Universidad del País Vasco / Euskal Herriko Unibertsitatea

ENGLISH FRIENDLY COURSES (EFC) 2022-2023 – CAMPUS OF GIPUZKOA

https://www.ehu.eus/es/web/hezkuntza-filosofia-antropologia-fakultatea/ikasle-bisitariak1
Coordinator: hefa.internacional@ehu.es

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

English Friendly Courses taught in SPANISH:

FACULTY OF EDUCATION, PHILOSOPHY AND ANTHROPOLOGY (230)

COURSE		SEMESTER	CREDITS	SCHEDULE[1]	LINK TO SYLLABUS
Bachelor`s Degree in Pedagogy					
26306	Formación de Formadores	Sep. 2022- Jan. 2023	6	M	→
Bachelor`s Degree in Social Education					
26287	Dinamización Social y Cultural	Sep. 2022- Jan. 2023	6	M	→
Bachelor`s Degree in Philosophy					
25167	Introducción a la Filosofía I	Sep. 2022- Jan. 2023	6	M	
Bachelor`s Degree in Anthropology					
26331	Antropología Simbólica	Jan. 2023 - May 2023	6	M	
26334	Métodos y Técnicas Cuantitativas	Jan. 2023 - May 2023	6	M	→
26345	Migración y Movilidad	Jan. 2023 - May 2023	6	M	

FACULTY OF EDUCATION, PHILOSOPHY AND ANTHROPOLOGY (254)

COURSE		SEMESTER	CREDITS	SCHEDULE	
Bachelor's Degree in Infant Education					
25912	Las tecnologías de la información y comunicación en educación infantil	Jan. 2023- May 2023	6	M	→

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

Universidad del País Vasco / Euskal Herriko Unibertsitatea

English Friendly Courses taught in BASQUE:

FACULTY OF EDUCATION, PHILOSOPHY AND ANTHROPOLOGY (230)					
	COURSE	SEMESTER	CREDITS	SCHEDULE[2]	LINK TO SYLLABUS
Bachelor`s Degree in Antropology					
26331	Antropologia Sinbolikoa	Jan. 2023 - May 2023	6	M	
26334	Metodo eta Teknika Kuantitatiboak	Jan. 2023 - May 2023	6	M	

FACULTY OF EDUCATION, PHILOSOPHY AND ANTHROPOLOGY (254)					
	COURSE	SEMESTER	CREDITS	SCHEDULE	LINK TO SYLLABUS
Bachelor`s Degree in Primary Education					
25864	Ikastetxearen Antolakuntza	Jan. 2023- May 2023	6	M	

[2] SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

COURSE GUIDE	2022/23		
Faculty	230 - Faculty of Education, Philosophy and Anthropology	**Cycle**	Not Applicable
Degree	GESOCI20 - Bacheler`s Degree in Social Education	**Year**	Third year

COURSE

26287 - Social and Cultural Dynamization	**Credits, ECTS:**	6

COURSE DESCRIPTION

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 subject 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.
The contents will be coordinated horizontally with work module 5, and vertically with human rights, social policies, education policies and communication and education (module 2).

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).

- Knowing strategies to foster collaborative work.
- To develop collaborative conflict resolution dynamics.
- To analyse and apply strategies of dynamisation at community level.
- Knowing the applicability of ethics and the code of ethics in professional practice.
- Analyse and apply the gender perspective in the interventions in practice and in the interventions generated.

2. That the students communicate orally and in public ideas / arguments on socio-educational topics, based on teaching resources (5C5).

- Develop links between ideas and topics.
- Present arguments on proposed topics.
- Create and communicate solutions to the cases and problems dealt with.

3. That the students prepare written reports duly argued, using the established formal criteria (5C6).

- To elaborate argued written reports, using the established formal criteria.
- To search for data (scientific, legislative, fieldwork) in appropriate sources and select the information for analysis

4. That the students show an active and responsible disposition in relation to the activities and learning tasks (5C7).

- To know the professional field of Social Education.
- Develop an innovative approach to Social Education and incorporate it into the proposed tasks.
- To analyse the holistic approach to social education in the proposed cases

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).

- Show ability to justify one's own arguments and ideas in an environment of mutual respect.
- Develop communication skills to interact and share with other people.
- Solve difficulties that arise in the group in a cooperative way.
- Be able to organise oneself in a group and manage time.

CONTENIDOS TEÓRICO-PRÁCTICOS

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?).
Functions of educators and social educators in community dynamization and development. It is intended to reflect on the democratic leadership that a social educator or educator must develop and its implications: accompaniment, dynamism of the groups, citizen participation that makes history.

TEACHING METHODS

We will try that our subject is considered as a work seminar in which each team dynamises both it is 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 learn the competences.

The exercises, practices, videos, teacher's exhibitions, student's exhibitions... necessary for the acquisition of the subject's competences will be worked on through eGela and will be available on eGela if the situation requires it.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	36	12	12						
Horas de Actividad No Presencial del Alumno/a	54	18	18						

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

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Exercises, cases or problem sets 15%
- Individual assignments 15%
- Teamwork assignments (problem solving, Project design) 45%
- Moduluko diziplinarteko Jarduera (DILAN)

Continuous evaluation will be done through eGela if the situation so requires. Both the deliverables (practices, works...), as well as the qualification. The students who take the final test will do it through eGela, as long as it cannot be done in person. 25%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

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:
 School of Teaching of Bilbao
1. Continuous evaluation, for the students that normally attend the class and fulfills the tasks in charge.
 Completion of practices (Exercises, Cases or Problems) and Individual work: 35% on the final mark
 Written exam to develop: 25% on the final grade.
 Group work: 25% on the final grade
 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,
 Written exam plus a practical test

 Faculty of Education, Philosophy and Anthropology.
1. Continuous evaluation, for the students that normally attend the class and fulfills the tasks in charge.
 Completion of practices (Exercises, Cases or Problems) and Individual work: 30% on the final mark
 Group work: 45% on the final grade
 Interdisciplinary module activity: 25% on the final grade.

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,
 Written exam plus a practical test.

In the case of continuous evaluation, if the weight of the final test is greater than
40% of the qualification of the subject, it will be enough to not submit to said final test so that the final grade of the subject is not presented. Otherwise, if the weight of the final test is equal to or less than 40% of the grade of the subject, students may waive the call in a period that, at least, will be up to one month before the end date of the teaching period of the corresponding subject. This waiver must be submitted in writing to the faculty responsible for the subject.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

 LAST EVALUATION (100%)
DOES THE STUDENT DO NOT HAVE A LICENSE OR A CUSTOMER CALL FOR YOU:
 The note passed to a student from a regular call notice will be saved, and only parts that are suspended or delivered.
 The same percentages used in the ordinary call will be applied to the aforementioned works.
 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.
o EVALUATION CRITERIA:
 Delivery of works within a period of time and compliance with criteria (capacity 5)
 Use the written language appropriately (without spelling errors) and use the well-adapted terminology discipline. (Capacity 3)
 Provide meaningful information; arguing and explaining ideas. (Capacity 2 and 3)
 Participate in classroom activities and participate in classroom activities. (Capacity 4)
 Integrating key ethics, gender perspective and social responsibility keys into work content. (Capacity 1)
 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.

MANDATORY MATERIALS

BAUMAN, Z. (2000). Liquid Modernity. Malden. Polity Press.

MILANOVIC. B. (2016). Global Inequality: A new aproach for the age of globalization. London. Harvard University.

BIBLIOGRAFÍA

Basic bibliography

- BAUMAN, S. (2000). Liquid Modernity. Oxford: Polity Press.

-MILANOVICH, B. (2016). Global Inequality: A Newe Approach for the Age of Globalization. Cambridge. Harvard University Press.

