



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1411206 **Name:** Religion, Culture and Values

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Society, family and school

Subject Matter: Anthropology **Type:** Basic Formation

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Society, family and school

Subject Matter	ECTS	Subject	ECTS	Year/semester
Society, family and school	6,00	Society and Intercultural Education	6,00	1/1
Childhood, health and nutrition	6,00	School Health	6,00	3/1
Anthropology	6,00	Religion, Culture and Values	6,00	2/1
Educational intervention in the family context	4,00	Education and Family	4,00	1/2

Recommended knowledge

None



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student understands the value of ERE for the integral development of the person.
- R2 The student learns to recognize the manifestation of the Christian religious fact in cultural and artistic samples.
- R3 The student knows how to identify the origin of the values on which our society is based: Gospel values.
- R4 The student recognizes that the Christian God is involved with everything human and with every human being.
- R5 The student is able to historically contextualize a book or a biblical passage. The student is able to locate it in the Bible.
- R6 The student is able to adapt the fundamental contents of biblical revelation into accessible language.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.		X		
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.			X	
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.			X	
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.			X	
GENERAL		Weighting			
		1	2	3	4
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.		X		
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.		X		



G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.	X		
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.	X		
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.	X		
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.		X	
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.		X	

SPECIFIC		Weighting			
		1	2	3	4
E26	To create and maintain communication links with families to effectively influence the educational process.				X
E27	To know how to exercise the functions of tutor and counselor in relation to family education.		X		
E28	To promote and collaborate in actions inside and outside the school, organized by families, municipalities and other institutions with an impact on citizenship education.			X	
E29	To analyze and critically incorporate the most relevant issues of today's society that affect family and school education: social and educational impact of audiovisual languages and screens; changes in gender and intergenerational relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development.			X	



E30 To know the historical evolution of the family, the different types of families, lifestyles and education in the family context.

x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
	40,00%	Non-final written exams: individual or group directed work.

Observations

In order to pass the course, students must not commit more than 3 spelling mistakes in each written test (both assignments and theoretical-practical exams).

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1 PARTICIPATIVE MASTERCLASS



M2 CLASSROOM PRACTICES

M5 WORK AT SEMINARS

M7 GROUP TUTORING

M8 INDIVIDUAL TUTORING



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2	R1, R2, R3, R4, R5, R6	37,50	1,50
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M5, M7	R1, R2, R3, R4, R5, R6	2,50	0,10
Presentation in plenary. Application of interdisciplinary knowledge M1	R1, R2, R3, R4, R5, R6	6,00	0,24
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M8	R1, R2, R3, R4, R5, R6	11,50	0,46
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2	R1, R2, R3, R4, R5, R6	2,50	0,10
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.		25,00	1,00
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.		65,00	2,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UD 1. Identity of the area of Catholic religion and morals.	<ul style="list-style-type: none">- Nature and purpose of school religious education.- Legitimacy of religious education in schools.
UD 3. Christian religious fact and culture.	<ul style="list-style-type: none">- The religious experience: anthropological reality.- Religion and its different social, moral, cultural and artistic manifestations.- Religion today. The main religious traditions and beliefs present in our society: Christianity, Judaism, Islam.
UD 3. Christian religious fact and culture.	<ul style="list-style-type: none">- Evangelisation and inculturation of the faith.- The Church and culture. The relationship between faith and reason.- Man's search for God. Religion and culture.- Christian roots of Spanish culture.- The challenges of today's culture.- The task of ERE: inserting the Gospel into the heart of culture.- The influence of Christianity on our cultural heritage.- Intercultural and interreligious dialogue in the construction of civic coexistence.
UD 4. The Gospel and the new evangelisation.	<ul style="list-style-type: none">- The search for meaning and the freedom of faith.- The good news in the transmission of culture.- Essential contents of the new evangelisation applied to the school reality.- The humanising value of religion. Evangelisation and personal development.- Main difficulties for evangelisation in schools.



UD 5. The human person.

- Creation: image of God.
- Vocation: union with God.
- The human condition: sin and grace.
- The ultimate meaning of life.
- The intrinsic capacities of every human person and the socio-educational socio-educational integration in the light of the Gospel (Campus Capacitas).

UD 6. Initiation to the knowledge of the Bible.

- Structure and Books that make up the Bible.
- Origin and formation of the Old and New Testament.
- Most common literary genres.
- The concept of history in Judaism, Christianity and Islam.
- The Bible, the word of God.
- God's revelation in the Bible.
- The Bible, the human word.

UD 7. Manifestation of God in the created work.

- God the creator and provident God:
 - Narratives of the book of Genesis on Creation and the origin of the world.
 - The dignity of the human being.
 - Appreciation and valuation of oneself. Education of self-esteem and freedom.
 - Appreciation and respect for all human beings: the other as a brother.
 - Man's relationship with nature.
 - Cultivation of sensitivity and care for nature.
- Revelation of salvific truth:
 - God's plan for man.
 - Man's brokenness: sin.
 - God's faithfulness: promise and hope of salvation.



UD 8. God's covenant with his people.

- God's revelation in history: religious significance of Israel's history.

- The story of salvation history in the Old Testament.

Major biblical themes and their religious and social significance: Exodus, Covenant, Prophets.

- Biblical characters and their significance in the believing experience of Israel and in the Christian experience.

- Values that stand out in the Covenant:

The value of attentive listening.

Promises and commitments, their importance in social life.

The value of loyalty, responsibility, faithfulness.

Temporary organization of learning:

Block of content	Number of sessions	Hours
UD 1. Identity of the area of Catholic religion and morals.	4,00	8,00
UD 3. Christian religious fact and culture.	4,00	8,00
UD 3. Christian religious fact and culture.	4,00	8,00
UD 4. The Gospel and the new evangelisation.	4,00	8,00
UD 5. The human person.	3,00	6,00
UD 6. Initiation to the knowledge of the Bible.	5,00	10,00
UD 7. Manifestation of God in the created work.	3,00	6,00
UD 8. God's covenant with his people.	3,00	6,00



References

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Sesboüe, Bernadrd., Creer. Invitación a la fe católica para las mujeres y los hombres del s. XXI, Madrid, San Pablo, 2000.
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Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: