



COURSE DESCRIPTIONS

Bachelor's Degree in Primary Education

➤ 1st year

5679 ORGANIZATION AND MANAGEMENT OF CENTRES

BLOCK I. EPISTEMOLOGICAL AND LEGISLATIVE DEVELOPMENT

TOPIC I. Concept, purpose and contents of the study of School organizations.

TOPIC II. Contextualization of the educational legislation and Academic adaptation.

BLOCK II. PRACTICE OF ORGANIZATION AND MANAGEMENT

TOPIC III. The school centre as a unit of organization and Management. Headship. Innovation and organizational improvement processes.

TOPIC IV. The school centre as an organization for the development of the curriculum and teaching.

BLOCK III. MANAGEMENT OF KNOWLEDGE, LEADERSHIP, CULTURAL, QUALITY AND EVALUATION OF EDUCATIONAL CENTRES

TOPIC V. Leadership, culture and evaluation of educational centres

5680 ORAL AND WRITTEN EXPRESSION AND COMPREHENSION

Topic 1 Oral and written communication

1.1. Process of linguistic communication

1.2. Characteristics and functions of language

1.3. Varieties and registers of language

1.4. Oral and written language: characteristics and differences

1.5. Linguistic skills

Topic 2 The text

- 2.1. Concept
- 2.2. Properties
- 2.3. Textual typology and sequences

Topic 3 Written expression

- 3.1. The process of composition
- 3.2. Orthography of the Spanish language
- 3.3. Grammatical mistakes
- 3.4. Lexical incorrectness

Topic 4 Reading and written comprehension

- 4.1. Types of reading
- 4.2. Processes of reading comprehension

Topic 5 Oral expression

- 5.1. Types of oral texts and communicative situations
- 5.2. Strategies and resources

Topic 6 Oral comprehension

- 6.1. ¿What is listening?
- 6.2. Process of oral comprehension

5681 THEORY AND HISTORY OF EDUCATION

Theory and History of Education

- 1.- Education, Epistemology and Sciences of Education
- 2.- Educational action: personal and institutional elements
- 3.- Principles and spheres of educational intervention
- 4.- Historical perspective of contemporary education: from the New School to antiinstitutional theories
- 5.- Origins and configuration of the Spanish educational system
- 6.- Education in the world of today and the future of education



5682 PSYCHOLOGY OF DEVELOPMENT

1. Introduction to General Psychology and its historical paradigms

- 1.1. What is Psychology
- 1.2. Principal currents and paradigms in Psychology

2. Basic concepts of the Psychology of Development at School Age

- 2.1. The purpose of Development Psychology
- 2.2. Methods and designs of research in Psychology of Development
- 2.3. Inheritance and environment. Maturing and learning
- 2.4. Stages in Psychology of Development
- 2.5. Theories on development

3. Development at school age

- 3.1. Physical and psychomotor development
- 3.2. Cognitive development
- 3.3. Development of language
- 3.4. Affective and social development
- 3.5. Moral development

5683 ITC'S APPLIED TO EDUCATION

Block I: Search for specialized information

Documentary techniques. Sources of information

Block II: Education and ICT

ICT and Education 2.0
Social networks in Education
Free software in Education

Block III: Multimedia and Education

The Digital Blackboard and creation of multimedia resources
ICT and the inclusive school

Block IV: Education and ICT: Future perspectives

New Tendencies in ICT and Education

Block V: Ongoing training of teachers

Introduction to Personal Learning Environments (PLEs)



5684 SOCIOLOGY OF EDUCATION, INTERCULTURALITY AND SOCIAL INCLUSION

I. Sociology of Education Theory

Topic 1. Introduction to Sociology and the Sociology of Education. Some theoretical perspectives of Sociology.

Topic 2. The process of research in Sociology. Methods and techniques.

II. Socialization and classroom dynamics

Topic 3. Culture and socialization.

Topic 4. The educational system as social subsystem. The school as a social institution.

Topic 5. Educational agents: pupils and teachers. Sociology of the teaching staff. Sociometry in the classroom.

III. Social structure and education

Topic 6. The social character of education: education as a factor of continuity or social change.

Topic 7. The social construction of identity. Gender roles and coeducation in school.

IV. Interculturality and social inclusion

Topic 8. Citizenship and inclusive education. The intercultural school in a global world.

5685 DIDACTICS OF ORAL AND WRITTEN LANGUAGE AND LITERATURE

1. Area of Spanish Language and Literature in Primary Education.

1.1. Contents block 1. Oral communication: speaking and listening.

- Contents.
- Criteria of evaluation.
- Evaluable standards of learning.

1.2. Contents block 2. Written communication: reading.

- Contents.
- Criteria of evaluation.
- Evaluable standards of learning.

1.3. Contents block 3. Written communication: writing.

- Contents.
- Criteria of evaluation.
- Evaluable standards of learning.

1.4. Contents block 4. Knowledge of the language.

- Contents.
- Criteria of evaluation.



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- Evaluable standards of learning.
- 1.5. Contents block 5. Literary education.
- Contents.
- Criteria of evaluation.
- Evaluable standards of learning.

2. Principles of Didactics of Language and Literature.

- 2.1. Didactics of oral comprehension and expression.
- 2.2. Didactics of written comprehension and expression.
- 2.3. Didactics of vocabulary.
- 2.4. Didactics of orthography.
- 2.5. Didactics of grammar.
- 2.6. Didactics of literature.

3. Practical application in Didactic Units.

- 3.1. Design, programming and development.
- 3.2. Putting into practice.

5686 PSYCHOLOGY OF EDUCATION

COGNITIVE PROCESSES AND LEARNING

Processing of information:

Perception
Attention
Memory
Emotion

Personal variables and learning:

Motivation, self-concept and self-esteem.
Intelligence and learning capacity.

EVOLUTION OF CONCEPTIONS ON LEARNING AND THEIR CONTRIBUTIONS TO EDUCATION

Theories of learning based on processes of social conditioning and learning.