Detailed bibliography

- KREUGER, R. & King, J. A. (1997). Involving Community Members in Focus Group; focus Group Kit 5. California: SAGE Publications.

Journals

- Revista iberoamericana de educación. http://www.rieoei.org
- 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/

Web sites of interest

http://dialnet.unirioja.es
http://www.peretarres.org
www.fundacionede.org.
http://www.eduso.net/

OBSERVATIONS

COURSE GUIDE	2022/23		
Faculty	230 - Faculty of Education, Philosophy and Anthropology	**Cycle**	Not Applicable
Degree	GPEDAG20 - Bachelor`s Degree in Pedagogy	**Year**	Third year

COURSE

26306 - Trainers Training	**Credits, ECTS:**	6

COURSE DESCRIPTION

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.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

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.

CONTENIDOS TEÓRICO-PRÁCTICOS

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

TEACHING METHODS

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.
The readings, videos, teacher's explanations, student's explanations, student's group works... that the subject needs for its development and for the work of the student's competences, can be worked through eGela, where it will be available if the situation requires it.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	36	12	12						
Horas de Actividad No Presencial del Alumno/a	54	18	18						

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

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Multiple choice test 10%
- Individual assignments 40%
- Teamwork assignments (problem solving, Project design) 30%
- Actividad Interdisciplinar de Módulo 20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

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.

Following the rules of student assessment for the official degree, based on article 12.2, in the case of continuous assessment, if the weight of the final test is greater than 40% of the grade of the subject, it will suffice not to take the final test for the final grade of the subject not to be presented or not presented. Otherwise, if the weight of the final test is equal to or less than 40% of the grade of the subject, the student may waive the call in a period that, as a minimum, will be up to one month before the end of the teaching period of the corresponding subject. This waiver must be submitted in writing to the teaching staff responsible for the subject.
The continuous evaluation, if the situation requires it, can be done through eGela, that is, both by uploading the necessary materials for the evaluation (deliverables, practices...) and by granting the qualification. The students who are going to take the final test can do it through eGela if it is not possible to do it in person.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

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.

MANDATORY MATERIALS

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.

BIBLIOGRAFÍA

Basic bibliography

- BIRKENBIHL, M. (2007). Formación de formadores. Madrid, Pirámide.
- COLOM, A. (1994). Estrategias de formación en la empresa. Barcelona, Narcea.
- IMBERNON, F. (2004). La formación y el desarrollo profesional del profesorado. Barcelona, Graó.
- LOPEZ, J.; LEAL, I. (2002). Aprender a planificar la formación. Barcelona, Paidós.
- MÍNGUEZ VELA, A. (2003). El formador en la empresa. Madrid, ESIC.

Detailed bibliography

- BONALS, J. (1996). El trabajo en equipo del profesorado. Barcelona, Graó.
- DEL POZO, P. (2002). Formación de formadores. Madrid, Pirámide.
- IMBERNON, F. (2002). La investigación educativa como herramienta de formación del profesorado. Barcelona, Graó.
- PINEDA, P. (2002). Gestión de la formación en las organizaciones. Barcelona, Ariel.
- VARIOS (2001). La formación del profesorado. Proyectos de formación en centros educativos. Barcelona, Graó.

Journals

RED. Revista de Educación a Distancia
Profesorado. Revista de currículum y formación del profesorado
Revista Interuniversitaria de Formación del Profesorado
Herramientas. Revista de formación para el empleo
Revista de formación e innovación educativa univ. (REFIEDU)

Web sites of interest

http://www.oei.es/rifad01.htm página Organización de Estados Iberoamericanos Para la Educación, la Ciencia y la Cultura. Bibliografía básica sobre Formación de formadores
http://innovateonline.info/index.php página de la revista on-line titulada: Innovate. Journal of online education
http://www.reduc.cl/reduc/umbralul.htm página de la revista Umbral 2000. Revista digital de la Red Latinoamericana de información y documentación en educación (Reduc)

http://www.infotep.gov.do/InfotepIndice.html Revista Integración. Formación en la empresa.

