



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161107 **Name:** Religion, culture and values

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

Module: Sociology

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

Field of knowledge: Social and Legal Science

Department: Theology, Social Doctrine of the Church and Deontology or Professional Ethics

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1161A	<u>Carlos Miguel Vidal Garcia</u> (Responsible Lecturer)	carlos.vidal@ucv.es
1161B	<u>Vicente Jose Wieden Paya</u> (Responsible Lecturer)	vicentejose.wieden@ucv.es
1161G	<u>Enrique Orquin Fayos</u> (Responsible Lecturer)	enrique.orquin@ucv.es
1161Z	<u>Maria Luisa Canduela Serrano</u> (Responsible Lecturer)	ml.canduela@ucv.es
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Module organization

Sociology

Subject Matter	ECTS	Subject	ECTS	Year/semester
Sociology	6,00	Society and Intercultural Education	6,00	1/1
Anthropology	6,00	Religion, culture and values	6,00	1/1

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 understands the value of Religious Education (ERE) for the integral development of the individual.
- R2 The student learns to recognize the manifestation of the Christian religious phenomenon in cultural and artistic expressions.
- R3 The student can identify the origins of the values on which our society is based: the Gospel values.
- R4 The student acknowledges that the Christian God is involved with all of humanity and each individual.
- R5 The student is capable of historically contextualizing a book or biblical passage and locating it in the Bible.
- R6 The student can adapt the fundamental contents of biblical revelation to 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):

GENERAL	Weighting			
	1	2	3	4
CG4 Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG5 Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG7 Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				X
CG8 Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.				X
CG11 Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.				X
CG12 Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.				X
SPECIFIC	Weighting			
	1	2	3	4
CE18 Show social skills to understand families and be understood by them.				X



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CE19 Know and perform the functions of a tutor regarding family education for the 6-12 age group. X

CE20 Relate education with the environment and cooperate with families and the community. X

CE21 Analyze and critically incorporate the most relevant issues of current society that affect family and school education: the educational social impact of audiovisual languages and screens; changes in gender and intergenerational relationships; multiculturalism and interculturalism; discrimination and social inclusion, and sustainable development. X

CE22 Understand the historical evolution of the family, different types of families, lifestyles, and education within the family context. X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R4, R6	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R2, R4, R5	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5, R6	50,00%	Written tests: Objective tests with short and extended responses.
R1, R4	20,00%	Projects. Development and/or design works.

Observations

Single Evaluation

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

They must submit a dossier containing 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.

Use of Artificial Intelligence (AI) in the Subject Religion, Culture, and Values

With the advancement of educational technology and the increasing use of tools based on artificial intelligence (AI), the following criteria are established to ensure ethical, responsible, and pedagogically appropriate use within the context of this subject.

? Criteria Where AI Use Is Allowed:

· **Support in searching for and understanding information:** Use of AI to obtain explanations about concepts related to religion, culture, ethics, and values, provided the information is cross-checked with academic sources and properly cited.

· **Assistance in writing and organizing ideas:** Use of AI as a tool to structure essays, outlines, concept maps, and reflections, while respecting the student's personal development of critical thinking.

· **Spelling, grammar, and style review:** Use of AI to improve the writing of texts, presentations, or written assignments, ensuring that the content remains the student's authentic creation.



· **Inspiration for educational activities or dynamics:** Use of AI as an idea generator for designing educational proposals or resources on values, culture, or religion, with critical adaptation to the real school context.

· **Support for autonomous learning:** Use of AI to review content, generate quiz-style questions, or simulate reflective dialogues, always as a complement to traditional study.

? **Criteria Where AI Use Is NOT Allowed:**

· **Substitution of original work:** It is not permitted to submit assignments, reflections, analyses, or educational proposals generated entirely or mostly by AI as if they were the student's own work.

· **Writing personal or spiritual reflections:** AI should not be used to create texts that require inner, experiential, or ethical reflection, such as testimonies, commitments, or personal evaluations.

· **Creating responses in exams or graded assignments:** The use of AI is prohibited during exams or continuous assessment exercises, whether in-person or online.

· **Creation of unverified or false content:** It is strictly forbidden to use AI to generate fake quotes, non-existent sources, or data without academic foundation.

· **Avoiding educational responsibility:** AI should not be used to make pedagogical or cultural decisions without human involvement, especially in tasks such as curriculum design, debates, or critical analysis.

Academic and Ethical Responsibility

The student is responsible for ensuring that the use of AI tools respects the principles of academic honesty, personal autonomy, and professional commitment. Improper use may be considered a serious offense according to university regulations.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
	20,00%	Projects. Development and/or design works.

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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 Participatory Master Class
- M3 Project-based Learning
- M4 Learning Contracts
- M5 Seminar Work
- M7 Cooperative/Collaborative Work
- M9 Group and Individual Tutoring
- M10 Individual Tutoring
- M11 Participatory Master Class
- M13 Seminar Work
- M15 Project-based Learning



- M16 Learning Contracts
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring





IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M1, M5, M7	R2, R3, R4	6,00	0,24
Theoretical Class M1, M5, M7	R1, R2, R3, R4, R5, R6	37,50	1,50
Practical Class M1	R5, R6	2,50	0,10
Tutoring M9, M10	R2, R3, R4	11,50	0,46
Evaluation M1	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 work M3, M7	R1, R2, R3, R4, R5, R6	25,00	1,00
Individual work M5, M7	R1, R2, R5, R6	65,00	2,60
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M13, M18	R1, R2, R3, R4, R5, R6	37,50	1,50
Practical class (e-learning mode) M11	R3, R4	2,50	0,10
Seminar (e-learning mode) M11, M13	R6	2,50	0,10
Individual tutoring (e-learning mode) M18, M19	R1, R3, R5	15,00	0,60
Evaluation (e-learning mode) M11	R1, R2, R3, R4, R5, R6	2,50	0,10
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M11, M13, M18	R1, R2, R3, R4	65,00	2,60
Group Work (e-learning mode) M18	R2, R3	1,30	0,05
Discussion Forums (e-learning mode) M11	R6	1,30	0,05
Asynchronous Tutoring (e-learning mode) M13, M18, M19, M20	R1, R2, R3, R4, R5, R6	22,40	0,90
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Topic 1: Introduction to the Religious Phenomenon and Dialogue Between Different Religious Traditions and Cultures	<ul style="list-style-type: none">· Religious Experience: An Anthropological Reality· The Presence of the Religious Phenomenon in Today's World Through Its Various Social, Moral, Cultural, and Artistic Expressions<ul style="list-style-type: none">· An Introduction to Different Religious Traditions: Judaism, Islam, Hinduism, Buddhism· Interreligious and Intercultural Dialogue in Light of the Christian Message (Second Vatican Council)· Christianity and Dialogue with Culture: Christian Roots of Western Civilization· The Secularization of Culture, Atheism, Agnosticism, Religious Indifference, and the Resurgence of Sects· Religion and Public Life in Democratic Society
Topic 2: The Human Person	<ul style="list-style-type: none">· Human Dignity and Human Rights in Christian Anthropology· Religious Experience as an Anthropological Reality· Interior Life and Spiritual Intelligence· Creation: Image of God· Vocation: Union with God and Care for Creation· The Human Condition: Sin and Grace· The Search for the Meaning of Life and Happiness· Life Project: Gift and Task of the Christian Life· Eternal Life



Topic 3: Introduction to the Knowledge of the Bible

·Sacred Scripture, the Word of God in Human Words: Structure, Books, Origin, and Formation of the Old and New Testaments

·Literary Genres and Interpretation of the Bible

·Manifestation of God in Creation: Reconciliation with God, with Oneself, with Others, and with Nature

·God's Covenant with His People: Promise, Sin, and Salvation

·Synthesis: Jesus Reveals the History of Salvation

·Biblical Characters and Their Meaning in the Faith Experience of Israel and in the Christian Experience. Women in the Bible

Temporary organization of learning:

Block of content	Number of sessions	Hours
Topic 1: Introduction to the Religious Phenomenon and Dialogue Between Different Religious Traditions and Cultures	10,00	20,00
Topic 2: The Human Person	10,00	20,00
Topic 3: Introduction to the Knowledge of the Bible	10,00	20,00



References

DOCUMENTOS DE LA IGLESIA:

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- Deus Caritas est, Carta encíclica de S. S. Benedicto XVI, Madrid, San Pablo, 2006.
- Spe salvi, Carta encíclica de S. S. Benedicto XVI, Madrid, San Pablo, 2007. Caritas in veritate, Carta encíclica de S. S. Benedicto XVI, Valencia, Edicep, 2009
- Juan Pablo II, Encíclica "Fides et Ratio". Francisco, Carta encíclica Lumen fidei.
- Catecismo de la Iglesia Católica, Asociación de Editores del Catecismo / C.I.C, Eunsa. Nueva Biblia de Jerusalén, Desclée De Brouwer.

AUTORES:

- Bautista, E. Aproximación al estudio del hecho religioso, Verbo Divino, 2002.
- Benedicto XVI, Jesús de Nazaret, La esfera de los libros, 2007
- Benedicto XVI, Luz del mundo. El Papa, la Iglesia y los signos de los tiempos. Una conversación con Peter Seewald, Barcelona, Herder, 2010.
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- Conferencia Episcopal Española, Educar juntos en la escuela católica, Madrid, Edice, 2008.
- Escudero Torres, E., Creer es razonable, Valencia, Edim ediciones, 1997.
- Gelabert Ballester, Martín, Jesucristo, revelación del misterio del hombre. Ensayo de antropología teológica, Salamanca-Madrid, San Esteban-Edibesa, 1997.
- Messori, Vittorio, Por qué creo. Una vida para dar razón de la fe, Madrid, Libros libres, 2009.
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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.
- Torres Queiruga, Andrés, Recuperar la creación. Por una religión humanizadora, Cantabria, Sal Terrae, 1997.

COMPLEMENTARIA:

- Frankl, Viktor, El hombre en busca de sentido, Herder, 2004.
- Umberto Eco - Carlo Maria Martini, ¿En qué creen los que no creen?, 1997, EDI. TEMAS DE HOY Martínez Camino, J.A., Jesús de Nazaret: la verdad de su historia, Madrid, Edice, 2006.
- Ratzinger, J., Introducción al cristianismo, Sigueme, 1996.
- Wojtyla, K., El don de amor, Madrid, Palabra, 2000.
- Wojtyla, K., Mi visión Del Hombre, Madrid, Palabra, 1997.



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:

No change



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:

No change



ONLINE 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
No change		No change	

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

Comments to the Assessment System:

No change