Cognitive theories of learning.

PERSONAL RELATIONS IN THE EDUCATIONAL CONTEXT

Variables that intervene in processes of teaching and learning: teaching effectiveness, styles of teaching and effect of expectations.



5687 FAMILY, ACADEMIC AND SOCIAL COUNSELLING

PRESENTATION OF SUBJECT

TOPIC 1. THE FAMILY SYSTEM: Definition. Family as process: evolutive cycles of the family. Family as system: factors that define family structure and functioning.

TOPIC 2. FAMILY ORIENTATION: concepts and spheres. Contents and levels. Family and school. Perspectives of family intervention. The interview.

TOPIC 3. Student guidance: legislative framework. Tutoring. Educational and Psycho-Pedagogical Guidance Team. Counselling /Guidance Department. Models in Pupil Guidance. Observation.

5688 GENERAL DIDACTICS

SUBJECT PRESENTATION

TOPIC 0: Public exhibitions, presentations and elaboration of works and reports.

TOPIC 1: Conceptualization of Didactics: its epistemological nature. The processes of teaching-learning. Didactic models.

TOPIC 2: The curriculum: its structure and planning. Objectives, competences, contents, methodology, activities, resources and evaluation. Design and development of Didactic Units.

TOPIC 3: The investigating teacher and the perspectives of innovation.

➤ 2nd year

5689 PSYCHOPEDAGOGIC FUNDAMENTALS OF ATTENTION TO DIVERSITY

PSYCHO-PEDAGOGICAL ASPECTS OF ATTENTION TO DIVERSITY

- Conceptual framework

Topic 1- The diversity of pupils in the primary school classroom. The inclusive school.

Topic 2- Detection of educational needs and didactic and organizational responses giving attention to diversity. Adaptations of the school, the classroom and individual adaptations.

EDUCATIONAL PROPOSALS OF ATTENTION TO DIVERSITY

- Specific Educational Needs derived from LEARNING DIFFICULTIES

Topic 3- Detection of needs and educational responses aimed at pupils with difficulties in learning the oral language.

Topic 4- Detection of needs and educational responses aimed at pupils with difficulties in learning the written language

Topic 5- Detection of needs and educational responses aimed at pupils with difficulties in learning mathematics.

- Specific Educational Needs derived from DISABILITY

Topic 6- Development, detection of needs and educational responses aimed at pupils with intellectual disability

Topic 7- Development, detection of needs and educational responses aimed at pupils with autism spectrum disorder (ASD)

Topic 8- Development, detection of needs and educational responses aimed at pupils with visual impairment

Topic 9- Development, detection of needs and educational responses aimed at pupils with hearing impairment

Topic 10- Development, detection of needs and educational responses aimed at pupils with motor disability

5690 BASIC PRINCIPLES OF SOCIAL SCIENCES TEACHING

THE SOCIAL SCIENCES AND THEIR TEACHING

The Social Sciences

Conceptual approach to the Social Sciences.

Characteristics and common elements.

Internal structure.

The Didactics of the Social Sciences.

The Social Sciences knowledge in the classroom.

The scientific-didactic principles of Geography and History.

THE SOCIAL SCIENCES AND PRIMARY EDUCATION

The Environment as a didactic alternative for the integration of Social contents.

- Evolution of the educational concept of the Environment.
- Educational value of the study of the Environment.

The Landscape

- Concept of Landscape and its evolution: product of the relations between man and environment.
- Educational value of the study of landscape.
- Composition of landscape.
- The elements of landscape.
- Classification of landscapes.
- Observing, analyzing and interpreting landscape.
- The social valuing of landscape and its protection.

Social and civic values for a democratic education of citizens.

- The Social Sciences and their contribution to the inculcation of social and civic values.
- Coexistence and the social values. Education for democracy.

Religious knowledge and the Social Sciences.

- Relations between religion, culture and society.

THE TEACHING-LEARNING OF SOCIAL SCIENCES IN PRIMARY EDUCATION.

Geography and the construction of the geographical space.

- Educational value of Geography.
- Scales of analysis: the local and the global.
- The development of spatial capacities.
- The graphic representation of space.
- The learning of space: activities and experiences for Primary Education.

History and the construction of historic time.

- History as a social science: its educational value.
- Time as a dimension of social knowledge.



- Chronological time and historical time. Historical time and its periodization.
- The development of temporal capacities.
- The learning of historical time. Variables for its comprehension.
- The learning of historical time: activities and experiences for Primary Education.

5691 SCIENTIFIC FUNDAMENTALS IN MATHEMATICS

Unit 1. Arithmetic Knowledge.

Natural, whole and rational numbers. Systems of numeration. Operations and divisibility. Relation of congruence. Possible Remainders. Diophantine equations. Decimal numbers as a subgroup of \mathbb{Q} . Problem solving.

Unit 2. Magnitudes and their measurement.

Quantity of magnitude. Measurement of magnitudes. Directly and inversely proportional magnitudes. Proportional distributions. Estimation. Problem solving.

Unit 3. Geometry

Geometrical knowledge on the plane and in space. Fundamental concepts of geometry. Study of polygons. Areas. Problem solving.

5699 MUSICAL EDUCATION

Musical education in Primary Education and its relation with current legislation: objectives and sphere

1.1. General objectives of the area

1.2. Contribution of the area to the development of Basic Competences

1.3. Musical development of the child aged 6- 12

1.4. Methodological principles and principles of educational intervention

1.4.1. General methodological principles

1.4.2. Active methods of musical education

1.4.3. Didactics of music in Primary Education

¿What is Music?

1. Music: conceptualization

1.1.- Definitions for its conceptualization.



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- 1.2.- Music as Art
- 1.3.- Music as Science. Its relation with other Sciences.
 - 1.3.1.- With Acoustics.
 - 1.3.2.- With Physiology.
 - 1.3.3.- With Psychology.
 - 1.3.4.- With Aesthetics.
 - 1.3.5.- With Mathematics.
 - 1.3.6.- With Linguistics.
- 1.4.- Music as a language of expression and communication.