OBSERVATIONS

OBSERVATIONS
It is important that the students keep in mind the Module Guide.

COURSE GUIDE 2022/23

Faculty	230 - Faculty of Education, Philosophy and Anthropology	**Cycle**	Not Applicable
Degree	GANTRO20 - Bachelor`s Degree in Social Anthropology	**Year**	Third year

COURSE

26334 - Quantitative Methods and Techniques	**Credits, ECTS:**	6

COURSE DESCRIPTION

This subject is arranged as an introduction to quantitative social research, as an alternative approach to qualitative research. Its main aim is to train students in the quantitative research approach, considering its scope and limitations as far as anthropological knowledge is concerned. Therefore, different quantitative data collection methods will be addressed in order to see the contribution of each one to the study of the research object. Different sampling strategies are also considered connected with data gathering techniques. Both descriptive and correlational statistical data analysis is developed with SPSS. Finally, the subject poses different strategies for the combination of both quantitative and qualitative approaches in order to improve Anthropological knowledge.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Main competences of the subkect:
- Students’ training for designing quantitative research
- Students’ training in using and interpreting descriptive, correlational and multivariate statistical analysis

CONTENIDOS TEÓRICO-PRÁCTICOS

1.Similarities and differences between quantitative and qualitative approaches.
2.Proposal for a quantitative resarch problem: questions, justification and feasibility.
3.Scope for a quantitative research: de la investigación cuantitativa: exploratory, descriptive, correlational or explanatory.
4.Selecting a quantitative sample: sampling methods and sample size.
5. Quantitative data gathering and coding: questionnaires, attitude scales, quantitative content analysis and quantitative observation.
6. Quantitative data analysis: descriptive, correlational and multivariate statistics.
7. Writing a results report.
8. Mixed research designs: combining quantitative and qualitative.

TEACHING METHODS

• Tasks to be developed in the class:
- Theoretical lectures
- Reflection and discussions over research texts
- Presenations over individual practical cases (research design and data)
- Individual tuition
- Group tuition
- Statistical analysis with SPSS programa at the computer room

• Tasks to be developed out of class (these can be done in English)
- Reading of recommended texts
- Design and develope a quantitative research project
- Prepare a final report on the resarch project

TYPES OF TEACHING

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

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

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 50%
- Individual assignments 50%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The final evaluation will be based on two main tasks: the final report on the individual research project (50%) and a practical exam on the contents of the subject (50%).

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The final evaluation will be based on two main tasks: the final report on the individual research project (50%) and a practical exam on the contents of the subject (50%).

MANDATORY MATERIALS

BIBLIOGRAFÍA

Basic bibliography

Black, T. R. (1999) Doing Quantitative Research in the Social Sciences. An Integrated Approach to Research Design, Measurement and Statitics, Sage, London and Thousand Oaks.
Bryman, A. (1988) Quantity and Quality in Social Research, Allen & Unwin Ltd., London.
Burgess, R. G. (1984) In the Field. An Introduction to Field Research, Allen & Unwin Ltd., London.
Lomax, R. G. et al (2020) An Introduction to statistical concepts, Routledge, London and New York.
McNeil, P. (1985) Research Methods, Routledge, London and New York.
Thrane, C. (2019) Applied Regression Analysis, Routledge, London and New York.

Detailed bibliography

Journals

Web sites of interest

http://www.ararteko.net/RecursosWeb/DOCUMENTOS/1/0_244_1.pdf
http://www.kultura.ejgv.euskadi.net/r46-19123/eu/contenidos/informacion/est_hp/eu_est_hp/est_hp.html
http://www.gazteaukera.euskadi.net/r58-7651x/eu/contenidos/informacion/gazteen_joerak/eu_liburuak/adjuntos/JOERAK_6.pdf
http://eu.eustat.es/document/datos/cuestionarios/CUES_CVL11_e.pdf
http://www.lehendakaritza.ejgv.euskadi.net/contenidos/informe_estudio/retratos_de_juventud_15/eu_retjuv15/adjuntos/11retratos15_eu.pdf

OBSERVATIONS

TASKS FOR ASSESSMENT

- The students will have to deliver the quantitative research report following the instructions provided in Section 7 on egela.
- This report must be delivered at the end of the term.

