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>CREDITS</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>27576 Recursos para la Enseñanza y Aprendizaje de la Lengua y la Literatura</td>
<td>Sep. 2020- Jan. 2021</td>
<td>6,5</td>
<td>M</td>
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<tr>
<td>25909 Desarrollo Psicomotor II</td>
<td>Sep. 2020- Jan. 2021</td>
<td>6</td>
<td>M</td>
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<tr>
<td>27615 Análisis crítico de los medios de Comunicación</td>
<td>Jan. 2021 - May 2021</td>
<td>6</td>
<td>M</td>
</tr>
<tr>
<td>26293 Intervención Socioeducativa en Familia, Infancia, Adolescencia y Juventud</td>
<td>Jan. 2021 - May 2021</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

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 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

- 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.

**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.

**Assessment systems**

- Writing test 40%
- Practice tasks (exercises, cases, problems) 10%
- Individual tasks 20%
- Presentations, reading tasks... 30%

**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 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://www.tic-lectoescritura-nee.net/averroes/publicaciones/lectura/bibliote.pdf
www.mec.es/cide
Descripción y contexto del tema

Este tema se enfoca en los conceptos básicos de lenguística formal y orientación pragmática, con el objetivo de utilizarlos como instrumentos para analizar el uso de la lengua en la comunicación. Se coloca el énfasis en su proyección para la enseñanza de la lengua.

El desarrollo de la maestría lingüística de los futuros docentes debe basarse en la observación, producción y análisis sistemático de sus propios textos, especialmente de los géneros discursivos académicos. La labor con parámetros conceptuales y estrategias de comprensión enriquece el proceso de comunicación.

Competencias / resultados de aprendizaje del tema

A) Analizar, procesar y producir diferentes textos presentes en el campo académico.
B) Participar en actividades colectivas a través de trabajo cooperativo e individual.
C) Adquirir mayor competencia lingüística en las dos lenguas oficiales (basque & español).

Contenido teórico-práctico

1. Conceptos básicos para el análisis y producción de discursos y textos:
   1.1.-Lenguaje, lengua y comunicación
   1.2.-La competencia comunicativa
   1.3.-El discurso
   1.4.-Los niveles de análisis de discurso

2. Comprensión y producción de textos orales y escritos, específicamente abordando los géneros discursivos más comunes en el ámbito académico:
   2.1.-Textos académicos orales: presentaciones, exámenes orales, discusiones ...
   2.2.-Textos académicos escritos: notas, reseñas, trabajos, informes de práctica.
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