2. Sound

- 2.1.- Physics of sound.
 - 2.1.1.- Sound.
 - 2.1.2.- Noise.
 - 2.1.3.- Silence.

- 2.2.- Parameters of sound.
 - 2.2.1.- Timbre.
 - 2.2.2.- Intensity.
 - 2.2.3.- Duration.
 - 2.2.4.- Pitch.
 - 2.2.5.- Texture.

2.3.- Relation of the qualities of parameters of sound with their expressive possibilities through the multi-languages of expression: plastic, corporal, dramatic and linguistic.

2.4.- Discrimination of the parameters of sound through listening to musical works and fragments.

3. Elements of Music

- 3.1.- Rhythm.
- 3.2.- Melody.
- 3.3.- Harmony.
- 3.4.- Form.
- 3.5.- Recognition of the function of each of the elements of Music in the framework of musical discourse.

4. The organization of sound in time. Rhythm

- 4.1.- Concept.
- 4.2.- Contextualization of rhythm.
 - 4.2.1.- Metric rhythm.
 - 4.2.2.- Rhythmic rhythm.
 - 4.2.3.- Free rhythm.
- 4.3.- Elements of metric rhythm.



4.3.1.- Pulsation.

4.3.2.- Accent.

4.3.3.- Rhythm.

4.3.4.- Bar or Measure.

5. Reading and writing of rhythm

5.1.- Non-conventional.

5.2.- Conventional: rhythmic values.

5.3.- Oral language as a didactic resource in the process of knowledge and assimilation of rhythmic values.

5.4- Movement as a didactic resource in the process of knowledge and assimilation of rhythmic values.

5.5.- Signs of prolongation.

5.6.- Elementary rhythmic dictations.

5.7.- Rhythmical improvisations.

6. The bar or measure

6.1.- The bar: concept.

6.2.- Division of the bar or measure according to the number of parts around the accent.

6.3.- Strong and weak beats. Rules of accentuation.

6.4.- Simple measures.

5696 EDUCATIONAL RESEARCH

BLOCK 1. BASIC ASPECTS OF EDUCATIONAL RESEARCH

Topic 1. Scientific knowledge and research

Topic 2. Educational research

Topic 3. Modalities of research in education

BLOCK 2. QUANTITATIVE DESIGNS AND METHODS

Topic 4. Introduction to the design of quantitative research

Topic 5. Experimental, quasi-experimental and one-off designs

Topic 6. Descriptive, comparative and correlational designs



BLOCK 3. QUALITATIVE DESIGNS AND METHODS

Topic 7. Interactive research

Topic 8. Research-action

Topic 9. Non-interactive research

5703 PHYSICAL EDUCATION AND ITS DIDACTICS

- Pedagogy and Didactics of PE: components of an Educational Unity
- The curriculum and objectives of primary school PE
- Key competences and their contribution from PE
- Criteria of evaluation and learning standards in PE
- Contents of PE
- Activities of teaching-learning and methodology in PE
- Attention to diversity in PE
- Complementary and out-of-school activities and temporal programming in PE
- Evaluation in PE
- Resolution of a practical hypothesis in PE
- Bilingualism and the process of opposition in PE

5698 TEACHING OF SECOND LANGUAGES IN MULTILINGUAL CONTEXTS

Theoretical contents

Introduction y general considerations

Interculturality in the classroom

Documents that guide the planning of the teaching-learning process:

CEFR and the European Language Portfolio

The communicative approach and its application in the classroom

Resources for the Foreign Languages (FL) and Second Languages (SL) Classrooms

Practical Contents

Practical application

5697 NATURAL SCIENCES AND ITS DIDACTICS

THE SCIENCES OF NATURE IN PRIMARY EDUCATION

1. The aim of teaching Natural Sciences in Primary Education.
2. Analysis of the Natural Sciences curriculum in Primary Education.

PHYSICS AND ITS DIDACTICS

3. Energy and forces and their didactics.



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4. Electrical energy and its didactics.
5. Light and sound energy and its didactics.

CHEMISTRY AND ITS DIDACTICS

6. Matter and its didactics.
7. The atom and its didactics.
8. Chemical changes and their didactics.

5694 PLASTIC AND VISUAL ARTS EDUCATION I

BLOCK I: PERCEPTION AND REPRESENTATION

TOPIC I:

Basic elements of Visual Language and its syntax.

TOPIC II:

Representation: resources and procedures.

BLOCK II: MEDIATION AND CREATION

TOPIC III:

Cultural contexts and aesthetic imaginaries.

TOPIC IV:

Contemporary artistic movements.

➤ **3rd year**

5700 PLASTIC AND VISUAL ARTS EDUCATION II

1. VISUAL ARTS AND EDUCATION.

Definition, basics and visions in Art Education.

Cultural contexts and aesthetic imaginaries.

2. ARTISTIC (PLASTIC) EDUCATION IN SCHOOL

Deepening the training of the Art Education teacher.

Classroom Practice and curriculum in Plastic Education.

5695 PRACTICUM I (EXTERNAL INTERNSHIP I)

Principal Contents of School Attachment Experience (Practicum)

Initial evaluation of expectations and previous knowledge.

Objectives, purpose and phases of the Practicum.



Meaning and importance of the processes of observation and research in teaching practice.

Meaning and importance of the processes of reflexion and theoretical-practical interaction.

Techniques of observation and documents of the Practicum.

Collaborative analysis of didactic experiences in the classroom and the school.

Other relevant aspects of Practicum

Characteristics of the school and the classroom.

Functions of the teacher/tutor in the classroom.

Attention to diversity in the school and the classroom.

Evaluation of the process of the Practicum/Attachment Experience.