COURSE GUIDE	2022/23		
Faculty	254 - Faculty of Education, Philosophy and Anthropology	**Cycle**	Not Applicable
Degree	GPRIMA20 - Bachelor`s Degree in Primary Education	**Year**	Second year

COURSE

25864 - Organisation of the Education Centre	**Credits, ECTS:**	6

COURSE DESCRIPTION

In this course, we present the school as the main scenario for teaching: its structure, resources, key operational aspects, relation system, evaluation and innovation. The subject broadens the perception of the professional environment from the perspective of individual teaching in the classroom in a shared educational and institutional project.
Together with the other subjects in the same semester, it will contribute to the development of an interdisciplinary project.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

COMPETENCES AND LEARNING OUTCOMES
E1. Identify the main characteristics of educational centers as organizations.
1. Differentiate the dimensions that make up the organizational structure of an educational center.
2. Identify the features that differentiate educational centers from other types of organizations.
3. Relate the elements and levels that comprise the administrative aspects of educational centers.

E2. Analyze the social and institutional contexts of educational centers in order to propose or critically design appropriate educational and organizational actions.
1. Identify the essential characteristics that define the current social context (knowledge society and sociocultural context) and the institutional context (educational system and educational administration) of the current educational centers and their fundamental challenges.
2. Propose actions and strategies to place the educational organization in these environments, designing intervention proposals.

E3. Reflect on the institutional goals of educational organizations according to the changes in their social context, paying special attention to school innovation, improvement and evaluation.
1. Identify the places where explicit written institutional goals are centralized, as well as other environments in which present and future proposals for action emerge. Identify the objectives hidden in the explicit or implicit proposals.
2. Identify and analyze proposals for institutional self-evaluation and external evaluation from a broad perspective.
3. Study and assess good practices in educational centers.
4. Propose or design specific proposals for innovation and improvement of the objectives and achievements of educational organizations.

E4. Define the groupings, the material and functional resources, as well as the manifest – or hidden- structures at the service of the educational project of the center, and evaluate them critically in relation to this purpose.
1. Differentiate the basic organs of government, participation and coordination of an educational center, their competences and general functions, showing sensitivity to the role that each one of them occupies individually and collectively for the achievement of an institutional collective project.
2. Design or present proposals for the improvement of the structures and relational climate in the center.

E5. Identify and analyze the components of the existing culture(s) in the educational centers as elements that provide understanding and direct the activity of the educational center, paying special attention to its relational aspect (internal and external) as well as to the processes of participation of the educational agents in the center.
1. Analyze concrete cases about the reality of the centers, identifying some of the cultural features and proposing possible steps for the establishment or change of certain elements in the culture of the centers.
2. Analyze the levels of participation in the educational center and design proposals to improve them.

CONTENIDOS TEÓRICO-PRÁCTICOS

SYLLABUS
UNIT 1. THE MEANING OF EDUCATIONAL CENTERS AS ORGANIZATIONS General characteristics of organizations. Educational centers as organizations. Theoretical traditions in social research and their interpretation in the educational organization.
UNIT 2. THE SOCIAL CONTEXT AND ENVIRONMENT OF SCHOOL ORGANIZATIONS. The school in the Information Society. The educational system and the educational administration. The close social environment and the educational center.
UNIT 3. THE SCHOOL INSTITUTION AS AN ORGANIZATION. Institutional planning documents. Priority learning goals. Human resources: students, teachers, family members, administration and service personnel, and various agents from the community. Material resources: space and didactic material. Functional resources. Relationships within the organization, coexistence and participation in the school organization.

