

## ENGLISH FRIENDLY COURSES (EFC) 2023-2024 CAMPUS OF BIZKAIA





<https://www.ehu.es/es/web/bilboko-hezkuntza-fakultatea/mugikortasuna/ikasleak/visiting-students>

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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 – BILBAO (354)

|   | COURSE   | SEMESTER<br>1 | CREDITS | SCHEDULE <sup>2</sup> | LINK TO<br>SYLLABUS   |
|---|--|---------------|---------|-----------------------|---|
| <b>Common courses in Infant and Primary Education</b> |  |               |         |                       |   |
| 25029   | Sociología de la Educación   | 1st           | 6       | M                     |    |
| 27576   | Recursos para la Enseñanza y Aprendizaje de la Lengua y la Literatura                                | 1st           | 6,5     | M                     |    |
| <b>Bachelor's Degree in Primary Education</b>         |  |               |         |                       |   |
| 27598   | Desarrollo de la Competencia Comunicativa - Lengua Castellana y Lengua Vasca en Educación Primaria I | 1st           | 6       | M                     |  |
| <b>Bachelor's Degree in Social Education</b>          |  |               |         |                       |   |
| 25882   | Didáctica General  | 1st           | 6       | M                     |  |
| 27615   | Análisis crítico de los medios de Comunicación   | 2nd           | 6       | M                     |   |




<sup>1</sup> SEMESTER: Annual: September 2023 to May 2024

1<sup>st</sup>: September 2023 to January 2024

2<sup>nd</sup> : January 2024 to May 2024

<sup>2</sup> SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

## English Friendly Courses taught in BASQUE:

| FACULTY OF EDUCATION – BILBAO (354)            |   |         |                       |                  |   |
|--|---|---------|-----------------------|------------------|---|
| COURSE   | SEMESTER <sup>3</sup>                     | CREDITS | SCHEDULE <sup>4</sup> | LINK TO SYLLABUS |   |
| Common courses in Infant and Primary Education |   |         |                       |                  |   |
| 27586  | Ahots Hezkuntza eta Kantua                | 1st     | 6                     | A                |    |
| Bachelor's Degree in Infant Education          |   |         |                       |                  |   |
| 25918  | Zientzia Esperimentalak Haur Hezkuntzan   | 2nd     | 6                     | M                |   |
| Bachelor's Degree in Primary Education         |   |         |                       |                  |   |
| 25864  | Ikastetxearen Antolakuntza                | 1st     | 6                     | M                |    |
| 27599  | Hezkuntza Inklusiboaren Oinarriak         | 1st     | 6                     | M                |   |
| Bachelor's Degree in Social Education          |   |         |                       |                  |   |
| 25882  | Didaktika Orokorra                        | 1st     | 6                     | M                |  |
| 26280  | Hezkuntzarako Komunikazioa eta Harremanak | 2nd     | 6                     | M                |   |

<sup>3</sup> SEMESTER: Annual: September 2023 to May 2024

1<sup>st</sup>: September 2023 to January 2024

2<sup>nd</sup> : January 2024 to May 2024

<sup>4</sup> SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

## COURSE GUIDE

2023/24

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

**Cycle** .

**Degree** GPRIMA31 - Bachelor's Degree in Primary Education (Trilingual)

**Year** First year

## COURSE

25029 - Sociology of Education

**Credits, ECTS:** 6

## COURSE DESCRIPTION

This subject belongs to the basic training module of the Bachelor Degree in Primary/Child Education. The objective of that module is to make the student aware of the profession which he/she will access and of the environments in which he/she will work. Special attention will be devoted to the origin of the school as a social institution, its functions, its present and its future, as well as to the location of the teacher profession in the social environment. Furthermore, students will be expected to acquire knowledge and tools for analyzing, interpreting and understanding present-day society, and to be able to place the school in its historical, social and cultural context.

In order to do that, within the Sociology of education subject the following topics will be addressed: social institutions and structures; the socialization process; the education system as a social subsystem; social change affecting education; the sociology of classroom interaction, school organization and the curriculum; and the relationships between inequality and education (social class, gender, ethnic).

Within the subject the following basic skills of the Teacher Degree will also be developed: formulation and presentation of arguments, as well as problem solving, within the area of study; gathering and interpretation of relevant data in order to make judgements about social, scientific or ethic issues; public presentation of ideas, problems and solutions; and acquisition of habits and skills for autonomous and cooperative learning.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

The objectives (competences) of the Sociology of Education subject are the following:

SC1: To understand the social dimension of human action and the basic concepts of Sociology.

SC2: To analyze the social dimension of education and its relationship with social structure and social change.

SC3: To understand in a critical way the social processes and determinants which influence educational practice.

SC4: To be able to recognize and understand instruments and practices which can influence educational processes, and to be able to make improvement proposals.

SC5: To be able to search, interpret and analyse critically social information related to education: documents and other secondary information sources.

Taking those competences, as well as the degree and module competences into account, these are the learning results expected from students:

LR1: The student understands the relationship between education and its social environment: social structures and institutions, social change. He/she is able to use sociological knowledge in order to critically analyze the main issues from present-day society affecting school and family education.

LR2: The student understands the social functions of education, mainly the functions, possibilities and limits of education in present-day society.

LR3: The student is able to recognize and understand social instruments and practices which can influence educational processes, and is able to make improvement proposals.

LR4: The student is aware of the effects of information and communication technologies upon education and is able to reflect critically about them.