5704 NATURAL SCIENCES AND ITS TEACHING II

Living matter

Concept of the living being

Ecosystems and the teaching of ecosystems

Definition, properties, matter-energy interrelation

Teaching-Learning of concepts of ecosystems

Conceptual maps as didactic tools

Origin of living beings and the teaching of living beings

Different theoretical approaches

The use of videos in the teaching of natural sciences

Evolution and the teaching of evolution

Precursors. Theory of Lamarck

Darwinism and neo-Darwinism

The use of history and philosophy of science in the teaching of the natural sciences

Simulations in teaching natural sciences

The cell and the teaching of the cell

Prokaryote and eukaryote cells

The laboratory in the teaching of the cell

Maquettes as instruments for teaching the cell

Analysis of natural science books for Primary Education



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The diversity of living beings and how to teach it

Classification of living beings: domains and kingdoms

The laboratory in the teaching-learning of the concept of biodiversity

Investigation in natural science classes

The human body and how to teach it

Vital functions, apparatuses and systems

The human body and health

Conceptual change in the teaching of natural sciences: design of didactic units

Evaluation in the teaching of natural sciences

The physical environment and the Universe

The Universe. Solar System

The Earth

The laboratory for the teaching of the physical environment

5701 CURRICULAR DEVELOPMENT OF SOCIAL SCIENCES

EDUCATIONAL REFORM AND THE SOCIAL SCIENCES

Reform, curriculum and Social Sciences. Planning and functions.

Curriculum and educational reforms.

Curriculum: concept and characteristics.

The curricular sources of decision: the social source.

Basic principles for the effective planning of a curriculum in Social Sciences.

Basic didactic functions.

SOCIAL SCIENCES IN THE PRIMARY SCHOOL CURRICULUM

The area of Social Sciences in Primary Education

Concept of environment in Primary Education: eco-socio-system.

Purposes and objectives of the area of Social Sciences in Primary Education.

Contents of the area of Social Sciences in Primary Education.

Competences directly linked to the area of Social Sciences in Primary Education.

Criteria of evaluation.

Evaluable learning standards.

The area of Social and Civic Values.

Transversal elements of curriculum.

The autonomic curriculum of Castilla y León in the area of Social Sciences

Study and analysis of the curriculum for the area of Social Sciences in the Community of Castilla y León.



METHODS, STRATEGIES AND MEDIA IN THE TEACHING-LEARNING OF SOCIAL SCIENCES

Methodology in the didactics of the Social Sciences

¿How should we teach Social Sciences?

Strategies of teaching-learning:

- Methodological teaching strategies.
- Strategies for the reconstruction of social knowledge.
- Methodological learning strategies.

The ICTs (Information and Communication Technologies), a medium for working
Strategies for social learning.

CURRICULAR EVALUATION

Evaluation in the area of Social Sciences

Evaluation in the area of Social Sciences.

From evaluation as qualification to evaluation as an instrument of learning.

Sequences of teaching-learning and evaluation.

Criteria of evaluation of social learnings.

Characteristics of social learnings as object of evaluation.

Techniques of evaluation.

Evaluation tests.

Evaluation and ICTs.

EDUCATIONAL RESEARCH

Research in the Didactics of Social Sciences

The Didactics of Social Sciences.

Characteristics of research in the Didactics of Social Sciences.

General fields and lines of research in the Didactics of Social Sciences.

5705 MATHEMATICS IN THE PRIMARY SCHOOL CLASSROOM

Unit 1

Teaching mathematics

Curriculum of mathematics in primary education.

Procedures in the teaching-learning of mathematics.

Unit 2

Number and didactic strategies

Teaching number and numeration.

Procedures for resolving problems.

Calculation in primary teaching.



Addition and subtraction.

Multiplicative relations: multiplicative calculation and division.

Mental calculation and use of calculator.

Unit 3

Measurement and didactic strategies

Genesis of the idea of magnitude and measurement in the child.

Obstacles in measurement.

Didactic progression in the treatment of measurement.

The treatment of length in Primary Education.

Didactic considerations regarding surface in Primary Education.

Games and activities for working the linear magnitudes.

Unit 4

Geometry and didactic strategies

Definitions of space.

Special organization: theories of Piaget and Van Hiele.

Material in the teaching-learning of geometry.

Didactical proposals on the teaching-learning of geometry.

Processes of representation in the teaching of geometry.

Spatial activity in the natural environment.

Unit 5

Didactic resources

Manipulable didactic resources.

ICT didactic resources.

➤ **4th year**

5706 DIDACTICS OF CHILDREN'S LITERATURE AND PROMOTION OF READING AND WRITING

Topic 1: Introduction and historical approach to children's literature.

Topic 2: Genres of children's literature: poetry, narrative and theatre in Child Education.

Topic 3: New genres and new formats: the picture book and the digital media.

Topic 4: Selection of children's works.

Topic 5: Techniques of stimulation to reading: general and dynamic considerations.



5707 FUNDAMENTALS OF CHANCE AND INFORMATION AND DIDACTIC STRATEGIES

Unit 1

Statistics

Population and sample. Frequencies. Random, discrete and continuous variables.
Graphic representation.

Measures of central tendency.

Measures of dispersion and asymmetry.

Regression and correlation.

Didactic orientations and resolution of problems.

Unit 2

Probability

Random experiments. Sample space. Events. Algebra of events.

Probability. Properties. Laplace's Rule.

Conditioned probability. Discrete distributions of probability, parameters.

Binomial distribution.

Continuous distributions of probability. Normal distribution.

Didactic orientations and resolution of problems.

Unit 3

Computational treatment of data

Applications of the spreadsheet.

Work environment and data entry.

Ranks and references to cells.

Mathematical, logical and statistical functions.

Graphics.

5708 RESEARCH AND INNOVATION IN THE LEARNING OF ENVIRONMENTAL KNOWLEDGE

INVESTIGATION AND RESEARCH IN THE TEACHING OF THE ENVIRONMENT

1. Introduction to research and innovation on the teaching of the Environment.
2. Teaching the Environment using the methodology of scientific enquiry.