UNIT 4. SCHOOL IMPROVEMENT AND INSTITUTIONAL EVALUATION. The traditions of school improvement. The processes of improvement and innovation in the educational organization. Quality and equality. Internal institutional evaluation, external institutional evaluation (audits). Different models of institutional evaluation.
UNIT 5: CHALLENGES OF SCHOOL ORGANIZATION: IMMIGRATION, MARGINALIZATION, RURAL SCHOOLS.

TEACHING METHODS

METHODOLOGY
The course will have a regular structure based on a theoretical session with the whole group and a practical session with two subgroups per week. In these sessions, we will focus on the understanding and integration of the content, and student participation will be very important. To address the subject properly, a course has been created in the Virtual Teaching-Learning Platform eGela of the UPV/EHU. This virtual course sets out the methodology and materials to be used, including the selection of required readings. This selection of readings from the basic and in-depth bibliography is listed below.

a) Continuous evaluation
Continuous evaluation will be the priority type of evaluation. It is made up of theoretical and practical sessions. The theoretical sessions will last two hours. Although focused on the whole group, in these sessions the teacher will combine presentations and small practical sessions. In the theoretical sessions, there will be a presentation of new contents, sometimes with the help of reflection exercises, and at other times, the activities will aim to deepen the content of the session and clarify doubts.
Practical sessions for small groups. These sessions last two hours, and the activities that will take place will be related to the content described in the theoretical sessions. Different types of activities are carried out, such as dialogic reading or analysis of case studies. Students will work mainly in small groups, although there will also be activities for individuals and large groups.
Each term students will have to do a group project in the module. They will have two weeks during the term to do the module work in class, and they will have the support of the teacher during the course for guidance on any doubts and questions raised in the project.
Tutorials. With the tutoring schedule, and especially in the second term, fixed schedules will be established for the groups to follow up the work set outside the classroom.

b) Final exam
Students evaluated in the final exam will have to carry out an individual project through the readings and exercises proposed by the teacher. Students who choose the final exam may raise questions based on their work during tutorial sessions.

In both continuous evaluation the and final exam, students will work on the readings, videos, explanations by the teacher, explanations by the students, group work by the students, etc. needed for the development of the students' competences.

In any case, if the health situation requires it, the course is prepared for the online format in both the continuous evaluation and final exam. In this case, classes and tutorials would be taught through the Blackboard Collaborate platform and use would be made of the online resources (eGela, e-mail) that the UPV/EHU makes available to the academic community.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	12		48						
Horas de Actividad No Presencial del Alumno/a	18		72						

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

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- Written test, open questions 20%
- Teamwork assignments (problem solving, Project design) 60%
- Lan Modularra 20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EVALUATION
a) Continuous evaluation.

Interdisciplinary work: 20%.
Group portfolio: 60%.
Final test: 20%.

b) Final evaluation
Individual portfolio: 40%.
Final exam: 60%.

Students evaluated in the final evaluation have the opportunity to take the final exam with a value of 100%, if they so indicate.

Article 8 of the UPV-EHU Evaluation Regulations states that students have the right to refuse continuous evaluation. Anyone wishing not to do so should complete the form provided and send it to the teacher, within the established period and conditions.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

SECOND CALL
If the student does not pass in the first call, they will have to take part in the second/extraordinary call. The parts of the subject the student passed in the first call will be considered for the second call if the student does not express the contrary in written and before marks are published.
If the student does not pass in the extraordinary call, the partial marks will not be considered the following school year.

MANDATORY MATERIALS

The materials used will be the following:
- eGeLa
- A dossier composed of academic papers.
- Videos.
- Articles and news related to the topic.

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97/2010 Dekretua, martxoaren 30koa, Euskal Autonomia Erkidegoko Oinarrizko Hezkuntzaren curriculuma sortu eta ezartzeko den Dekretua aldatzen duena.
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3/2008 Legea, ekainaren 13koa, Euskal Eskola Publikoari buruzko Legea bigarrenez aldatzekoa.
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http://ec.europa.eu/dgs/education_culture/index_en.htm
Consejo Escolar de Euskadi.
http://www.hezkuntza.ejgv.euskadi.net/r43573/es/contenidos/informacion/did2/es_2053/d2_c.html
Revista Cuadernos de Pedagogía.
Euridyce Network. Red de los sistemas educativos europeos y las políticas educativas de la UE.
http://eaca.ec.europa.eu/education/eurydice/index_en.php
Hik Hasi. Euskal Heziketarako Aldizkaria.
Revista Aula de Educación Infantil, Ed. Graó.
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Web sites of interest

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OBSERVATIONS

COURSE GUIDE	2022/23		
Faculty	254 - Faculty of Education, Philosophy and Anthropology	**Cycle**	Not Applicable
Degree	GINFAN20 - Bachelor's Degree in Infant Education	**Year**	Second year

COURSE

25912 - Information and Communication Technology in Early Childhood Education	**Credits, ECTS:**	6

COURSE DESCRIPTION

It offers the possibility of reflecting on the social and educational impact of ICT as agents of educational innovation, and on the digital competence of teachers and students. It provides knowledge of the processes of interaction, communication and collaboration through ICT and their application to educational practice. The aim is to train people to 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, giving the opportunity to identify, implement and evaluate good practices with ICT. It will collaborate with the interdisciplinary project together with the rest of the subjects of the semester. Its development will integrate the experiences and knowledge derived from the first teaching practice stay.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The five competences to be achieved are as follows:
1. To analyse and critically incorporate the social and educational impact of ICT and the way they affect family and school education.
2. To understand the processes of interaction, communication and collaboration through ICT in order to promote them.
3. Plan, develop and evaluate innovative teaching-learning processes based on technology in formal educational contexts.
4. Know how to select, develop and evaluate ICT-mediated educational materials in different face-to-face and virtual teaching contexts.
5. Develop a culture of lifelong and lifewide learning and professional development.

CONTENIDOS TEÓRICO-PRÁCTICOS

THEME 1.- KNOWLEDGE SOCIETY. Science, Technology and Society: the knowledge society. Early Childhood Education Curriculum: the digital divide and digital competence. Educational innovation and the use of ICT: Visual Cultur and its importance in the Early Childhood Education.
THEME 2.- INFORMATION AND COMMUNICATION TECHNOLOGIES FOR EDUCATION. Technological convergence. New media and new scenarios for education: Web 2.0 environments. Design, elaboration, implementation and evaluation of didactic resources on the web.
THEME 3.- GOOD TEACHING PRACTICES WITH ICT. Identification, implementation and assessment of good practices with ICT.

TEACHING METHODS

Metodológicamente

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	12				48				
Horas de Actividad No Presencial del Alumno/a	18				72				

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

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Individual assignments 10%
- Teamwork assignments (problem solving, Project design) 40%
- Oral presentation of assigned tasks, Reading¿ 10%
- Portfolio 20%
- modular 20%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Evaluación

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

FACULTAD DE EDUCACION, FILOSOFIA Y ANTROPOLOGIA DE SAN SEBASTIAN
La EVALUACIÓN FINAL está dirigida al alumnado que NO ASISTA REGULARMENTE a clase y TENGA DERECHO a acogerse a la realización de una prueba final SEGÚN LA NORMATIVA VIGENTE de la UPV/EHU. La evaluación para los que no vengan a clase consistirá en un examen escrito.
El alumnado puede renunciar a la convocatoria de evaluación final (alumnado que no asiste a clase) no presentándose a dicha prueba. En este caso, la calificación final será "No Presentado".

MANDATORY MATERIALS

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Relatec. http://campusvirtual.unex.es/revistas/index.php?journal=relatec

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http://www.quadernsdigitals.net/index.php?accionMenu=biblioteca.LeerLibroIU.leer&libro_id=1400
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