LR5: The student is aware of the importance of gathering relevant information and of critically analyzing it in order to contribute to the improvement of any educational situation. He/she is able to gather, properly select, and correctly analyze and synthesize relevant information about education in different forms (documents, statistical information, etc.).

LR6: The student is able to adequately use reality observation and registration techniques; to interpret and analyze the data obtained; to critically reflect about those data; and to correctly elaborate a written report of analysis and conclusions.

LR7: The student is able to present information, ideas, arguments, problems and solutions in public.

LR8: The student has acquired habits and skills for autonomous and cooperative learning. He/she is able to work in teams with both responsibility and respect for the others, solving in a peaceful way the conflicts which may eventually arise.

## Theoretical and Practical Contents

### 1. INTRODUCTION TO SOCIOLOGY. BASIC CONCEPTS. SOCIETY AND THE INDIVIDUAL. SOCIAL INSTITUTIONS. SOCIOLOGY AND EDUCATION

Sociology is presented as a discipline aiming at understanding and explaining the social dimension of human action. Attention focuses on the origins of Sociology and on the nature of the sociological perspective, as well as on its basic concepts and analytical tools. Finally, the main topics of the Sociology of Education are presented briefly.

### 2. SOCIALIZATION: BASIC CONCEPTS. SOCIALIZATION AGENTS.

The objective is to analyze socialization as the main process of individual development and social reproduction. Attention

focuses on education as a basic part of that process, and on the school as a socialization agency, in parallel with other agencies such as the family, the media and information technologies, and age groups.

3. EDUCATION SYSTEM AND SOCIAL STRUCTURE. THE EDUCATION SYSTEM AS A HISTORICAL AND SOCIAL CONSTRUCTION; EDUCATION AGENTS. EDUCATION AND SOCIAL CLASS. EDUCATION AND GENDER INEQUALITY. EDUCATION AND MULTICULTURALISM. EDUCATION AND WORK

The objective is to study the relationships between education and society (social institutions and structures, reproduction of society, social change). Special attention is devoted to the relationships between education and inequality in its different forms: economic, gender-related and cultural. Finally, we look at the relationships between education and work.

4. MICROSOCIOLOGY OF EDUCATION. INTERACTION IN THE CLASSROOM. CURRICULUM. SCHOOL ORGANIZATION.

Here we look at social processes internal to the school, with special attention to practices and relationships within the classroom.

Each lecturer can organize these topics differently.

## TEACHING METHODS

Different methodologies will be used, the main one being project and problem-based cooperative learning. Priority will be given to students' autonomous work, work in teams and participatory strategies.

Specifically, students will carry out the following activities, in connection with the different modes of teaching:

- 1) Attendance and active follow-up of magisterial and practical sessions. In the magisterial sessions new concepts will be presented and illustrated which will then be put into practice in practical sessions.
- 2) Attendance, individual work and teamwork in practical sessions. In those sessions different types of tasks will be carried out, both individually and collectively, such as analysis of texts, readings, statistical information, and press news, as well as debates and public presentations. Those tasks are integrated into a full practical program for acquiring the skills and contents of the subject.
- 3) Specific questions or enquiries in tutorial time outside of class hours.

Apart from that, students will carry out an interdisciplinary project taking into account the theories and perspectives studied in the different subjects of the term (the so-called 'Role of teacher' or basic training or module)

## 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

- Continuous evaluation
- End-of-course evaluation

## Evaluation tools and percentages of final mark

- Written test, open questions 50%
- Exercises, cases or problem sets 15%
- Teamwork assignments (problem solving, Project design) 20%
- Oral presentation of assigned tasks, Reading 15%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Continuous evaluation will be used, based on exercises and evaluation activities which will value student progress throughout the teaching period. Evaluation will be based on the following items:

- a) A written exam about the theoretical contents of the course (between 40% and 60% of the final mark).
- b) Practical and /or project-based work carried out throughout the course, including continuous work in the practical sessions in the classroom (between 20% and 45% of the final mark).
- c) Interdisciplinary group project (between 15% and 20% of the overall grade).

In the beginning of the academic year, the lecturer will inform the students about the exact evaluation percentages which he/she is going to apply.

Students within the continuous evaluation system will have to pass both the written exam and the practical part.

Within the continuous evaluation system, if the value of the final exam is higher than 40% of the total mark, not doing that exam will bring about withdrawal from the evaluation call. In the value of the final exam is 40% or more and the student wants to withdraw from the evaluation call, he/she will have to let the lecturer know about that one month before the end of the teaching period of the subject at the latest. That communication must be done in written form and be handed to the lecturer.

Within the final evaluation system, global examination will be based on one or more exams and on one or several evaluation activities, which will be carried out within the official period of exams.

For students participating in the final evaluation system, not turning up for the exam will entail withdrawal from the examination call.

In general, and unless otherwise is explicitly stated, during the examinations use of books, written notes, telephones or any other type of electronic device is strictly forbidden in the University of the Basque Country premises (section 3.3 of Academic Ethics Protocol).

During examinations or in academic documents to be delivered in evaluation calls, plagiarism (i.e. copying someone else's ideas or work without citing the source and presenting them as if they were the student's own elaboration) will be considered as a dishonest and fraudulent practice (section 2.a of Academic Ethics Protocol).

#### **EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

In the extraordinary evaluation call the final evaluation system will be used. The grades obtained both in the practical part and in the interdisciplinary project by students who have followed the continuous evaluation mode, if they are above the minimum required limits, will be kept for the extraordinary examination call.

#### **MANDATORY MATERIALS**

The basic texts and materials will be available at the Faculty photocopy shop. Those texts and materials will be used for both theoretical and practical work. The detailed schedule of the course will be available at the university Internet website (eGela). Whenever necessary, complementary material will be also available at that website.

#### **BIBLIOGRAPHY**

##### **Basic bibliography**

- Anyon, J. (1981) Social class and school knowledge. *Curriculum Inquiry* 11(1), 3-42
- Ballantine, J.H. & Hammack, F.M. (2012). *The Sociology of Education. A Systematic Analysis*. Boston: Pearson, 7th edition
- Ballantine, J.H. & Spade, J.Z. (2015). *Schools and society*. London: Sage.
- Ballantine, J.H., Stuber, J., Everitt, J.G. (2021). *The Sociology of Education. A Systematic Analysis*. New York: Routledge, 9th edition
- Berger, P. (1963). *Invitation to Sociology. A Humanistic Perspective*. New York: Anchor Books.
- Boronski, T. & Hassan, N. (2015). *Sociology of Education*. London: Sage
- Bryman, A. (2008). *Social Research Methods*. Oxford University Press
- Durkheim, E. ([1922]1956) *Education and Society*. The Free Press
- Fernandez Enguita, M. (2004) *Education as a socialisation process* (English translation from *La escuela a examen* book chapter)
- Fernandez Enguita (2004b) *The social functions of the school* (English translation from *La escuela a examen* book chapter)
- Flecha, R., Gomez, J., Puigvert, L. (2003) *Contemporary Social Theory*. Peter Lang Publishing
- Flecha, R. (2015) (Ed.). *Successful educational actions for inclusion and social cohesion in Europe*. Springer
- Giddens, A (2009) *Sociology* (6th edition). Cambridge, UK: Polity Press.
- Leedy, P.D., Ormrod, J.E. (2010). *Practical Research: Planning and Design*. Boston: Pearson
- Macionis, J.J. (2012). *Sociology*. Boston: Pearson, 14th edition
- Rist, R. C. (1977). *On Understanding the Process of Schooling: Contributions of Labeling Theory*. In J. Karabel, & A. H. Halsey (Eds.), *Power and Ideology in Education* (pp. 292-305). New York: Oxford University Press
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##### **Detailed bibliography**

- Apple M, Ball, SJ & Gandin LA (2010). *The Routledge International Handbook of the Sociology of Education*. London: Routledge
- Arnot, M, and Mac an Ghail, M (eds)(2006). *The RoutledgeFalmer Reader in Gender and Education*. London: Routledge.
- Arum, R., Beattie, I.R. & Ford, K. (2015). *The structure of schooling. Readings in the sociology of education*. London:

Sage.

Ball, S (ed.) (2006). The Routledgefalmer Reader in Sociology of Education. London: Routledge.

Cole M (ed.) (2006). Education, Equality and Human Rights. London: Routledge, 2nd edition.

Musgrave, P. W. (1972). The Sociology of Education. London: Methuen & Co. Ltd.

Sadovnik, A.R. (ed) (2007) Sociology of Education: A Critical Reader. New York: Taylor & Francis Group

### Journals

Inguruak

Revista de la Asociación de Sociología de la Educación

RES: Revista Española de Sociología

REIS: Revista Española de Investigaciones Sociológicas

RIS: Revista Internacional de Sociología

Papers

TEMPORA Revista de Historia y Sociología de la Educación

### Web sites of interest

OCDE: PISA, TALIS, Education at a Glance: [www.oecd.org/education](http://www.oecd.org/education)

UNESCO: [es.unesco.org](http://es.unesco.org)

Eurostat: [epp.eurostat.ec.europa.eu](http://epp.eurostat.ec.europa.eu)

Ministerio de Educación, Cultura y Deporte: [www.mecd.gob.es](http://www.mecd.gob.es)

Instituto Nacional de Evaluación Educativa(Ministerio de Educación, Cultura y Deporte): [www.mecd.gob.es/inee](http://www.mecd.gob.es/inee)

Instituto de la Juventud: [www.injuve.es](http://www.injuve.es)

INE: Instituto Nacional de Estadística: [www.ine.es](http://www.ine.es)

Fundación FOESSA (Fomento de Estudios Sociales y de Sociología Aplicada): [www.foessa.es](http://www.foessa.es)

CIS (Centro de Investigaciones Sociológicas): [www.cis.es](http://www.cis.es)

Hezkuntza Saila (Eusko Jaurlaritza): [www.hezkuntza.ejgv.euskadi.net](http://www.hezkuntza.ejgv.euskadi.net)

ISEI-IVEI: Instituto Vasco de Evaluación e Investigación Educativa (Hezkuntza Saila): <http://www.isei-ivei.net/>

Gazteen Euskal Behatokia - Observatorio Vasco de la Juventud: <http://www.gazteaukera.euskadi.net>

EUSTAT (Euskal Estatistika Erakundea): [www.eustat.es](http://www.eustat.es)

Acércate a la sociología: <http://www.sociologicus.com>

Asociación de sociología de la educación: [www.ase.es](http://www.ase.es)

Ikuspegi Observatorio Vasco de Inmigración - Immigrazioaren Euskal Behatokia

### OBSERVATIONS



## COURSE GUIDE

2023/24

### Faculty

354 - Faculty of Education - Bilbao

### Cycle

.

### Degree

GPRIMA30 - 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, operational keys, the relational 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.

In collaboration with the other subjects of 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. Relates the elements and levels that comprise the administrative context of educational centers.

E2. Analyze the social and institutional contexts of educational centers in order to propose or critically design adequate 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. Proposes actions and strategies to place the educational organization in such 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. Identifies the places where explicit written institutional goals are collected as well as other environments in which present and future proposals for action emerge. Identifies the objectives hidden in the explicit or implicit proposals.
2. Identifies and analyzes proposals for institutional self-evaluation and external evaluation from a broad perspective.
3. Studies and assesses good practices in educational centers.
4. Proposes or designs 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, being sensitive 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. Analyzes concrete cases on 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. Analyzes the levels of participation in the educational center and designs proposals to improve them.

## CONTENIDOS TEÓRICO-PRÁCTICOS

**THEME 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.

**THEME 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.

**THEME 3. THE SCHOOL INSTITUTION AS AN ORGANIZATION.** The institutional planning documents. Priority learning goals. Human resources: students, teachers, family members, administration and services personnel, and diverse agents of the environment. Material resources: space and didactic material. Functional resources. Relationships in the organization, coexistence and participation in the school organization.

THEME 4. SCHOOL IMPROVEMENT AND INSTITUTIONAL EVALUATION. The traditions of school improvement. The processes of improvement and innovation in the educational organization. Quality and equity. Internal institutional evaluation, external institutional evaluation (audits). Different models of institutional evaluation.

THEME 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 Context eGela of the UPV / EHU. This virtual course establishes the methodology and materials to be used, including the selection of required readings. This selection of readings from the basic and in-depth bibliography proposed below.

#### a) Continuous evaluation

Continuous evaluation will be the priority type of evaluation. It is composed 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 different presentations and small practices. In the theoretical sessions there will be a presentation of new contents, sometimes with the help of reflection exercises, 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, etc. 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 work 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 timetable of the course for guidance on any doubts and questions raised in the work.

Tutorials. With the tutoring schedule, and especially in the second term, fixed schedules will be established for the groups to follow up the work proposed outside the classroom.

#### b) Final evaluation

Students evaluated through the final evaluation will have to carry out an individual work through the readings and exercises proposed by the teacher. Students who choose the final evaluation may raise questions based on their work during tutorial hours.

In both continuous and final evaluation, 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, and if the health situation requires it, the course is prepared for the online format in both the continuous and final evaluation. 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.

### EVALUATION

#### a) Continuous evaluation.

Interdisciplinary work: 16%.

Group portfolio: 24%.

Final test: 60%.

#### b) Final evaluation

Individual portfolio: 40%.

Final exam: 60%.

Students evaluated through 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.



## 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 44%
- Exercises, cases or problem sets 40%
- Modular work

16%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In accordance with the UPV-EHU Student Evaluation Regulations (see Article 8), students have the right to waive the continuous evaluation system. Those interested in doing so, will ask the teacher for the existing template for this purpose and will submit it within the terms and conditions established in the aforementioned regulations. If so, these will be the blocks that will be taken into account and the weighting that corresponds to each one:

- TIM (16%).
- Examination (84%).

Regardless of the evaluation system by which the student chooses (continuous or final evaluation) and the call in which he/she is (ordinary or extraordinary):

- in order to carry out the correction of the evaluation activities-tests, it will be required to cover some minimums in relation to oral and written expression (presentation, format, grammatical correctness, ...) correctly cite the sources of information used and maintain a respectful attitude.
  - The protocol on academic ethics and prevention of dishonest or fraudulent practices in evaluation tests and academic work at the UPV/EHU will be taken as a reference for action.
  - In order to pass the course, the following TWO CONDITIONS must be fulfilled:
    - 1<sup>a</sup>. To reach 40% of the maximum grade in the exam.
    - 2<sup>a</sup>. Fulfilled the previous condition, the partial qualifications of the different blocks will be added and the result will have to be equal or superior to 50% of the maximum qualification of the subject (5.00 points).
- Failure to take the exam will result in the grade of "no-show" (see article 12 of the UPV-EHU Student Evaluation Regulations).

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

If the ordinary exam is not passed, the student will have to participate in the extraordinary exam. The grades of the blocks passed in the ordinary exam will be kept for the extraordinary exam, as long as the student does not request otherwise to the teacher, in writing and before publishing the minutes of the ordinary exam.

If the student does not pass the extraordinary exam, the grades of the blocks passed will not be kept for the following academic years.

## MANDATORY MATERIALS

For the correct development of this subject a course has been created in the Virtual Learning Environment Egela of the UPV-EHU. This course specifies the methodology and the mandatory materials to be used, including a selection of compulsory readings derived from the basic and in-depth bibliography proposed below.

## BIBLIOGRAFÍA

### Basic bibliography

- Alvarez, M. (2010). Liderazgo compartido. Buenas prácticas de dirección escolar. Madrid: Walters Kluwers.
- Antúnez, S., Gairin, J. (2006). La organización escolar. Práctica y fundamentos. Barcelona: Grao.
- Antunez, S. (1993). Claves para la organización de centros escolares. Barcelona: ICE-Horsori.
- Bernal, J., Cano, J., Lorenzo, J. (2014). Organización de los centros educativos. LOMCE y políticas neoliberales. Zaragoza. Mira editores, S.A.
- Bujan, K.; Aramendi, P. (2005). Eskola-antolaketa. Bilbo: UEU.
- Cantón, I., Pino, M. (Coord.) (2014). Organización de centros educativos en la sociedad del conocimiento. Madrid: Alianza.
- Carda R.M. y Larrosa F. (2007). La organización del centro educativo: manual para maestros. Alicante: Club Universitario.
- Connolly, M.; Eddy-Spicer, C.; & Cruse, J. (2019). The SAGE Handbook of school organization. SAGE.
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### Journals

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[http://ec.europa.eu/dgs/education\\_culture/index\\_en.htm](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](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](http://eaca.ec.europa.eu/education/eurydice/index_en.php)
- Hik Hasi. Euskal Heziketarako Aldizkaria.
- Revista Aula de Educación Infantil, Ed. Graó.
- Revista Guix d'Infantil, Ed. Graó.
- Revista Organización y Gestión Educativas.

## Web sites of interest

### Leyes y Decretos

Decreto 175/2007 por el que se establece el currículo de la Educación Básica y se implanta en la CAPV (16/10/2007)

Decreto 97/2010 por el que se modifica el Decreto 175/2007 (30/03/2010)

Ley de la Escuela Pública Vasca (23 de junio del 2008)

Ley Orgánica de Educación (8 de mayo del 2006)

Ley Orgánica 8/2013 de 9 de diciembre para la mejora de la calidad educativa (LOMCE)

<http://www.boe.es/BOE/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf>

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## OBSERVATIONS

## COURSE GUIDE

2023/24

### Faculty

354 - Faculty of Education - Bilbao

### Cycle

.

### Degree

GESOCI30 - Bachelor's Degree in Social Education

### Year

Second year

## COURSE

25882 - General Teaching

Credits, ECTS: 6

## COURSE DESCRIPTION

The subject is located in module 3 of the foundation of educational processes. This module aims to bring students closer to the framework, structure and meaning of educational processes in both formal and non-formal settings, studying them from a perspective of maximum diversity, breadth and interdisciplinarity. The analysis will be developed from the micro levels (classroom, teams, individualized interventions, tutorials, work with small groups) to the macro levels (services and institutions), integrating perspectives that overcome situations of social and educational exclusion, stimulating inclusive cultures and practices. .

The five subjects that make up this module support the student in the following directions. The subject of General Didactics introduces you to the knowledge and analysis of the teaching and learning processes, and the specific ways of organizing them; Educational and Social Guidance, for its part, provides a series of resources and tools, aimed at the different agents, which serve as support for the teaching and learning processes; Educational Psychology studies the changes that occur in the behavior of the subjects as a consequence of the teaching-learning processes, making visible the psychological variables that have a greater incidence on them; Organization and Management of educational processes, services and institutions allows us to delve into the structure and dynamics of educational entities in order to favor the educational processes that take place in them; finally, the subject of Inclusion and Exclusion Processes relocates the previous dimensions within a framework that highlights situations of inequality and seeks perspectives that help build more cohesive and integrated social fabrics that are committed to human development.

The AIM of this module is developed using the ABP/PBL methodology, it consists of approaching a real educational process before which a written document and also an oral presentation will be presented.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- 1) Analyze the characteristics and scope of Didactics, and differentiate it from other Educational Sciences
  - 1.1. Contrast sources of information and use reliable data
  - 1.2. Identifies the characteristics of didactics and places them in social education
- 2) Understand the theoretical foundations of Didactics to argue meaningfully about the processes of teaching and learning
  - 2.1. Select the appropriate information based on scientific and ethical indicators
  - 2.2. Uses reasoned and theory-based arguments from criticism
- 3) Know the characteristics of the teaching-learning processes and thus be able to elaborate critical reflections
  - 3.1. Takes into account and values social and collective needs
  - 3.2. Realistically assesses the methodological actions that can be carried out with existing resources
- 4) Know the basic elements and phases of teaching planning, and apply them in their different practical fields
  - 4.1. Relates and differentiates the phases of the intervention and the elements of the DU coherently
  - 4.2. Has taken into account inclusion and diversity in the design of the teaching-learning process
  - 4.3. It is explained and communicated clearly in the presentation managing time
- 5) Solve alleged educational problems and make professional decisions based on them
  - 5.1 Intervene ethically and realistically on educational-social problems
  - 5.2. Proposes positive solutions from the sections worked on in theory
- 6) Actively participate in the work groups fulfilling the commitments acquired
  - 6.1. Contributes to the interaction and coexistence of group members
  - 6.2 Has maturely managed potential group conflicts
- 7) Maintain a positive attitude and constant improvement
  - 7.1. Actively participate in class
  - 7.2. Show a respectful attitude
- 8) Show a creative and innovative spirit when designing actions and seeking solutions to supposed educational problems
  - 8.1. Make professional and reasoned decisions by fostering imagination
  - 8.2. Introduce innovative elements in interventions

## Theoretical and Practical Contents

1. Fundamentals of Didactics. In this topic, the basic concepts of Didactics are defined and interpreted, which will be fundamental instruments throughout the course and the career.





#### - CONTINUOUS ASSESSMENT (FORMATIVE)

- . Carrying out practicals in the classroom: 2.5 points on the final mark
- . Group work: 3 points on the final grade
- . Interdisciplinary module activity (AIM): 1.5 points on the final grade
- . Final written defense: 3 points on the final note

It will be essential to pass each and every one of the elements evaluated to consider the subject approved, except the AIM.

#### Evaluation criteria

- Delivery of tasks within the designated period and follow-up of the requirements given in the realization and presentation of the same.
  - Correct use of formal written language (absence of spelling mistakes; correct grammatical structure; use of terminology appropriate to the discipline). Adequate presentation of the bibliography, following the indications of the APA VII edition regulations.
  - Give relevant information, justifying and reasoning the ideas expressed.
  - Completion of all agreed tasks and participation in classroom activities.
  - Use of ethical keys, gender perspective and social responsibility in the content of their work.
  - Individual and group reflection on the process followed, the learning acquired, the difficulties encountered and the personal contribution to the final product, from a social education point of view.
- formative assessment
- Feed-back by correcting the tasks.
  - Tutorials.
  - Self-evaluation and co-evaluation.

#### STUDENTS WHO ARE NOT GOING TO ATTEND CLASS AND WANT TO GIVE UP THE CONTINUOUS ASSESSMENT

Procedure: Students who are subject to continuous assessment and want to renounce it must notify the faculty in writing, before 9 weeks have elapsed, from the beginning of the semester.

#### Evaluation system

- Interdisciplinary module activity (AIM): 15% of the final grade
- Final test: 85% of the final mark
- The same evaluation criteria will be used as for face-to-face students.

#### STUDENTS WHO WANT TO WITHDRAW THE ORDINARY CALL

Procedure: It is enough with the non-presentation of the students

#### Article 12.2.- Waiver of the call

2.- In the case of continuous assessment, if the weight of the final test is greater than 40% of the grade for the subject, it will suffice to not take said final test so that the final grade for the subject is not presented or not. Otherwise, if the weight of the final test is equal to or less than 40% of the grade for the subject, students may waive the - call within a period that, at least, will be up to one month before the date of end of the teaching period of the corresponding subject. This resignation must be submitted in writing to the teaching staff responsible for the subject.

### EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

#### EXTRAORDINARY CALL: GUIDELINES AND RESIGNATION OF STUDENTS WHO HAVE NOT PASSED THE CONTINUOUS ASSESSMENT

The note will be kept for students who have approved a section in the ordinary call and will only have to carry out those works that have been suspended or pending delivery.

#### STUDENTS WHO HAVE WITHDRAWN THE ORDINARY CALL

#### Evaluation system

- interdisciplinary module activity (AIM): 15% of the final mark
- Final test: 85% of the final mark

#### STUDENTS WHO WANT TO WITHDRAW THE EXTRAORDINARY CALL

Procedure: it is enough with the non-presentation of the students

### MANDATORY MATERIALS

See in the Moodle platform in the corresponding course

## BIBLIOGRAPHY

### Basic bibliography

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Apple, M. y Beane, J. (2005: 1997). Escuelas democráticas. Madrid: Morata  
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Hargreaves, A. (2003) Enseñar en la sociedad del conocimiento. Barcelona: Octaedro  
Pérez Serrano, G. (2004). Pedagogía social-Educación social. Construcción científica e intervención práctica. Madrid: Narcea  
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Stoll, Louise y Otros (2004): Sobre el aprender y el tiempo que requiere : implicaciones para la escuela. Barcelona:Octaedro.

### Journals

- Aula de innovación educativa  
Cuadernos de Pedagogía  
Hik Hasi  
Revista iberoamericana de Educación  
TANTAK

### Web sites of interest

- Educación Social [www.eduso.net](http://www.eduso.net)  
Programa Educación en la Red: <http://www.educared.net>  
Red académica y de investigación: <http://www.rediris.es/recursos/>  
Revista de Educación INCE. [www.revistaeducacion.mec.es/](http://www.revistaeducacion.mec.es/)  
Revista Educación Social <http://www.peretarres.org/revistaeducacionsocial/>

## OBSERVATIONS

In the subject guide that is uploaded to Egela there is a further development of the entire work process in the subject.

## COURSE GUIDE

2023/24

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

**Cycle** .

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

**Year** Fourth year

## COURSE

27576 - Resources for Teaching and Learning Language and Literature

**Credits, ECTS:** 6

## COURSE DESCRIPTION

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 RESULTS FOR THE SUBJECT

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

Being a common minor for Early Childhood Education and Primary Education students, the applicability of the aspects treated will be diverse and its profitability will be tested through its experimentation. The learning results will be evident in the resolution of tasks both in group and individually. Therefore, collaborative competence, fundamental in educational context, will be a priority.

## CONTENIDOS TEÓRICO-PRÁCTICOS

- 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.

## TEACHING 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.

## TYPES OF TEACHING

| Types of teaching                             | M  | S   | GA   | GL | GO | GCL | TA | TI | GCA |
|---|----|-----|------|----|----|-----|----|----|-----|
| Hours of face-to-face teaching                | 24 | 5   | 31   |    |    |     |    |    |     |
| Horas de Actividad No Presencial del Alumno/a | 36 | 7,5 | 46,5 |    |    |     |    |    |     |

**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%
- Exercises, cases or problem sets 10%
- Individual assignments 10%
- Teamwork assignments (problem solving, Project design) 30%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Due to the different realities of the center in which this subject is taught (different teaching modalities, number of students by different groups, culture, etc.), the evaluation system for this subject is as follows:

1. Continuous evaluation for students who meet and successfully complete all the tasks required.
- 2.- Students who cannot attend classes and who have their right recognized will have the option to take a final test formed by one or more exams and activities that imply global evaluation of the subject. This will be carried out at the end of the subject within the academic calendar marked by the center for the development of these tests (Regulation for the evaluation of students in official degree programs, articles 8 and 9).
- 3.- In any case, enrolled students will have the right to be evaluated through the final evaluation system, regardless of whether they have participated or not in the continuous assessment system. For this, students must submit to the faculty responsible for the subject a written waiver of continuous assessment, for which they will have a term of 9 weeks for the four-month subjects and 18 weeks for the annual ones, starting from the beginning of the semester or course respectively, according to the academic calendar of the center. The teaching guide of the subject may establish a longer period.
- 4.- It will be an essential requirement to pass the course a correct use of the language both orally and in writing.
- 5.- It will be a sine qua non condition to attend the seminars of the course. In case of not being able to attend, the students will have to do an assignment for each one of them. Otherwise, 0.5 will be subtracted from the final grade for each seminar not attended.
- 6.- This course is governed in accordance with the "Protocol on academic ethics and prevention of dishonest or fraudulent practices in evaluation tests and academic work at the UPV/EHU".  
<https://www.ehu.eus/documents/2100129/0/6.-+b%29+Protocolo+plagio+cas+-.pdf/11f13960-d46a-cf5a-ac13-ebfb5ad10acd>
- 7.- In case that, due to sanitary conditions, the course is taught virtually, the evaluation system will follow the foreseen plan. Thus, the written exam, instead of being taken in person, will be taken online (through Egela), individually and in a virtual way.  
There will be no alteration in the competencies that will be evaluated and it will be an eminently practical exam. Only contents studied throughout the course will be considered.

In order to successfully develop the online evaluation, a series of measures will be taken:

- It will be checked in advance that all students have a computer and a connection to the network.
- The Egela platform will be used since it is the one that has been used during the course.
- During the exam, they will be able to contact the teacher via Egela chat or Blackboard collaborate to resolve any doubts that may arise.
- Technical difficulties that may arise will be taken into account in order to make the duration of the exam more flexible.
- Students' opinions will be considered in order to improve the system used.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

(Regulation for the Evaluation of students in official degree programs, articles 8 and 9).

- 1.- Students who do not pass the subject in the ordinary call, regardless of the evaluation system chosen in it, will have the right to take the exams and assessment activities that make up the final assessment test in the extraordinary call.
- 2.- The evaluation of the subjects in the extraordinary calls will be made exclusively through the final evaluation system (exam).
- 3.- The final evaluation test of the extraordinary call will consist of as many exams and evaluation activities 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 assessment carried out during the course, these results cannot be maintained for the extraordinary call, in which the students will be able to obtain 100% of the grade.

## MANDATORY 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.

## BIBLIOGRAFÍA

### Basic bibliography

- Minguez, J.B. (1995). Libros de textos y construcción de materiales curriculares. Granada: Proyecto Sur de Ediciones.
- Parcerisa, A. (1996). Materiales curriculares. Barcelona: Graò.
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<https://doi.org/10.1093/elt/51.1.36>.
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- Tomlinson, B. & Masuhara, H. (2011). *Research for Materials Development in Language Learning: Evidence For Best Practice*. Bloomsbury Academic.

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- Padovani, A. (2002). *Contar cuentos. Desde la práctica hacia la teoría*. Buenos Aires: Paidós.

### Journals

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

### Web sites of interest

- <http://www.isftic.mepsyd.es/profesores/>  
<http://www.educared.net>  
<http://web.educastur.princast.es/proyectos/coeduca/>  
[http://bidoc.ub.es/pub/bescolar/recursos/recursos\\_frames\\_sp.htm](http://bidoc.ub.es/pub/bescolar/recursos/recursos_frames_sp.htm)  
<http://www.tic-lectoescritura-nee.net/averroes/publicaciones/lectura/bibliote.pdf>  
[www.mec.es/cide](http://www.mec.es/cide)

## OBSERVATIONS



## COURSE GUIDE

2023/24

### Faculty

354 - Faculty of Education - Bilbao

### Cycle

.

### Degree

GPRIMA31 - Bachelor's Degree in Primary Education (Trilingual)

### Year

Fourth year

## COURSE

27586 - Voice training and singing

**Credits, ECTS:** 6

## COURSE DESCRIPTION

The purpose of this course is to introduce students to the knowledge and procedures of the area of Physical Education for intervention in the educational field. It studies the different different areas of content associated with the subject: motor and expressive abilities and their development at school age. And from there, methodologies, strategies and procedures that bring students closer to the reality of programming in the classroom.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- To develop the school curriculum of Physical Education. Students will be able to interpret and apply the current school curriculum, programming and developing practical sessions for the subject of Physical Education in Primary Education, through the integration of the areas involved in the curricular area: cognitive, affective-social, and motor, to improve the development of motor and expressive-communicative skills.
- Acquire resources to promote lifelong participation in physical-sports activities in and out of school. Future teachers will be able to identify and use resources that promote habits and skills for autonomous and cooperative learning in Primary Education students, experiencing body practices related to well-being, expression and nature, which can be used in different contexts throughout life.
- Develop and evaluate the contents of the Physical Education curriculum through appropriate didactic resources. Students will be able to propose and evaluate integration, sustainability and innovation alternatives applying active and participatory methodologies, in line with the current Physical Education curriculum for Primary Education.

## Theoretical and Practical Contents

### TOPIC 1.- FUNDAMENTALS OF PHYSICAL EDUCATION.

These fundamentals have in the body and in the human motricity the essential elements of their educational action. It is oriented to the development of the capacities linked to the motor activity and to the acquisition of elements of corporal culture.

### TOPIC 2.-THE CURRICULAR DESIGN OF THE AREA OF PHYSICAL EDUCATION IN PRIMARY EDUCATION.

The different structural elements of the school curriculum of Physical Education in the current normative framework in Primary Education (theoretical justification and programming) are approached.

### TOPIC 3.- MOVEMENT CAPACITIES AND BASIC SKILLS.

It approaches the contents and the didactic treatment that allow the development of the perceptive-motor capacities and the basic abilities and skills.

TOPIC 4.- PHYSICAL AND SPORTS ACTIVITIES AND HEALTH IN PHYSICAL EDUCATION IN PRIMARY SCHOOL. It deals with the necessary knowledge for physical activity to be healthy. In addition, contents are incorporated for the acquisition of self-care habits linked to physical activity throughout life, as a source of well-being.

TOPIC 5.- CORPORAL EXPRESSION AND COMMUNICATION. Those contents that focus their attention on the development of the expressive and communicative dimension of movement are developed.

TOPIC 6.- THE GAME IN PHYSICAL EDUCATION. It presents contents related to games and sports activities understood as cultural manifestations of human motor skills.

## TEACHING METHODS

The methodology to be followed in the subject will be based on two principles, aligned with the IKD educational model of the UPV/EHU: 1) the promotion of the active participation of the students and 2) the autonomous development in the learning process of the students. The teaching strategies to be used will be instructive, participative and emancipative, with the participative prevailing. Experiential practice and reflective learning will be combined.

Contingency plan: In case of an extreme situation, technological resources will be used or those that, given the situation, are considered more appropriate. So that the teaching-learning process is minimally affected.

## TYPES OF TEACHING

| Types of teaching                             | M  | S   | GA   | GL | GO | GCL | TA | TI | GCA |
|---|----|-----|------|----|----|-----|----|----|-----|
| Hours of face-to-face teaching                | 24 | 5   | 31   |    |    |     |    |    |     |
| Horas de Actividad No Presencial del Alumno/a | 36 | 7,5 | 46,5 |    |    |     |    |    |     |

**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%
- Oral defence 20%
- Individual assignments 20%
- Teamwork assignments (problem solving, Project design) 20%
- Oral presentation of assigned tasks, Reading 20%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Students who decide not to take the continuous evaluation must communicate this decision at least 9 weeks after the beginning of the term, in accordance with the academic calendar of the center.

Thus, the interested student must submit in writing to the faculty responsible for the waiver of continuous assessment (or mixed) in accordance with the procedure and deadlines (Article 8.3). the waiver of continuous assessment assumes the realization of a final evaluation system. This includes the completion of different individual assignments and a final written and practical test.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The professor in charge of the subject should be consulted at the corresponding convocation.

## MANDATORY MATERIALS

Sports clothing, sports facilities and specific physical education materials.

## BIBLIOGRAPHY

### Basic bibliography

- Arribas, S. y Luis de Cos, I. (2018). Material de la asignatura de Educación física y su didáctica 2018-2019
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 Cultura Ciencia y Deporte  
 Hik Hasi  
 Retos: nuevas tendencias en educación física, deporte y recreación.  
 Physe et sport  
 REVUE.Education Physique et sport.  
 Revista Internacional de Medicina y Ciencias de la Actividad Física y del Deporte  
 RICYDE. Revista Internacional de Ciencias del Deporte  
 SportTK  
 Tandem

### Web sites of interest

<https://www.euskadi.eus/web01-bopv/es/bopv2/datos/2023/06/2302729e.shtml>  
 HEZIBERRI: [http://heziberri.berritzegunenagusia.eus/heziberri\\_eus/](http://heziberri.berritzegunenagusia.eus/heziberri_eus/)  
 Tandem: <http://tandem.grao.com>  
 Retos: <http://www.retos.org>  
 Educación S.XXI: <http://revistas.uned.es/index.php/educacionXX1>  
 Educación Física en Primaria e Infantil: <http://www.educacionfisicaenprimaria.es/>

<http://www.scoop.it/t/sitios-web-de-docentes-de-educacion-fisica>

Sportagus: <http://www.sportagus.com/>

Educación Física: <http://efjuancarlos.webcindario.com>

Educación Física en Primaria e Infantil: <http://www.educacionfisicaenprimaria.es/>

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## OBSERVATIONS

## COURSE GUIDE

2023/24

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

**Cycle** .

**Degree** GPRIMA31 - Bachelor's Degree in Primary Education (Trilingual)

**Year** First year

## COURSE

27598 - Development of Communicative Competence - Spanish and Basque Language -

**Credits, ECTS:** 6

## COURSE DESCRIPTION

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 RESULTS FOR 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).

## CONTENIDOS TEÓRICO-PRÁCTICOS

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.

## TEACHING METHODS

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

## TYPES OF TEACHING

| Types of teaching                             | M  | S   | GA   | GL | GO | GCL | TA | TI | GCA |
|---|----|-----|------|----|----|-----|----|----|-----|
| Hours of face-to-face teaching                | 24 | 5   | 31   |    |    |     |    |    |     |
| Horas de Actividad No Presencial del Alumno/a | 36 | 7,5 | 46,5 |    |    |     |    |    |     |

**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 26%
- Oral defence 26%
- Exercises, cases or problem sets 32%
- Trabajo interdisciplinar de Módulo 16%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

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



## &#8226; 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.es/documents/2100129/0/6.-+b%29+Protocolo+plagio+cas+-+.pdf/11f13960-d46a-cf5a-ac13-ebfb5ad10acd>

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

(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.

## MANDATORY MATERIALS

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

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## Journals

Textos, Lenguaje y textos, IVAP

## Web sites of interest

<http://www.ehu.es/euskara-orria/euskara/ereduzkoa/>

## OBSERVATIONS