PROJECTS ON THE KNOWLEDGE OF THE ENVIRONMENT

3. Development of projects on the Natural Environment.
4. Development of projects on the Natural and Cultural Environments.

5. Didactic transposition to Primary Education.

5710 FINAL DEGREE PROJECT

FDP

- 1.- Relation of a series of topics of relevance to Primary Education.
- 2.- Portfolio as a tool of learning and evaluation.
- 3.- Research applied to situations and problems peculiar to Primary Education: setting forth of problems, grounding, design, gathering and interpretation of data, conclusions, drawing up of reports.
- 4.- Orientations for presentation, defence (or justification) of reports, as well as for debating about them.

➤ **Major: English Language**

5715 DIDACTICS OF ENGLISH

- The process of learning-teaching a foreign language
- The FL in the curriculum of Early Child and Primary Education
- Resources for stimulating oral and written language in the learning of English
- Selecting, planning and putting into practice lesson plans for the English language classroom
- The teaching of non-linguistic areas by means of a foreign language.
- CLIL

5716 READING PROMOTION IN ENGLISH IN PRIMARY EDUCATION

- Children's literature in English in the Primary Education curriculum.
- Children's literature in English: stories, poetry of oral tradition.
- Lullabies, riddles, fables, comic, children's theatre...
- Techniques for stimulating the encouragement of reading in the learning of English.
- Digital resources for stimulating the encouragement of reading in the learning of English.



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➤ **Major: French Language**

5721 DIDACTICS OF FRENCH

INTRODUCTION

Teaching/Learning of French in Primary Education

METHODOLOGY FOR FRENCH LANGUAGE

Methodology for teaching French

Unit 2

Resources for teaching a foreign language at this stage

Unit 3

The Foreign Language Curriculum at Primary School

Unit 4

The multicultural approach in the teaching of a foreign language

Unit 5

The different educational systems and interculturality in Europe

5722 READING PROMOTION IN FRENCH IN PRIMARY EDUCATION

INTRODUCTION TO THE TEACHING OF LITERATURE AT PRIMARY LEVEL

Unit 1

Children's novels in the teaching of a Foreign Language in Primary Education

Unit 2

Other genres of Children's Literature and their Didactics: poetry, comic, stories, songs and theatre

Unit 3

Techniques for Encouraging Reading and Writing in Primary Teaching



➤ **Major: Musical Education**

5726 INSTRUMENTAL TRAINING

The musical instruments

The musical instruments. Etymology and classification

Organology (History of Musical Instruments).

Different conceptions of classification of instruments.

Musical instruments throughout history.

Symphonic instruments.

Electronic instruments.

Traditional instruments.

The body as a musical instrument.

The body as an instrument of sound

The body: a musical instrument

1.1.- Global exploration of the timbres /sounds of the body as instrument.

1.3.- The bodily instrument and rhythmic expression.

1.4.- Body sounds in the accompaniment of songs in Obligatory Primary Education (EPO) and simple instrumental pieces.

1.5.- Body sounds and the most basic polyrhythm.

1.6.- Bodily percussion as an integral part of simple dances.

1.7.- The body as an instrument in the sound accompaniment of poems, stories, etc.

1.8.- The body as instrument in the accompaniment of representative musical works.

1.9.- Body sounds as a medium for improvisation and rhythmic creation.

1.10.- The body as instrument in interaction with other sonorous materials.

The musical percussion instruments used in schools

The percussion instruments of indeterminate and determinate pitch.

2.1.- Conceptualization.

2.2.- Percussion instruments of indeterminate pitch and their characteristics.

2.3.- Percussion instruments of determinate pitch: their characteristics and tessituras.

Technique of percussion instruments of indeterminate pitch used in schools

3.1.- Prior sound explorations

3.2.- Techniques for using the percussion instruments of indeterminate pitch.

Technique of percussion instruments used in schools: xylophones, glockenspiels

4.1.- Manner of holding the mallets.

4.2.- Percussive technique using mallets.

4.3.- Rhythmic-motor training in preparation of the technique of using mallets.

4.4.- Exercises for the practice of alternating with mallets.

Techniques of instrumental conducting

The basic technique of conducting applied to the Orff instrumental ensemble in the Primary School classroom

Basic hand or baton gestures for duple, triple and quadruple time.

Closing gesture.

Conducting gestures applied to agogics.

Conducting gestures applied to dynamics.

Conducting instrumental works in unison.

Conducting instrumental works in two, three, four or more voices.

Conducting instrumental canons.

Musical education in Primary Education and instrumental expression

Musical language applied to instrumental expression

5.1.- Interpretation and expression of rhythmic elements.

5.2.- Interpretation and expression of melodic elements.

5.3.- Interpretation and expression of basic harmonic elements.

5.4.- Interpretation and expression of formal elements.

5.5.- Small-scale musical forms.

Instrumentation with classroom instruments

6.1.- Sound accompaniment of poems suitable to the Primary School level.

6.2.- Sound accompaniment of stories.

6.3.- Sound accompaniment of dramatic performances.

6.4.- Classroom instruments and dance.

Instrumentation of songs in the classroom

7.1.- Conceptualization.

7.2.- The character of the song, dance or piece to be accompanied.

7.3.- Rhythmic -melodic characteristics of the song, dance or piece to be accompanied.

7.4.- Criteria for the choice of the suitable timbres.

7.5.- The rhythmic values suitable to each instrument.

7.6.- Alternation and superposition of timbres.

7.7.- Consideration of non-conventional ways of playing instruments.

Instrumental ensemble practice. Repertoire

8.1.- Repertoire of nursery or children's folk songs interpreted with recorder or glockenspiel, and with accompaniment of body percussion, for the primary level.

8.2.- Repertoire of nursery or children's songs interpreted with recorder or glockenspiel, and with accompaniment of minor percussion instruments of indeterminate pitch and, in a basic manner, with other flat plate idiophones.



8.3.- Repertoire of didactic songs interpreted with recorder or glockenspiel, and accompaniment of smaller unpitched percussion instruments, flat plate idiophones or body percussion, for the primary level.

8.4.- Repertoire of simple instrumental pieces suitable for the level of knowledge of the pupils of the "Mención en Educación Musical" for the practice of the basic instrumental ensemble.

8.5.- Other repertoire.

The recorder in the teaching sphere

The recorder

1.1.- The descant recorder. Characteristics.

1.2.- Criteria for the choice of instrument.

1.3.- Care and maintenance.

1.4.- Corporal disposal. Positions.

Breathing and exhalation technique

2.1.- Techniques for respiratory control.

2.2.- Exercises for achieving the exact pressure of exhalation for the flexibility of sound.

2.3.- Achieving a pleasant sound from the instrument.

Articulation technique

3.1.- Exercises for the contact characteristics and muscular control of the tongue.

3.2.- "Normal" tonguing.

3.3.- Broadening the range of expression of the recorder.

Fingering

4.1.- Exercises for the mobility and independent control of the fingers.

4.2.- Activities for muscular control and relaxation of hands and fingers, and for mastering the correct placing of the fingers.

4.3.- Fingering exercises on rhythmic-melodic formulas and songs at different pitches.

4.4.- Fingering exercises on accidental notes.

The recorder as a polyvalent instrument

5.1.- A new way of understanding music.

5.2.- Improvisation.

5.3.- Sound games.

Improvisation and musical creation in instrumental expression in the classroom

Improvisation and instrumental creation at Primary level

1.- Improvisation through question-answer.

2.- Improvisation of ostinatos.

3.- Creation and improvisation of melodic phrases.

4.- Improvisation in Rondeau form.



- 5.- Improvisation as prelude interlude and postlude of songs and simple instrumental pieces.
- 6.- Improvisation in the accompaniment of simple musical works.
- 7.- Improvisation in the accompaniment of dances.
- 8.- The pedagogic value of instrumental improvisation.

Melodic-harmonic instrument

The keyboard

1. Basic chords.
2. Accompaniment of songs with keyboard in the classroom.
3. Fingering.
4. Creation of improvisations with the keyboard.

5723 VOCAL AND AUDITIVE EDUCATION

Voice and Ear

Voice and human hearing

The voice: conceptual review

The voice and speech: brain and language.

Hearing. Basic characteristics.

The voice and hearing: relation, influence and characteristics.

Physiological basis

Voice production: Phonation.

Mechanism of phonation: Physiology.

The voice and its relation to the parameters of sound

Timbre and voice: the vocal personality. Harmonics.

Pitch: the fundamental, or fundamental frequency. Tessitura.

Intensity or vocal volume. Resonators.

Types of voice.

Speaking voice.

Singing voice.

Teaching voice.

Classification of voices.

Criteria of classification.

Tessituras vs. timbres.

The classification of children's voices. Criteria.



Vocal pathologies

Dysphonia

Typology: functional types of dysphonia. Dysphonia by misuse of the voice.

Vocal pathologies most common in the teaching profession.

Classification of dysphony.

The voice and its relation with the body as an instrument of sound

The body: connection with the voice.

The scientific basis of body-mind-voice unity.

Bodily awareness as the fundamental axis in voice teaching: corporal schema.

Proprioceptive sensations. Musculature.

Alterations of the postural system.

Postural disorders that affect the vocal function.

Techniques and methods of corporal education: collateral resources in vocal education and re-education.

Corporal relaxation and its relation with vocal emission.

Applications for Primary Education.

Breathing and the voice

Breathing

Concept of breathing applied to vocal technique.

Importance of breathing in the speaking and singing voice.

Most common disorders and errors affecting the breathing/voice relation.

Breathing exercises applied to Primary Education.

Vocal emission /Voice production

Aspects that make up a quality voice production

Articulation (attack)

Breath support

Voice placement and homogeneity.

Finalization of the sound.

Articulation and its influence on the sound produced.

Application of the contents to Primary Education.

Techniques of exploration of one's own voice

Improvisation and exploration of vocal resources.

Different forms of voice production.

Use and exploitation of different types of voice production.

Vocal and musical contexts and application of different vocal styles.

Applications in Primary Education.

The Ear: relation with the voice.

Psychology and aural-musical perception.

Anatomy and physiology of the ear.

Physiology of hearing.

Psychology and auditory-musical perception.

Affectivity and auditory intelligence. Relation with cerebral activity.

Audio-perceptive education

Techniques for the development of auditory sense perception and affective-auditory sensitivity.

Melodic audio-perceptive education.

Harmonic audio-perceptive education.

Melodic-harmonic audio-perceptive education.

Applications in Primary Education.

Vocal care and hygiene

Looking after the voice

The voice: a complex and delicate instrument.

Favourable habits and cares.

Unfavourable habits and cares.

Vocal work: techniques of practice and vocal work.

The voice and its relation with the school environment

Vocal repertoire applied to Primary Education.

Criteria of selection of repertoire.

Repertoire: knowledge and interpretation.

Didactics of melodic and vocal work in Primary Education.

5727 HISTORY OF MUSIC

Origins of Western Music

Conceptual Principles of Musical History

1.1. Music as a reflection of historical and cultural evolution.

1.2. Historical parallelism between music and the other arts.

1.3. The contemporary vision of the music of the past.

1.4. Basic sources for the study of History of Music.



- 1.5. Criteria for the division of periods and styles in the History of Music.
- 1.6. Art music and popular music.
- 1.7. Vocal music and instrumental music.
- 1.8. Musical styles.
- 1.9. Musical genres.
- 1.9. Secular music and sacred music.

Western Music: Origins.

- 2.1. Greece.
- 2.2. Rome.
- 2.3. Primitive Christian music.
- 2.4. Musical instruments.

Religious Monody: Gregorian Chant.

- 3.1. Denomination.
- 3.2. Concept and definition.
- 3.3. Gregorian chant and its function in the history of music.
- 3.4. Function of chant in the liturgy.
- 3.5. Liturgical rites.
 - 3.5.1. Oriental rites.
 - 3.5.2. Western rites.
- 3.6. Palaeography and notation using the neumes. Approximation.
- 3.7. The Gregorian modality.
 - 3.7.1. The archaic modes.
 - 3.7.2. The evolved modes. The octoechos.
 - 3.7.3. The psalm tones.
- 3.8. Rhythm in Gregorian chant.
- 3.9. Tropes and sequences: post-Gregorian monody.

The Middle Ages.

Secular music in the Middle Ages.

- 4.1. Troubadours, *trouvères*, *jongleurs* and Minnesingers.
- 4.2. The origins of the medieval lyric.
- 4.3. The types of song.
- 4.4. The *cancioneros*.
- 4.5. The generations of the troubadours.
- 4.7. Medieval music in Spain.
- 4.8. Medieval instruments.

The beginnings of polyphony.



Primitive polyphonic: Ars Antiqua and Ars Nova.

- 5.1. Historical milieu of primitive polyphony.
- 5.2. Different types of organum.
 - 5.2.1. Primitive organum.
 - 5.2.2. Melismatic organum.
 - 5.2.3. Organum of Notre Dame.
- 5.3. Rhythmic Modes.
- 5.4. Polyphonic conductus.
- 5.5. The motet.
- 5.6. Primitive polyphony in Spain.
- 5.7. The transition period between Ars Antiqua and Ars Nova.
- 5.8. Ars Nova
 - 5.8.1. France.
 - 5.8.2. Italy.
 - 5.8.3. Spain.
- 5.9. The polyphonic song.
- 5.10. Music in the chapels of the Catholic Kings.

The Renaissance

Vocal and instrumental music of the Renaissance.

- 6.1. Qualities of Renaissance music.
 - 6.1.3. Counterpoint.
 - 6.1.2. Horizontal conception of music and its writing.
 - 6.1.1. Polyphony.
- 6.2. Function of music in the Renaissance.
- 6.3. Historical evolution of Renaissance music.
 - 6.3.1. Secular and religious music.
 - 6.3.2. Music of the Catholic and Protestant churches.
 - 6.3.3. Franco-Flemish school.
 - 6.3.4. Italian school.
 - 6.3.5. Spanish school.
 - 6.3.6. German school.
 - 6.3.7. French school.
 - 6.3.8. English school.
- 6.4. Instrumental music.
- 6.5. The madrigal.

The Baroque.

Vocal and instrumental music in the Baroque.

- 7.1. Qualities of the Baroque musical style.



- 7.2. Aesthetics and contents of Baroque music.
- 7.3. Periods and characteristics of these in the Baroque.
 - 7.3.1. Early Baroque.
 - 7.3.2. High Baroque.
 - 7.3.3. Late Baroque.
- 7.4. Instrumental forms characteristic of the Baroque.
 - 7.4.1. The suite.
 - 7.4.2. The sonata.
 - 7.4.3. The concerto grosso.
- 7.5. Vocal forms.
 - 7.5.1. Opera.
 - 7.5.2. Oratorio.
 - 7.5.3. Cantata.
 - 7.5.4. Passion.

Classicism.

Vocal and instrumental music in Classicism

- 8.1. Characteristics and essence of Classicism.
- 8.2. Evolution of classicism as a musical style.
- 8.3. The musical forms of Classicism.
 - 8.3.1. The Sonata.
 - 8.3.2. The Symphony.
- 8.4. Most representative composers.
 - 8.4.1. Haydn.
 - 8.4.2. Mozart.
 - 8.4.3. Beethoven.

Romanticism.

The vocal and instrumental music of Romanticism.

- 9.1. Characteristics of Romanticism and its essence.
- 9.2. Music as symbol of Romanticism.
- 9.3. The romantic symphony.
- 9.4. Programme music.
- 9.5. The piano as representative of the romantic essence.
- 9.6. Romantic instrumental music.
- 9.7. Romantic vocal music.
 - 9.7.1. Lieder.
 - 9.7.2. Romantic opera
- 9.8. Spanish lyrical music.
 - 9.8.1. Zarzuela.

Musical Nationalisms.

The Nationalist schools.

- 10.1. Qualities that define nationalism in music.
- 10.2. Russia and nationalism.
 - 10.2.1 The Group of Five.
- 10.3. Bohemia and Bohemian musical nationalism.
 - 10.3.1. Smetana and Dvorak.
- 10.4. Scandinavia and its musical nationalism.
 - 10.4.1. Sibelius and Grieg.
- 10.5. England and English musical nationalism.
 - 10.5.1. Elgar, Delius, and Vaughan Williams.
- 10.6. The United States and the beginnings of jazz.
 - 10.6.1. Gershwin.
- 10.7. Hungary: the most progressive form of nationalism.
 - 10.7.1. Bartok and Kodaly.
- 10.8. The creative birth of Latin America.
 - 10.8.1. Villalobos and Ginastera.
- 10.9. Nationalism in Spain.
Pedrell, Albéniz, Granados, Falla, Turina and Sarasate.

The Twentieth Century: new languages and systems of sound. Transition.

Post-Romanticism and Impressionism.

- 11.1. Realism and Naturalism.
- 11.2. Symbolism and pictorial-musical Impressionism.
- 11.3. French musical Impressionism and its context.
 - 11.3.1. Debussy, Ravel, Fauré, and Satie.

Music until World War II

- 11.1. Artistic tendencies up to 1940.
- 11.2. The heirs of the language of the past.
 - 11.2.1. Gustav Mahler.
 - 11.2.2. Richard Strauss.
- 11.3. The Second Viennese School.
 - 11.3.1. Serialism.
 - 11.3.2. Dodecaphonic music.
- 11.4. Stravinsky and Schoenberg: two revolutionary composers.
- 11.5. Futurism: Italy and the incorporation of noise in musical compositions.
- 11.6. Utilitarian music: Germany.



