Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412074 **Name:** Pedagogy and Didactics of Religion in School

Credits: 6,00 **ECTS Year:** 0, 1, 4 **Semester:** 2

Module: Teaching of religion

Subject Matter: Teaching of Religion **Type:** Elective

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

05IN4A	Maria Isabel Esplugues Ferrero **(Responsible Lecturer)**	isabel.esplugues@ucv.es
05IN4DP	Maria Isabel Esplugues Ferrero **(Responsible Lecturer)**	isabel.esplugues@ucv.es
05IN4ZA	Maria Luisa Canduela Serrano **(Responsible Lecturer)**	ml.canduela@ucv.es

Module organization

Teaching of religion

Subject Matter	ECTS	Subject	ECTS	Year/semester
Teaching of Religion	18,00	Pedagogy and Didactics of Religion in School	6,00	0, 1, 4/2
		The Christian Message	6,00	0, 2, 4/1
		The Church, the Sacraments and Morality	6,00	3, 4/2

Recommended knowledge

Not required

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 is able to situate Jesus of Nazareth in his historical and religious context.

R2   The student describes the centrality of Jesus' message: the Kingdom of God.

R3   The student is able to discern the coherence between Word, Acts and Life in Jesus of Nazareth.

R4   The student describes the fact of the Paschal Mystery as the central event of Christianity.

R5   The student gives a reason for the faith of the Church in the Trinitarian God.

R6   The student makes a theological argument for the Church as the universal sacrament of salvation.

R7   The student locates in the Bible the texts that make reference to the novium.

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):

GENERAL		Weighting			
		1	2	3	4
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		
G9	To know the organization of early childhood education schools and the diversity of actions that comprise their operation. To recognize that the practice of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.		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		

SPECIFIC		Weighting			
		1	2	3	4
ER5	To foster dialogue and social relations through social commitment.				x
ER6	To develop and evaluate curriculum content through appropriate didactic resources and promote the corresponding competencies in students.				x
ER7	To understand and value social commitment in the light of the Christian message.				x
ER8	To recognize and adopt moral criteria from a Christian perspective on current issues.				x

| ER9 | To know the school curriculum of Catholic religion. | | | X |

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	60,00%	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.
	30,00%	Non-final written exams: individual or group directed work.

Observations

The Final Test may consist of an objective test and a group project.

** It is a prerequisite for passing the course to pass each section.
***It is a prerequisite to pass the course that the student does not commit more than 3 serious spelling mistakes in each written test (both in papers and in the theoretical-practical exam).

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

M3   CASE STUDIES

M4   APPRENTICESHIP CONTRACTS

M5   WORK AT SEMINARS

M6   PROBLEM-BASED LEARNING

M7   GROUP TUTORING

M8   INDIVIDUAL TUTORING

M9   PROJECT-BASED LEARNING

M10   COOPERATIVE AND COLLABORATIVE WORK

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, M3, M4, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7	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, M6, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7	2,50	0,10
Presentation in plenary. Application of interdisciplinary knowledge M1, M3, M5, M7	R1, R2, R3, R4, R5, R6, R7	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, R7	11,50	0,46
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M1	R1, R2, R3, R4, R5, R6, R7	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. Religious psycho-pedagogy.	The religious and moral evolution of the child from 3 to 6 years of age. ·The influence of the family environment and the socio-cultural context on the child.
UD 2. Learning to teach in the area of religion.	- Originality of religious pedagogy.- Specificity and complementarity with other forms of education in faith.- Goals and objectives of school religious education.- Basic competences.- The contributions of the new didactic theory to the teaching of Religion.- The selection of Religion content: the Catholic Religion curriculum in Infant Education.- Criteria for the sequencing of the contents of the area of Religion.- Procedures and strategies in the teaching of Religion: the methodology of experience.- Assessment of learning in Religion and Morality.- Materials and resources for teaching Religion.
UD 3. Teaching practice in religious education	- Basic premise: teaching contextualisation.- Basic part of teaching: the didactic unit.- Methodology for the elaboration of didactic units in the area of Religion.
UD 4. The Didactics of ERE.	- Curricular approach.- Didactic keys of the curriculum:Sources of the curriculum.Epistemological reference.Psychological reference.Sociological reference.Pedagogical reference.Correlation of contents with objectives.Correlation of assessment criteria with objectives.- Procedures for learning:Basic procedures.- Application of God's pedagogy to ERE:Selected thematic cores.Contribution to the development of basic competences.Contribution of religious formation to integral education.The presence of religion in the Educational Project.

UD 5. Application to the teaching of the Bible.	- Aims.- Biblical references in the compulsory education curriculum.- Theological indicators.- Basic procedures.
UD 6. Application to the teaching of the Sacraments. - Aims.	- Aims.- References to the sacraments in the compulsory education curriculum.- Theological indicators.- Basic procedures.
UD 7. Application to the teaching of Catholic morality.	Aims.- References on Catholic morality in the compulsory education curriculum.- Theological indicators.- Basic procedures.
UD 8. Didactics applied to values education.	- Fundamentals of evangelical values.- Application of values to learning.- The intrinsic capacities of every human being and socio-educational integration, in the light of the Gospel (Campus Capacitas).
UD 9. Research in didactics of religion.	- Current lines of research. - Possible avenues for future research: On teachers of religious education.On students: what they know and what they learn.On teaching methodology.

Temporary organization of learning:

Block of content	Number of sessions	Hours
UD 1. Religious psycho-pedagogy.	5,00	10,00
UD 2. Learning to teach in the area of religion.	4,00	8,00
UD 3. Teaching practice in religious education	3,00	6,00
UD 4. The Didactics of ERE.	3,00	6,00
UD 5. Application to the teaching of the Bible.	3,00	6,00
UD 6. Application to the teaching of the Sacraments. - Aims.	3,00	6,00
UD 7. Application to the teaching of Catholic morality.	3,00	6,00
UD 8. Didactics applied to values education.	3,00	6,00
UD 9. Research in didactics of religion.	3,00	6,00

References

Todos los documentos y materiales de programación de la Comisión Episcopal de Enseñanza y Catequesis:

http://www.conferenciaepiscopal.es/index.php/comision-episcopal/ensenanza-catequesis.html

CEEC. (1999). *Orientaciones pastorales para la ERE*. Madrid: Edice.

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CEE. (2002). Raíces cristianas de la Cultura. Madrid: Edice

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AA. VV. (1998).*Claves de Programación de la ERE (I, II, III)*. Madrid: PPC. SM

ARTACHO LÓPEZ, R. (1989). *La enseñanza escolar de la Religión.* Madrid: PPC.

ARTACHO LÓPEZ, R. (2009).*Enseñar competencias sobre Religión. Hacia un currículo de Religión por competencias*. Bilbao: Declée de Brouwer.

BRIAN GRENIER (1996) *Jesús Maestro*. Madrid: San Pablo.

CABRERO UGARTE, A. (2011). *Aprender a enseñar religión*, Madrid: Palabra.

I CONGRESO NACIONAL DE PROFESORES DE RELIGIÓN. (1999).*La enseñanza de la Religión, una propuesta de vida.* Madrid: PPC.

CRESPO, V. (1989). *La evaluación en la enseñanza escolar de la Religión*. Madrid: PPC.

DOMINGUEZ PRIETO, X.M. (2012). *El profesor cristiano: Identidad y misión*. Madrid: PPC Educar.

ESTEBAN GARCÉS, C. (1998). *Didáctica del área de Religión.* Madrid: SPX

ESTEBAN GARCÉS, C. (2007).*El área de religión en el sistema educativo LOE*. Madrid: Ediciones SM/Editorial PPC.

FERNÁNDEZ MARTÍN, J. A. (2014). *Fundamentos de la ERE para la formación de profesores de religión*. Madrid: CCS.

FRENÁNDEZ GARCÍA, A. (2008). *Actividades de Religión para infantil y primaria. Expresión lúdica, dramática, narrativa, visual y plástica*. Madrid: PPC, Educar práctico.

GARCÍA REGIDOR, T. (1994). *La educación religiosa en la escuela.* Madrid: SPX.

MONTERO VIVES, J. (1973). *Psicología evolutiva y educativa en la fe.* Granada: Escuelas del Ave María.

OTERO, H. (1993).*Propuestas creativas para la clase de Religión. Experiencias, actividades y técnicas.* Madrid: CCS.

RODRÍGUEZ CARRASCO, B. (2000). *Pedagogía y didáctica de la ERE.* Granada: Adhara.

RIU I ROVIRA DE VILLAR, F. (2001). *Questió de drets.* Barcelona: Secretariat de l'Escola Cristiana de Catalunya.

MELENDO, T. (1999) *Las dimensiones de la persona.* Madrid: Palabra.

SALAS XIMENIS, A., GEVAERT, J. y GIANNATELLI, R. (1993). *Didáctica de la Enseñanza de la*

Religión. Madrid: CCS.

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:

| X | 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:

X	Microsoft Teams

	Kaltura

Explanation about the practical sessions:

Universidad
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San Vicente Mártir

**Course
guide**

Year 2023/2024
1412074 - Pedagogy and Didactics of Religion in School

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

ONSITE WORK

Regarding the Assessment Tools:

| X | 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: