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, PHILOSOPHY AND ANTHROPOLOGY (230)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
<th>Credits</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducción a la Filosofía I</td>
<td>Sep. 2018- Jan. 2019</td>
<td>6</td>
<td>M</td>
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<tr>
<td>Introducción a la Filosofía II</td>
<td>Jan. 2019- May 2019</td>
<td>6</td>
<td>M</td>
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### FACULTY OF EDUCATION, PHILOSOPHY AND ANTHROPOLOGY (254)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
<th>Credits</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>Las tecnologías de la información y comunicación</td>
<td>Jan. 2019- May 2019</td>
<td>6</td>
<td>M</td>
</tr>
<tr>
<td>en educación infantil</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

¹SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.
By clicking the subject’s name, its Syllabus will appear.
DESCRIPTION AND CONTEXTUALIZATION OF THE SUBJECT

The subject *Training of trainers* is included in Module 5 of the Degree in Pedagogy, entitled *Pedagogical Intervention*. This subject tries to investigate the elements to be considered in the design of contextualized formative processes. To make this it is necessary to analyze, reflect, and seek the coherence between the design approach, the models in which the training is framed and the possible training strategies to be applied. From this point of view, throughout the development of the subject several real situations and practical cases are presented, on which informed and consensual decisions must be made.

In order to develop this subject without excessive difficulty, a basic command of the principles of *General Didactics, Design and Innovation of the curriculum*, as well as the processes of *Communication and Educational Relationship* must be mastered. In addition, it is advisable to have elementary knowledge of how to work in a team, as well as demonstrate an open and participative attitude throughout the semester.

SKILLS

Below are the skills of the module on which the subject directly affects (* are cross-skills):

5C3. Use different formative and methodological strategies to intervene among educational agents.

5C4. Design training proposals for educational professionals adapted to intervention contexts.

5C5*. Base and argue proposals for pedagogical intervention that facilitate common decision making.

LEARNING OUTCOMES

The learning outcomes that the students must show in the subject are specified below:

- Identifies in formative designs the orientation on which said proposal is articulated.
- Analyzes the formative needs emerging from the trainers in a situation close to reality.
- Designs a training proposal describing each of its phases in a coherent manner.
- Critically assess a training design.
- Gives off written products of different nature (reports, projects ...) using terminology appropriate to the profession.

SUBJECT-MATTER

1 Models of training
   1.1 Technical model
   1.2 Practical Model
   1.3 Critical Model

2 Planning and analysis of a proposal of a training design
   2.1 Context of training
      2.1.1 Organizational culture
2.1.2 The organizational climate
2.1.3 The actors of the training

2.2 Analysis and detection of training needs
   2.2.1 Types of needs
   2.2.2 Sources for the detection of needs
   2.2.3 Instruments for the detection of needs
   2.2.4 Levels and selection of needs

2.3 Training planning
   2.3.1 Levels of concretion of the formation
   2.3.2 Elements of the training designs

3 Curricular design of the training
   3.1 Skills and training objectives
   3.2 Selection and sequencing of the contents
   3.3 Modalities and training strategies:
      3.3.1 Training modalities. Courses, Workshops, Seminars...
      3.3.2 Methodological strategies. Methods for active learning; Action Research; Supervision and Advice; mentoring...
      3.3.3 Techniques for training
      3.4 Selection and use of media and supports
   3.5 Organization and preparation of the physical stage.
   3.6 Training assessment

4 Assessment of training proposals
   4.1 Design of general evaluation criteria
   4.2 Writing and defense of assessment report

METHODOLOGY
The methodology proposed is active and participatory; that is why the students perform a continuous and constant work both inside and outside the classroom.
The dynamics that will be used in the classroom combine individual and group activities. At certain times the role of teachers will be greater (lectures) while in others the direction of the process will primarily fall on the students (seminars and classroom practices) with the support of the teacher. It is necessary to emphasize that the method of Cases is specially used in this subject.

ASSESSMENT
The assessment is closely related to the methodological approach. Throughout the learning process (which we understand as continuous) students are assigned both individual and group activities as professional challenges to which they must respond in an appropriate and well-founded manner. Consequently, all these practical tasks constitute the milestones that mark student learning process and they are object of evaluation.
Consequently, the subject is committed to a formative and continuous assessment:
- Interdisciplinary module work 20%
- Written and oral team practices (exercises, cases, problems ...) 30%
- Written and oral individual practices (reflections, scientific searches, exercises ...) 50%
The final score will be obtained from the average of the above-mentioned qualifications, provided that each of the parties has been passed, so each of them is compulsory.

ORDINARY CALL
Continuous assessment is characterized by being formative. So during the teaching-learning process improvements are made into the handouts. However, this process requires that students participate in class; performing, assessing and sharing the practices, exercises and activities carried out both inside and outside the classroom.
In any case, students will have the right to be assessed through the final evaluation system, regardless of whether or not they have participated in the continuous assessment system. For this, as set out in the AGREEMENT of 2016 of December 15th of the Governing Council of the University of the Basque Country, where approves the regulations governing the assessment of students in the official qualifications of Degree, 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 from the beginning of the semester, according to the academic calendar of the center.

The students who opt for the final assessment system must prove the development of skills following the same procedure as that used for students who cannot participate in continuous assessment and is presented with a final exam:
- Completion of a final written exam (day and time established by the center) that will consist of dichotomous questions and development questions about the different thematic areas and the readings of the subject.

EXTRAORDINARY CALL
The students who do not pass the subject in the ordinary call, regardless of the evaluation system chosen in it, will have the right to do the exams and assessment activities that are included into the final assessment test of the extraordinary call.

The evaluation of the subjects in the extraordinary calls will be made exclusively through the final evaluation system. The students will accredit the development of the skills following the same procedure as the one used for the students that cannot participate in the continuous assessment and is presented in a final exam:
- Completion of a final written test (day and time established by the center) that will consist of dichotomous questions and development questions about the different thematic areas and the readings connected with the subject.

To renounce the extraordinary call it is enough if the student does not appear to the exam. In the case of the final assessment, the non-presentation to the exam set by the center will automatically mean the resign to the corresponding call.

COMPULSORY MATERIALS
Didactic supports to develop the subject:
A) Slides corresponding to each topic
B) Practices related to each of the topics: cases, files, exercises...
C) Scientific readings that will be provided at the beginning of the subject.

OBSERVATIONS
It is important that the students keep in mind the Module Guide.
### Subject: Social and Cultural Dynamization

The "Social and Culture Dinamizatyon" lesson is a lesson from the 6 credits of the fifth module of the Degree in Social Education. It is a third-level lesson and therefore a stimulating team of social educators. It focuses on driving and leadership keys. Lessons are deepened in the knowledge, development and skills development of social agents that are working in community action. In this way, all this knowledge is applied to the dynamization plans, participation in the promotion, the creation of collaborative networks and community organization. Always, with a vision of globalized reality and a more united one.

### Competencies/Learning Results for the Subject

1. That the students propose social dynamization strategies for the development of collaborative work, to promote social participation and community development; always taking into account the ethical keys, the gender perspective and social responsibility (5C3).
2. That the students communicate orally and in public ideas / arguments on socio-educational topics, based on teaching resources (5C5).
3. That the students prepare written reports duly argued, using the established formal criteria (5C6).
4. That the students show an active and responsible disposition in relation to the activities and learning tasks (5C7).
5. That the students show a responsible and ethical attitude within the work teams, focusing on the potential of the same, and in the detection and resolution of difficulties (5C8).

### Theoretical/Practical Content

Conceptual approach to social and cultural dynamization. This topic clarifies the concepts, knowledge and basic commitments related to the subject. Concepts: Dynamization, community development, community, participation, sociocultural animation, democracy, citizenship, commitment.

The practice of social and cultural dynamization In this topic we will tackle the social and cultural dynamization from a theoretical-practical perspective. Scopes, models, scenarios, agents and actions. Social processes and cultural creation-management.

The socio-cultural animation: Areas of intervention and process. In this topic, we approach sociocultural animation based on case studies. The process of sociocultural animation. Research in sociocultural animation.

Good practices for social and cultural dynamization: Social projects and cultural creation In this topic we will work on experiences and practical projects to carry out with a community (from the community perspective: social change, shared management, transformational practices, multi- intercultural, intergenerational society, egalitarian societies, space W3?).

### Methods

We will try that our subject is considered as a work seminar in which each Team dynamises both its action and the collective work that we will have to coordinate. It will be a theoretical-practical seminar that by means of readings, of dialogues in group, of confrontation with our practices we apprehend the competences.

### Assessment Systems

- Final assessment system

### Tools Used & Grading Percentages

<table>
<thead>
<tr>
<th>Type of teaching</th>
<th>M</th>
<th>S</th>
<th>GA</th>
<th>GL</th>
<th>GO</th>
<th>GCL</th>
<th>TA</th>
<th>TI</th>
<th>GCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom hours</td>
<td>36</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hours of study outside the classroom</td>
<td>54</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
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</tbody>
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**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
Evaluation is key in the learning process, so you have to focus on the continuous-formative work of the students. This work will be carried out from the activities that will be presented in class, of the cases or dynamics that are being worked on, as well as of the personal reflection that the students show about the professional aspects.

Evaluation clarifications

Due to the different center realities in which this subject is taught (different teaching modes, number of students per different groups, modular work of each center, culture, etc.), the evaluation system of this subject in each center is the next:

1. Continuous evaluation, for the students that normally attend the class and fulfills the tasks in charge.
2. Written exam to develop: 25% on the final mark
3. Group work: 25% on the final grade
4. Interdisciplinary module activity: 15% on the final grade

In order to be able to opt for the continuous assessment, students must complete 75% attendance and participation in the classes.

The students that are subject to continuous evaluation and want to renounce the call must notify their intention to the professors before 2/3 of the time that lasts the subject (10 weeks).

2. For the students that have recognized their right to a final test and for which they do not meet the attendance requirements of the continuous assessment, examination,

1. Faculty of Philosophy and Education Sciences
   1. Continuous evaluation, for the students that normally attend the class and fulfills the tasks in charge.
   2. Written exam plus a practical test
   3. Group work: 45% on the final grade
   4. Interdisciplinary module activity: 25% on the final grade

To be able to opt for the continuous evaluation students must attend 75% of the classes. The students that are subject to continuous evaluation and want to renounce the call must notify their intention to the professors before 2/3 of the time that lasts the subject (10 weeks).

2. For the students that have recognized their right to a final test and for which they do not meet the attendance requirements of the continuous assessment, examination,

1. Written exam plus a practical test

**EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT**

1. LAST EVALUATION (100%)

   DOES THE STUDENT DO NOT HAVE A LICENSE OR A CUSTOMER CALL FOR YOU:

   1. The note passed to a student from a regular call notice will be saved, and only parts that are suspended or delivered.
   2. The same percentages used in the ordinary call will be applied to the aforementioned works.
   3. Students who refuse to give their regular notice to the student must complete the final proof (70%) or practical work (30%).

   It will be essential to overcome the course to pass all the parts considered in the assessment.

   1. DELIVERY CRITERIA:
   2. Delivery of works within a period of time and compliance with criteria (capacity 5)
   3. Use the written language appropriately (without spelling errors) and use the well-adapted terminology discipline. (Capacity 3)
   4. Provide meaningful information; arguing and explaining ideas. (Capacity 2 and 3)
   5. Participate in classroom activities and participate in classroom activities. (Capacity 4)
   6. Integrating key ethics, gender perspective and social responsibility keys into work content. (Capacity 1)
   7. Carry out a group and individual reflection on the process followed, the acquired learning, and the difficulties encountered. From Social Education point of view, explaining the contribution of the final product.

**COMPULSORY MATERIALS**
### BIBLIOGRAPHY

#### Basic bibliography

#### In-depth bibliography

#### Journals
- Revista de Educación http://www.ince.mec.es/revedu/
- Revista de Educación Social http://www.eduso.net/res/
- Revista iberoamericana de Animación sociocultural http://www.rianimacion.org/
- Revista Global para ciudadanos del mundo http://www.otromundoesposible.net/

#### Useful websites
- www.partehartuz.org
- http://dialnet.unirioja.es
- http://www.peretarres.org
- www.fundacionede.org
- http://www.eduso.net/

### REMARKS
25161: FILOSOFÍA POLÍTICA II/ POLITICAL PHILOSOPHY II

1. Objectives

Course Description

After stating the civic reasons for its study, this course provides an approach to the theoretical foundations of democracy. It includes an analysis of the democratic decision-making process and its main contemporary forms.

Competences

Understanding and critical interpretation of theories and texts on democracy.
Knowledge of major authors, concepts and arguments in the history of democratic theory, employing the specific terminology of practical philosophy.
Ability to identify and assess the formal validity of political discourses and their most common fallacies.
Ability to apply the main principles of political philosophy and democratic theory to social commitment and the respect of differences and plurality.
Ability to summarise, argue, evaluate critically and produce well-structured written and oral discourses dealing with social and political issues.
Ability to identify and critically examine classic problems and current debates in the field of political philosophy and democratic theory, as well as their relationship.

2. Contents

1. Reasons for education in democracy.
2. Democracy in history. Historical development of the concept of democracy
3. The rule of free and equal people. Liberty and equality
4. Theoretical justification of democracy
5. The democratic process (I). Political representation: parties and parliaments
6. The democratic process (II). Deliberation: negotiating and arguing.
7. The democratic process (III). The rule of the many. Democratic decision-making
8. Constitutional democracy
9. Liberal democracy
10. Republican democracy

Evaluation

Active participation in class will be taken into account. Exam: 50% of the mark. Individual essay, 50%. The essay topic, dealing with any content explained in class or related to the course, will be agreed with the lecturer based on the student’s proposal.

Set text


Additional readings

Held, D., Models of Democracy, Stanford University Press, 2006
Various Authors, Stanford Encyclopaedia of Philosophy, https://plato.stanford.edu/
25174: HISTORIA DEL PENSAMIENTO II/ HISTORY OF THOUGHT II

Course description

This course provides an approach to the history of thought from the perspective of historical thinking. It includes an introduction to the idea of history, as well as the study of key periods and major authors in the history of thought. The course runs in coordination with 'History of Thought I', but it can also be undertaken separately. It comprises lecture-based classes, selected readings and individual supervision for writing a short essay.

Competences

Knowledge of the historicist method and basic notions of philosophy of history. Knowledge of major authors and periods in the History of Thought. Development of capacities for critical interpretation, and detached and active understanding, through theories and debates that may transcend our cultural context. Development of academic writing and basic research skills.

Assessment

Active participation in class will be taken into account. Exam: 50% of the mark. Individual essay, 50%. The essay topic, to be agreed with the lecturer based on the student’s proposal, may deal with any content explained in class or related to the course. The lecturer will provide with specialised bibliography.

Contents

1. Theory

I History of Thought as thinking about history.
II Ways of thinking

1) Reason and Faith: the Middle Ages
   a) Christianity and Philosophy
   b) Argumentation: logic and rhetoric
   c) Between two worlds: Andalusī thought

2) Social thought
   a) Republicanism
   b) Revolution and counter-revolution
   c) Subaltern and hegemonic thought
   d) Utilitarianism
   e) Counter-culture
   f) Thinking (from) gender

3) Economic thinking. Post-industrial subjectivities and economies
4) Science and History
5) Phenomenology
6) Art and History

III. Limits of our cultural horizon
1) The debate on human nature in Ancient China.
2) Conflicting ideologies in the Indian tradition
2. **Practice**

Writing of an individual essay of around 3,500 words to be handed in before 30 April. The essay may deal with a topic worked on in class or any other of interest to the student and related to the course.

3. **Assessment**

Exam: 50% of the mark. It will consist of two questions (one to be chosen) about the topics explained in class and the readings provided by the lecturer.

Essay: 50% of the grade. Deadline for handing in: 30 May.

Active participation in class will be taken into account.

4. **Bibliography**

Handbook for consultation

Complementary bibliography

BEARMAN, Peri et al. **The Encyclopaedia of Islam.** Leiden, Brill, 1993


BLOCH, Ernst. **Avicenna and the Aristotelian Left.** Columbia. Columbia University Press, 2018

BUTLER, Judith, Butler, Judith. **Gender trouble: feminism and the subversion of identity.** New York, Routledge, 2006


CARNAP, Rudolf; HAHN, Hans, NEURATH, Otto, **The Scientific Conception of the World: The Vienna Circle,** 1929. Philarchive.org

CICERO, Marco Tulio, **De Re Publica.** Cambridge: Cambridge University Press, 1995


FEYERABEND, Paul, **Against Method.** New York, Verso Books, 2010

FREUD, Sigmund, **A General Introduction to Psychoanalysis,** New York, Liveright, 1920

GOMBRICH, Richard, **What The Buddha Thought.** London, Equinnox, 2009


LYOTARD, Jean-François, **The Postmodern Condition. A Report on Knowledge.** Manchester, Manchester University Press, 1984
Information and communication technologies for Early Childhood Education.

Course Description and Context

It offers the possibility of reflecting on the social and educational impact of ICTs as agents of educational innovation and on the digital competence of teachers and students. It contributes an understanding of the processes of interaction, communication and collaboration through ICTs and their application to teaching practice. The proposal is to train people who can guarantee the digital literacy of future citizens for their active insertion in the Knowledge Society. Virtual environments will be presented as means and scenarios for education, providing an opportunity for identification, implementation and evaluation of best practices in ICTs. It will collaborate with the interdisciplinary project together with the other term courses. Its development will integrate the experiences and knowledge derived from the first teaching practice session.

Course Competences/Learning Outcomes

The five competences to be acquired are:

1. An ability to analyse and critically incorporate the social and educational impact of ICTs and the way they affect family and school education
2. An ability to understand the processes of interaction, communication and collaboration through ICTs to promote them
3. An ability to plan, develop and assess innovative, technology-based teaching-learning processes in formal educational contexts
4. An ability to know how to select, prepare and evaluate educational materials using ICTs in different classroom and virtual teaching contexts
5. An ability to develop a culture of lifelong learning and professional development

Theoretical-practical content

TOPIC 1. SOCIETY OF KNOWLEDGE.

• Science, Technology and Society: the knowledge society.
• Digital divide and competence.
• Visual culture and its importance in early childhood education.
This topic approaches the characteristics of the knowledge society, the importance of visual culture and the digital divide.

**TOPIC 2. INFORMATION AND COMMUNICATION TECHNOLOGIES FOR EDUCATION.**

- Technological convergence.
- New media and new scenarios for education: Web 2.0 settings and emerging technologies.
- Design, development, implementation and evaluation of online educational resources.

Technological convergence will be addressed and the resources offered by web 2.0 and other emerging technologies in the development of the child learning activity will be analysed. Audiovisual resources will be designed and developed for use in teaching-learning processes; or ICT workshops for children of these ages will be designed, developed and evaluated consistently with the development of children's activities.

**TOPIC 3. BEST PRACTICES IN TEACHING WITH ICTs.**

- Educational innovation and the use of ICTs.
- Identification, implementation and evaluation of best practices with ICTs.

This topic will seek to determine the keys for identifying, implementing and evaluating best practices with ICTs.

**Methodology**

This subject will be addressed through active learning methodologies. Reading of texts and practical individual and group workshops and/or combined with:

1) The development of course project-based learning.

and 2) Design, development and evaluation of ICT workshops in early childhood education.