5724 CHOIRS GROUPS

Children's and youth choirs

Typologies

Work on different examples

Are all children able to sing?

Vocal repertoire applied to Primary Education.

Criteria of repertoire selection.

Repertoire: knowledge and interpretation.

Didactics of melodic and vocal work in Primary School.

Choirs conducting applied to the classroom

The body as a communicative tool

Basic gesture for marking beat

Dynamics, tempo, articulation

Use of the tuning fork: strategies and abilities

5725 COMPOSITION AND MUSICAL CREATIVITY

FIRST THEMATIC SECTION: THE KEYBOARD

The keyboard as melodic-harmonic instrument in the Primary School classroom

SECOND THEMATIC SECTION: HARMONY.

1. BASIC NOTIONS OF HARMONY.

Major and minor modes, triads, tonic, dominant and subdominant chords.

2. INVERSIONS

First, second and third inversion.

3. SYSTEMS OF NOTATION

Conventional notations: classes. Figured bass. North-American Figured Bass.

4. OTHER CHORDS

Dominant seventh chord.

5. HARMONIC DICTATION

Harmonic dictations in major and minor keys, in modal and/or pentatonic scales, in other scales, with chords in fundamental position and inversions.

THIRD THEMATIC SECTION. TECHNIQUES OF IMPROVISATION, CREATION, AND HARMONIC ACCOMPANIMENT.



1. BASIC TECHNIQUES OF ACCOMPANIMENT

Chords, arpeggios, pedal notes, faux-bourdon, accompaniments in duple, triple, and quadruple time, ostinatos.

2. MUSICAL LANGUAGE APPLIED TO THE KEYBOARD

Measure (bar), rhythm, key signature, key, repeat signs, intervals, cadences.

3. ACCOMPANYING A MELODY

Types of accompaniments by textures: homophonic, heterophonic, etc.

4. IMPROVISATION, ACCOMPANIMENT AND CREATION

On keyboard.

In Orff Instrumentation.

5. repertoire of musical works. study, analysis and creation of harmonic accompaniments.

Most usual harmonic schemas in mayor and minor keys and their application in the Primary School classroom.

FOURTH THEMATIC SECTION: MUSICAL SETTING OF TEXTS

1. Relation text-music

- Analysis of the text-music relation in different musical works.
- Creation of musical works for Primary Education on the basis of diverse texts, authors, periods and styles.
- Search for solutions and alternatives to the setting of a given text.

5728 DIDACTICS OF MUSICAL EXPRESSION

Musical methodologies

Principal pedagogic methods and approaches of Musical Education

- Dalcroze
- Ward
- Martenot
- Kodaly
- Orff
- Willems
- Other methodological contributions.
- Comparative methodologies.

The Didactic Unit in Musical Education. Configuration.

Programming.

The Didactic Unit in the area of Artistic Education in the present educational legal framework.



- Didactic blocks making up the Didactic Unit
- Contribution of the area to the development of basic competences
- Formulation of aims
- Formulation of contents
- Activities, didactic strategies and learning situations. Attention to diversity: strengthening and broadening.
- Didactic resources and material to be used
- Timing
- Formulation of evaluation criteria
- Development of sequenced didactic units, for the three Cycles of the Stage of Primary Education.
- Knowledge and critical analysis of curricular materials of musical education drawn up on the basis of Didactic Units.

Didactics of auditory education

Auditory education at Primary School.

- Parameters of sound
- Timbre: perception, interiorization and didactic techniques of representation and expression.
- Intensity: perception, interiorization and didactic techniques of representation and expression.
- Duration: perception, interiorization and didactic techniques of representation and expression.
- Pitch and sonorous panchromatic movement: perception, interiorization and didactic techniques of representation and expression.
- Didactic Procedures in spatial and temporal auditory perception.

Didactics of rhythmic education

Rhythmic education at Primary level.

- Time-space relation.
- Simple rhythmic structures.
- Complex rhythmic structures.
- Pulse and accent.
- Metric rhythm, rhythmic and free.
- Rhythm and its graphic representation: conventional and non-conventional.
- Recognition and practice of duple, triple and quadruple metres. Subdivision.
- Tempo and agogics.
- Didactic and methodological procedures for the knowledge, practice identification and expression of symbols that modify duration: dots, ties or suspensions...



- Didactic and methodological procedures for the knowledge, perception and expression of characteristic rhythmic conditions: notes in off-beat, syncopation, upbeat (anacrusis).
- Didactic procedures for the treatment of the word as a form of rhythmic expression.
- Rhythmic expression through instrumental practice. Didactical procedures and resources.
- Rhythmic expression through dance. Didactical procedures and resources.
- Didactical techniques and resources for individual and collective rhythmic improvisation.
- The minor forms and rhythm: Canon, Lied, Rondeau.

Didactics of melodic, harmonic and vocal education.

Melodic, harmonic and vocal education in Primary school

- Ontogenesis of melody. Melodic progression and sequencing.
- Bitonic /Two-tone
- Tritonic /Three-tone
- Tetratonic /Four-tone
- Pentatonic /Five-tone
- Hexatonic /Six-tone
- Heptatonic /Seven-tone
- Others
- Didactic resources for teaching melody: didactic songs, traditional children's songs, others, with conventional and non-conventional notation, phononymy.
- The song as a globalizing element in musical education.
- Transcription into musical notation of simple didactic and traditional children's songs.
- Methodological orientations for the analysis of a song.
- Criteria for selection of repertoire in the three Cycles of Primary Education.
- Basic conducting techniques.
- Methodology and didactic resources for voice training in the sphere of phono-pedagogy.
- Didactic resources and basic techniques for vocal improvisation.

Didactics of instrumental education.

Instrumental education at Primary level.

- The body as a sonorous instrument
- Instruments of indeterminate sound for classroom use, and their function in musical education.
- Instruments of determinate sound: Plate or barred instruments. