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.

<table>
<thead>
<tr>
<th>FACULTY OF EDUCATION – BILBAO (354)</th>
<th>SEMESTER</th>
<th>CREDIT</th>
<th>SCHEDULE ¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>27576 Recursos para la Enseñanza y Aprendizaje de la Lengua y la Literatura</td>
<td>Sep. 2019- Jan. 2020</td>
<td>6,5</td>
<td>M</td>
</tr>
<tr>
<td>27631 Desarrollo de la Competencia Comunicativa - Lengua Castellana y Lengua Vasca en Educación Infantil II</td>
<td>Sep. 2019- Jan. 2020</td>
<td>7</td>
<td>M</td>
</tr>
<tr>
<td>27615 Análisis crítico de los medios de Comunicación</td>
<td>Jan. 2020 - May 2020</td>
<td>6</td>
<td>M</td>
</tr>
<tr>
<td>26293 Intervención Socioeducativa en Familia, Infancia, Adolescencia y Juventud</td>
<td>Jan. 2020 - May 2020</td>
<td>6</td>
<td>M</td>
</tr>
</tbody>
</table>

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

By clicking the subject’s name, its Syllabus will appear.
Description & contextualization 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 outcomes for the subject

Primary Education and Early Childhood Education teachers are expected to know how to select and utilize materials for the teaching of language and literature. Therefore, students in this subject will generate criteria for the selection and use of existing resources through an analysis of the curriculum and they will develop the ability to create materials specific to the area of language and literature. It is expected that handling different methods will allow future teachers to reach a significant level of pedagogical competence.

Being a common minor for Early Childhood Education and Primary Education students, the applicability of the aspects treated will be diverse and their viability will be tested through experimentation. The learning outcomes will be evident in the problem-solving exercises, both group and individual. Therefore, collaborative competence, fundamental in the 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.


- 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.

Assessment systems

Writing test 40%

Practice tasks (exercises, cases, problems) 20%
Individual tasks 20%
Presentations, reading tasks... 20%

Ordinary exam call: guidelines & withdrawal

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 assessment system for this subject is as follows:

1. Continuous assessment for students who fulfil and successfully complete all the tasks set.

2. Students who cannot attend classes but who have their right recognized will have the option to take a final test consisting of one or more exams and activities that imply an overall assessment of the subject. This will be done at the end of the course within the academic calendar set by the center for the performance of these tests (Regulation for student assessment in official degree programs, articles 8 and 9).

3. In the case of continuous assessment, if the weight of the final test is higher than 40% of the grade for the subject, it will be sufficient not to take the final test so that the final grade of the subject is not presented. If the weight of the final test is equal to or less than 40% of the grade of the subject, students may withdraw from the call up to one month before the end date of the teaching period of the corresponding subject. This withdrawal must be submitted in writing to the faculty responsible for the subject.

4. To pass the course, the correct use of language, both orally and in writing, will be an essential requirement.

5. This subject is governed by the "Protocol on academic ethics and prevention of dishonest or fraudulent practices in evaluation tests and academic work at the UPV / EHU".

Extraordinary exam call: guidelines & withdrawal

(Regulation for the assessment 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 assessment system chosen, will have the right to take the exams and assessment activities that make up the final assessment test in the extraordinary call.

2.- Assessment of the subjects in the extraordinary calls will be done exclusively through the final assessment system (exam).

3.- The final assessment test of the extraordinary call will consist of as many exams and assessment activities as are necessary to be able to evaluate and measure the defined learning outcomes, in a manner comparable to how they were evaluated in the ordinary call. Positive results obtained by the students during the course can be maintained. In the case of having obtained negative results in the continuous assessments 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


- In-depth bibliography


- Journals

EDUCAWIKI

@bareque. Revista de bibliotea 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://www.tic-lectoescritura-nee.net/averroes/publicaciones/lectura/bibliote.pdf

www.mec.es/cide
Descripción y contexto del tema

El desarrollo de la maestría del lenguaje debe basarse en un análisis sistemático y producción de textos profesionales, para que los futuros maestros de preescolar y primaria puedan desarrollar habilidades comunicativas que sean útiles tanto en el aula como fuera de ella.

Competiciones / Resultados de aprendizaje del tema

Habilidades específicas:

A) Ser capaz de usar, producir y procesar diferentes textos utilizados en la educación primaria.
B) Mejorar las habilidades lingüísticas en los dos idiomas oficiales para utilizarlos correctamente en el ámbito profesional.
C) Adquirir habilidades sociales para interactuar en el contexto sociocultural y con las familias de los alumnos.

Contenido teórico-práctico

Tema 1.- Habilidades lingüísticas y sus interrelaciones. Procesos cognitivos subyacentes. Entendiendo los procesos cognitivos que subyacen a las habilidades lingüísticas (hablar, escuchar, leer y escribir), la relación entre ellos y los conceptos necesarios para referirse a ellos, con el fin de usarlos como instrumento de análisis del uso del lenguaje en la comunicación.

Tema 2.- Observación y análisis de texto oral y escrito en el ambiente escolar. El desarrollo de la maestría del lenguaje de los futuros maestros de primaria debe basarse en la observación sistemática, producción y análisis de textos producidos dentro y fuera del mundo escolar, con especial énfasis en los elementos textuales y las coordenadas contextuales que los determinan.

Tema 3.- Análisis y producción de textos en el ámbito profesional. Comunicación en el aula: discurso didáctico, entrada modificada, lectura en voz alta, dramatización. Comunicación fuera del aula: entrevistas con los padres, informes, informes de actividades, discusiones con otros profesionales.

Metodología
In general, it will be an active methodology aimed at participation and collective work, with the aim of encouraging reflection and strengthening the connection between theory and practice.

Both professors and students will develop content through presentations, dialogues and debates with the aim of encouraging one’s own criterion.

Individual and group work will be done in the practical sessions. Group and collective work will be important here, in an atmosphere of respect, trust and tolerance (also in debates).

The professor will use the MOODLE platform at time so that certain materials are available to the students.

Activities and exercises:
- Reading and discussion of texts and other audiovisual materials, plus case analyses
- Discussions in class, in large and small groups
- Presentations: oral activities in different registers, reading aloud

Note: In both assessment tests and academic work the official protocol of the UPV/EHU will be applied on the academic ethics regarding dishonest or fraudulent practices: https://www.ehu.eus/documents/2100129/0/6.-+b%29+Protocolo+plagio+cas+-+.pdf/11f13960-d46a-cf5a-ac13-ebfb5ad10acd

GRADING TOOLS AND PERCENTAGES

ORDINARY EXAM CALL: GUIDANCE AND WITHDRAWAL

- Written test 40%
- Teamwork (problem-solving, project design) 30%
- Presentation of studies, readings... 14%
- Module work 16%

Note: to pass the course, each one of the tasks to be assessed must be approved. These parts will be kept for extraordinary calls, but not for the following academic courses.

1. Continuous assessment for students who fulfil and successfully complete all the tasks set.

2. Students who cannot attend classes but who have their right recognized will have the option to take a final test consisting of one or more exams and activities that imply an overall assessment of the subject. This will be done at the end of the course within the academic calendar set by the center for the performance of these tests (Regulation for student assessment in official degree programs, articles 8 and 9).

3. In the case of continuous assessment, if the weight of the final test is higher than 40% of the grade for the subject, it will be sufficient not to take the final test so that the final grade of the subject is not presented. If the weight of the final test is equal to or less than 40% of the grade of the subject, students may withdraw from the call up to one month before the end date of the teaching period of the corresponding subject. This withdrawal must be submitted in writing to the faculty responsible for the subject.

4. To pass the course, the correct use of language, both orally and in writing, will be an essential requirement.
EXTRAORDINARY EXAM CALL GUIDELINES AND WITHDRAWAL

ASSESSMENT:

Written exam
Multiple-choice test
Oral test (in class or a final text, if applicable)
Individual work
Group work
Studies, presentations, readings

(Regulation for the assessment 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 assessment system chosen, will have the right to take the exams and assessment activities that make up the final assessment test in the extraordinary call.

2.- Assessment of the subjects in the extraordinary calls will be done exclusively through the final assessment system (exam).

3.- The final assessment test of the extraordinary call will consist of as many exams and assessment activities as are necessary to be able to evaluate and measure the defined learning outcomes, in a manner comparable to how they were evaluated in the ordinary call. Positive results obtained by the students during the course can be maintained. In the case of having obtained negative results in the continuous assessments 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

- Computer
- Audiovisual materials
- Text books, texts produced in exams, notes, reviews, papers, memories, audio or video recordings
- Moodle
DESCRIPTION AND CONTEXT OF THE SUBJECT

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 OUTCOMES OF 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-PRACTICAL CONTENT

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.
METHODOLOGY

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

GRADING TOOLS AND PERCENTAGES

Final Evaluation System

Tools and rating percentages:

Written test – 26%
Oral test – 26%
Practices (exercises, cases or problems) – 32%
Interdisciplinary Module Work – 16%

ORDINARY EXAM CALL: GUIDANCE AND WITHDRAWAL

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.

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/documents/2100129/0/6.-+b%29+Protocolo+plagio+cas+-+.pdf/11f13960-d46a-cf5a-ac13-ebfb5ad10acd

EXTRAORDINARY EXAM CALL GUIDELINES AND WITHDRAWAL

(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.

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


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

Theoretical-practical contents


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

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.


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


**Deeper bibliography**


**Journals**


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

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

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.

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