION

Degree in Social Education

### ACADEMIC COURSE

2018/19

### COURSE

3

### No. CREDITS

6

### LANGUAGES

Spanish (English)

### **Teaching**

Distribution of hours by type of education

Type of teaching Hours of classroom teaching Hours of non-contact activity of the student

Main Group 36 54

P. of Classroom 24 36

### **Teaching guide**

#### **Description and Contextualization of the Subject**

This subject contributes to the academic and professional profile of the social educator by deepening the knowledge and functioning of the social communication media and their influence as mediating agents in the construction of social representations. It aims to increase the autonomy of the subjects against the messages of the media and teach how to use them without being used by them. For this purpose, concepts, skills, procedures and values that allow a true media literacy will be implemented. It also aims to present the media as instruments of mediation to intervene in relation to various problems in the field of social education.

### **Competences / Learning outcomes 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 specific codes and language of the television medium.
3. Analyze Media documents, identifying the determinants of the issuer, the techniques and the codes used to construct 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 marker, as well as the existence of differential profiles in relation to its character as a public service or private company.
5. Know the different dimensions of Advertising as a communicative discourse with 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 analyze advertising critically.
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 means of social communication as agents of social education. The influence of the CCMs 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 CCMs.
2. 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 messages. Mechanisms of reception and behavior of the hearings: from the study of the audiences to the reception studies.
3. Keys to understand television discourse and keys to educate in the medium. Sensory hyper-stimulation, 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 a socialization agent. Some proposals to intervene educationally in relation to this medium.
4. The advertising discourse and its pragmatic ends Evolution of the concept and ways of advertising. Some keys to understand 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.

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

6. Changes in digitization in audiovisual media Convergence of media and increased competition. Fragmentation of audiences. New ways of seeing and consuming media: the new screens. The simplification of discourses in favor of images. The potentiality of technologies: strengths and weaknesses. The digital divide: info-rich and info-poor

### **Methodology**

The explanations given by the teacher will be combined with the group and individual work of the students. Both require active participation. It is a task for the students, the collaborative action, the reflection on the contents, as well as the 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.

WORK PLAN OF THE SUBJECT: (Please check the Spanish version for precise indications within this section)

Theoretical diagram: - Presentations (teacher) - Individual reflective reading and putting in common of different academic and media documents. Practical Program: - Realization of diverse tasks that entail the use of the theoretical framework to carry out processes of critical analysis and reception and of alternative production. Evaluation systems: Final Evaluation System Tools and percentages of qualification: Written test to developed (%): 20 Individual work (%): 20 Team work (problem solving, project design) (%): 60 Ordinary Call: Orientations and Disclaimer Students who habitually attend class (75% of assistance) will be the object of a continuous evaluation as from the realization n and presentation of the tasks entrusted. This evaluation will be completed with a final test. The evaluation instruments and their weighting are specified below: - The set of reports on the different tasks carried out, (individual and in groups): 60% - Knowledge test (individual): 20% - Self-evaluation and Co-evaluation of participation, commitment and leadership in the group. Attendance to the lectures and classroom practices and appropriate and participatory attitudes in each session: 20%. To pass it will be necessary to overcome each and every one of the parts that make up the evaluation of this subject. The students who by their employment situation or others also recognized by the UPV / EHU can not attend classes regularly must perform individually the various tasks scheduled for the subject, as well as the common final exam for all. The following are the evaluation instruments and their weighting: - The set of reports on the different tasks carried out: 65% - Exam of knowledge: 20% - Contact with the person responsible for the subject at the beginning of the semester, sample of interest, assistance to tutorials and completion of tasks continuously throughout the semester: 15% To pass will be necessary to overcome each and every one of the parts that make up the evaluation of this subject.

NEWS ON THE REGULATORY OF THE EVALUATION: The evaluation systems that are contemplated are the continuous evaluation system and the final evaluation system: - The continuous evaluation. There is the possibility of doing the evaluation only with the tests done during the period of performance or, apart from these tests, also do another complementary test within the dates of official examinations. The final test offers the option of evaluating the results of the test. Learning by means of a single test. As an exception, this evaluation system may also take into account activities carried out throughout the course to be able to assess the results of the lessons impossible to evaluate in the final test. In those cases, the final test will have the most of the qualification of the subject.

- The students will have the right to be evaluated through a final evaluation, whether or not they have participated in the continuous evaluation. To take advantage of this right, the student must present a written document saying that he / she refuses to participate in the continuous evaluation. For this, the student will have a period of 9 weeks in the case of subjects of a semester and 18 weeks in case of subjects throughout the year, from the beginning of the subject. In the case of this subject, it will be necessary to contact the tutor before 3 weeks from the beginning of the course, analyze the situation and decide the procedure to follow. Apart from that, the marks of the modular work will be considered in the percentage that proceeds. Extraordinary Call: Orientations and Renunciation. The conditions are the same as for the ordinary ones. Compulsory use materials. To carry out the different programmed tasks, the students will have a dossier of articles and audiovisual documents that will be available in *egela*.

## **Bibliography**

### **Basic bibliography**

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García-Avilés, J.A. (2015). Comunicar en la sociedad red: teorías, modelos y prácticas. Barcelona: Editorial Oberta UOC. García Matilla, A. (2003) Una televisión para la educación. La utopía posible. Barcelona: Gedisa

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Serrano, P. (2010) Desinformación. Cómo los medios ocultan el mundo. Península. Silverstone, R (2004) ¿Por qué estudiar los medios? Buenos Aires: Amorrortu.

### **Deeper bibliography**

Aparici, R. (coord) (1996) La revolución de los Medios Audiovisuales. Madrid: Ediciones de la Torre.

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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.

Cubells, M. (2006). ¿Quién cocina la televisión que comemos? La dieta televisita y sus cocineros. Barcelona: Carroggio.  
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Erro, J. (2002) Comunicación, Desarrollo y ONGD. Hegoa.

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Gitlin, T. (2005) Enfermos de información: de cómo el torrente mediático está saturando nuestras vidas. Paidós Ibérica.  
Niquic. (2011) La comunicación es vida. Barcelona: UOC

Orihuela, J.L. (2011) 80 claves sobre el futuro del periodismo. Madrid: Anaya Multimedia  
Pavlik, J. (2005) El periodismo y los nuevos medios de comunicación. Paidós Ibérica.

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Ramonet, I. (2000) La golosina visual. Madrid: Debate.

Sartori, G. (2005) Homo Videns: la sociedad teledirigida. Suma de letras S.L.  
Serrano, P. (2010) Traficantes de información. Madrid: Akal.

VV.AA (2011) Comunicación, Educación y Desarrollo. Cuaderno Revista Pueblos: Madrid

### **Journals**

COMUNICAR. Revista científica Iberoamericana de Comunicación y Educación. Huelva, Grupo Comunicar. [www.grupo-comunicar.com](http://www.grupo-comunicar.com)

Revista ZER Aldiskaria. [www.ehu.es/zer/](http://www.ehu.es/zer/)

TELOS. Cuadernos de comunicación, tecnología y sociedad. Madrid. [www.campusred.net/telos](http://www.campusred.net/telos)  
PUEBLOS. Revista de información y Debate. Paz con dignidad. Madrid. <http://www.revistapueblos.or>

## WEB

[www.pressnetweb.com](http://www.pressnetweb.com) Periodistas, Periodismo y Medios de Comunicación en Internet  
[www.crisinfo.org](http://www.crisinfo.org) Communication Rights in the Information Society

[www.indymedia.org](http://www.indymedia.org) Independent Media Center

[www.hegoa.ehu.es](http://www.hegoa.ehu.es) Instituto de Estudios sobre Desarrollo y Cooperación Internacional  
[www.aideka.tv/](http://www.aideka.tv/) AIDEKA. Asociación de profesionales de la Comunicación [www.airecomun.com](http://www.airecomun.com)  
Asociación de Educomunicadores

[www.oeti.org](http://www.oeti.org) Observatorio Europeo de Televisión e Infancia.

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01 Theoretical (Spanish - Morning)

*ROMAN ETXEBARRIETA, GORKA*

WEEKS MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

16-30

09: 00-11: 30

CLASSROOM (S) IMPARTITION

2S07G - LEIOA HORIZONTAL MAGISTERIAL BUILDING

01 P. de Aula-2 (Spanish - Morning)

WEEKS MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

16-30

12: 00-13: 30

CLASSROOM (S) IMPARTITION

1S10G - LEIOA HORIZONTAL MAGISTERIAL BUILDING

01 P. de Aula-1 (Spanish - Morning)

WEEKS MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

16-30

13: 30-15: 00

CLASSROOM (S) IMPARTITION

2S02G - LEIOA HORIZONTAL MAGISTERIAL BUILDING

## TEACHING GUIDE

2018/19

**Centre** 354 - Faculty of Education - Bilbao

**Cycle** Indiferente

**Plan** GINFAN30 - Bachelor's Degree in Infant Education

**Year** Fourth year

## SUBJECT

27576 - Resources for Teaching and Learning Language and Literature

**ECTS Credits:** 6

## DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

Dynamism of technological research is the motor for school modernization. Entrepreneurial and creative teachers must be aware of the new educational resources and must also become expert users which entails effective classroom practice. In line with the minor in which it is included, Curriculum and Resources, this subject aims to introduce students of the degrees of Primary Education and Early Childhood Education various resources and materials for the teaching and learning of language and literature.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Primary Education and Early Childhood 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/PRACTICAL CONTENT

- Institutional Framework: Language and literature teaching in educational policies and in Primary Education and Early Childhood Education Curriculum.
- Curricular Materials. Classification criteria. Analysis and manipulation of curricular materials of the area in different formats and with varied means and methods.
- Specific materials for Early Childhood Education classroom. Manipulative materials and didactic games. Materials for the acquisition and development of linguistic competence.
- Specific materials for Primary Education classroom.
- Materials created for the acquisition of languages in multilingual contexts.
- Use of new technologies in the creation of materials for Early Childhood Education and Primary Education classrooms. Multimedia resources. Exploitation of resources available on the network. Resources to provide content for the digital whiteboard.
- Instruments and ways of presenting information. New forms of edition and dissemination. Audiovisual materials and recording and viewing instruments and their use in the teaching and learning of oral communication.
- Proposal of activities.
- Creation of materials for experimentation in Early Childhood and Primary Education classrooms.
- The literary text as a didactic resource. The story and poetry as resources in the classroom of Early Childhood Education. Why and how to work the story. Dramatization techniques. The storyteller. Techniques of story creation and creativity development.
- Innovation and research. To know and evaluate innovative experiences in educational settings and research proposals in the use of means and resources for the acquisition and development of communicative competence.
- Teaching of values. Criteria for the selection of materials according to their training value. Treatment of texts and illustrations as materials that favor or not social integration, coeducation, coexistence.

## METHODS

- Workshop methodology. All the tasks involved require a process of elaboration in classroom practices and an elaboration of a final product. The portfolio includes both the process and the 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

Type of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Classroom hours	24	5	31						
Hours of study outside the classroom	36	7,5	46,5		0				

**Legend:** M: Lecture S: Seminario GA: Pract.Class.Work GL: Pract.Lab work GO: Pract.computer wo  
GCL: Clinical Practice TA: Workshop TI: Ind. workshop GCA: Field workshop

## ASSESSMENT SYSTEMS

- Final assessment system

## TOOLS USED & GRADING PERCENTAGES

- Extended written exam 40%
- Practical work (exercises, case studies & problems set) 20%
- Individual work 20%
- Exposition of work, readings, etc. 20%

## ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

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.

## EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

(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.

## COMPULSORY 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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- Parcerisa, A. (1996). Materiales curriculares. Barcelona: Graò.
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<https://doi.org/10.1093/elt/51.1.36>.
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### In-depth bibliography

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- García Guerrero, J. (1999). *La Biblioteca Escolar, un recurso imprescindible. Materiales y propuestas para la creación de ambientes lectores en los centros educativos*. Sevilla: Junta de Andalucía, Consejería de Educación y Ciencia.
- Padovani, A. (2002). *Contar cuentos. Desde la práctica hacia la teoría*. Buenos Aires: Paidos.

### Journals

- EDUCAWIKI  
@bareque. Revista de biblioteca escolar.
- CLIJ  
Textos. Editorial Graó.
- BORDÓN.

### Useful websites

- <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://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](http://www.mec.es/cide)

## REMARKS

- Writing test 40%
- Practice tasks (exercises, cases, problems) 20%
- Individual tasks 20%
- Presentations, reading tasks 20%