



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

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

**Code:** 1162083 **Name:** The Christian Message

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

**Module:** Teaching of religion

**Subject Matter:** The Christian Message **Type:** Elective

**Field of knowledge:** Social and legal sciences

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

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

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

### Lecturer/-s:

01PR3A Carlos Miguel Vidal Garcia (**Responsible Lecturer**)

carlos.vidal@ucv.es

01PR3AZ Leopoldo Quilez Fajardo (**Profesor responsable**)

leopoldo.quilez@ucv.es



## Module organization

### Teaching of religion

Subject Matter	ECTS	Subject	ECTS	Year/semester
The Christian Message	6,00	The Christian Message	6,00	2, 3/2
The Church, the Sacraments, and Morality	6,00	The Church, the Sacraments and Morality	6,00	3, 4/1
Pedagogy and Didactics of Religion in School	6,00	Pedagogy and Didactics of Religion in School	6,00	0, 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 capable of situating 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 capable of discerning the coherence between Word, Deeds, and Life in Jesus of Nazareth
- R4 The student describes the mystery of the Paschal event 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
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
ER3	To know the centrality of the figure of Jesus Christ and his message.				X



ER7 Understand and value social commitment in the light of the Christian message.

x



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

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R3, R4	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4	30,00%	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).
R1, R2, R3, R4	50,00%	Written tests: Objective tests with short and extended responses.
R1	10,00%	Projects. Development and/or design works.

### 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.

## Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	50,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R4	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R2, R3, R4	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)
R2	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R2, R3, R4	10,00%	Projects. Development and/or design works.

## 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	Participatory Master Class
M5	Seminar Work
M6	Problem-based Learning
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M13	Seminar Work
M17	Problem-based Learning
M18	Cooperative/Collaborative Work





Universidad  
**Católica de  
Valencia**  
San Vicente Mártir

## Course guide

Year 2025/2026  
1162083 - The Christian Message

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	R1, R2, R3, R4	6,00	0,24
Theoretical Class M1, M5, M6, M7	R1, R2, R3, R4	37,50	1,50
Practical Class M1, M5, M6, M7	R1, R2, R3, R4	2,50	0,10
Tutoring M5, M9, M10	R1, R2, R3, R4	11,50	0,46
Evaluation 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 work M5, M6, M7	R1, R2, R3, R4	25,00	1,00
Individual work M5, M6, M7, M10	R1, R2, R3, R4	65,00	2,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M17	R1, R2, R3, R4	18,30	0,73
Practical class (e-learning mode) M13, M17, M18	R2, R4	16,70	0,67
Seminar (e-learning mode) M13, M18	R2, R3, R4	6,80	0,27
Individual tutoring (e-learning mode) M17	R2, R3, R4	15,00	0,60
Evaluation (e-learning mode) M11	R1, R2, R3, R4	3,20	0,13
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M13, M17	R2, R3, R4	61,70	2,47
Group Work (e-learning mode) M17, M18	R2, R3, R4	3,30	0,13
Discussion Forums (e-learning mode) M17	R3, R4	2,50	0,10
Asynchronous Tutoring (e-learning mode) M13, M17	R2, R3, R4	22,50	0,90
<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."	<ul style="list-style-type: none"><li>·<b>Sources for Accessing the Figure of Jesus of Nazareth</b></li><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> <ul style="list-style-type: none"><li>·<b>Historical Reading of the Life of Jesus</b></li><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	<ul style="list-style-type: none"><li>·<b>The Proclamation of the Good News</b></li><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> <ul style="list-style-type: none"><li>·<b>The Deeds of Jesus</b></li><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



## 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

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