



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1412061 **Name:** The Christian Message

**Credits:** 6,00 **ECTS Year:** 0, 2, 3 **Semester:** 1

**Module:** Teaching of religion

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

**Department:** General Didactics, Theory of Education, and Technological Innovation

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## 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	1, 4/2
		The Christian Message	6,00	0, 2, 3/1
		The Church, the Sacraments and Morality	6,00	3/2

## Recommended knowledge

## 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.



## 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
ER3	To know the centrality of the figure of Jesus Christ and his message.				X
ER8	To recognize and adopt moral criteria from a Christian perspective on current issues.		X		



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	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.
R1, R2, R3, R4	25,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2, R3, R4	25,00%	Non-final written exams: individual or group directed work.

### Observations

#### Single Evaluation

Exceptionally, students who are unable to follow the continuous assessment system due to attending less than 70% of classes may opt for this evaluation system.

They must submit a dossier with the assigned work activities. Additional questions will be included in the final written exam (which will account for 50% of the final grade) based on the results presented by the student in the dossier.

#### Criteria Where the Use of Artificial Intelligence IS Allowed

·**Support in the understanding of biblical or theological texts** Use of AI is permitted to obtain clear explanations of theological concepts, biblical quotes, or Magisterial documents of the Church, always ensuring doctrinal fidelity and verifying with official sources.

·**Preparation of outlines, concept maps, or summaries** AI may be used to organize complex ideas or summarize content such as parables, doctrines, or Vatican documents.

·**Preparation of teaching materials** AI may be used to generate creative ideas for teaching the Christian Message to children (e.g., stories, games, adapted activities).

·**Consultation of interreligious and contextual resources** To contextualize the Christian message within the cultural or religious diversity of the classroom, AI may be used (with discernment) to obtain information about other religions or social contexts.

·**Linguistic and stylistic correction** AI may be used to review spelling, grammar, and style in written assignments or presentations, without altering the original content produced by the student.

·**Preparation before debates or personal reflections** AI may be used to explore different perspectives on a topic prior to an oral presentation, promoting informed dialogue.



## Criteria Where the Use of Artificial Intelligence Is NOT Allowed

·**Writing of personal or spiritual reflection papers** AI use is not permitted in tasks requiring a personal faith experience, ethical reflection, or internalization of the Christian message. These must arise from the student's own lived experience.

·**Written assessments or exams** The use of AI is strictly prohibited during evaluative tests that measure comprehension, interpretation, and personal expression of the subject content.

·**Substitution of reading biblical texts or Church documents** AI may not be used to avoid direct reading of the Bible, the Catechism, encyclicals, or other foundational Church documents.

·**Use without supervision or source citation** It is forbidden to present AI-generated texts as one's own work without clearly indicating the use of such tools.

·**Use of AI for content that is non-doctrinal or contrary to the Christian faith** It is not allowed to consult tools that generate erroneous, heretical, or relativistic interpretations of the Christian message without contrasting them with academic and Magisterial sources.

## Conclusion

AI can be a useful ally in learning the Christian Message, as long as it is used responsibly, under teacher supervision, and with ethical discernment. It cannot replace inner experience, personal discernment, or the pedagogical and spiritual commitment required by the subject.

## CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## 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, M5, M6, M7	R1, R2, R3, R4	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. M1, M5, M6, M10	R2, R3, R4	2,50	0,10
Presentation in plenary. Application of interdisciplinary knowledge M1, M5, M10	R2, R3, R4	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. M5, M7, M8	R1, R2, R3, R4	11,50	0,46
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M6	R1, R2, R3, R4	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## 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. M5, M6, M10	R1, R2, R3, R4	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. M5, M6, M8, M10	R1, R2, R3, R4	65,00	2,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Lesson 1: Sources of Access to Jesus of Nazareth, the Christ, and Socio-Historical Context.	<p><b>Sources for Accessing the Figure of Jesus of Nazareth</b></p> <ul style="list-style-type: none"><li>·The Gospels: Testimonies about the Life and Message of Jesus</li><li>·Introduction to the Gospels</li><li>·The Four Gospels: Keys to Understanding</li><li>·The First Christian Communities</li><li>·Other Historical Sources</li></ul> <p><b>Historical Reading of the Life of Jesus</b></p> <ul style="list-style-type: none"><li>·Geographical, Historical, and Religious Context: Judaism and the Roman Empire</li><li>·Mary, the Mother of God</li></ul>
Lesson 2: The Kingdom of God: The Message of Jesus	<p><b>The Proclamation of the Good News</b></p> <ul style="list-style-type: none"><li>·The Kingdom of God: Keys to Understanding</li><li>·Abba: God is Love</li><li>·The Prayer of Jesus: The Our Father</li><li>·Parables and Sayings</li><li>·Kingdom Values: The Beatitudes</li></ul> <p><b>The Deeds of Jesus</b></p> <ul style="list-style-type: none"><li>·The Call: Following and Discipleship. The Apostles. Mary, the First Disciple.</li><li>·Miracles and Prophetic Acts: Authority and Signs of Salvation</li></ul>



## Lesson 3: Death and Resurrection of Jesus

- **The Death of Jesus**– Political and Religious Causes: The Meaning of the Passion
- **The Resurrection on the Third Day**– The First Testimonies of the Resurrection– The Encounter of the First Believers with the Risen One– The Christian Meaning of Death and Suffering– The Meaning of the Death and Resurrection of Jesus for Us Today– The Ascension– Mary, Witness of the Resurrection
- **From the Risen Christ to the First Communities**– Acts of the Apostles and Pentecost– Theological Reading of the Life of Jesus: True God and True Man– The Trinitarian God, God in Relationship: Father, Son, and Holy Spirit

## Temporary organization of learning:

Block of content	Number of sessions	Hours
Lesson 1: Sources of Access to Jesus of Nazareth, the Christ, and Socio-Historical Context.	10,00	20,00
Lesson 2: The Kingdom of God: The Message of Jesus	15,00	30,00
Lesson 3: Death and Resurrection of Jesus	5,00	10,00

## References

- Biblia - Conferencia Episcopal Española
- Busto Saiz, J. R., *Una cristología para empezar*, Sal Terrae, Santander, 1995.
- Coda, P., *Dios entre los hombres. Breve cristología*, Ciudad Nueva, Madrid, 1993.
- Theissen, G., *La sombra del galileo*, Sígueme, Salamanca 2019
- Gonzalo Lobo y Gómez Oñoro, J., *Jesús el Hijo de Dios. El mensaje cristiano*, Palabra, Colec: Guías pedagógicas, Madrid, 2010.
- Vilarroig Martín, Jaime; Martínez-Carbonell López, Alfonso; Minguet, Elisa; *El mensaje Cristiano*, CEU Ediciones, Madrid, 2020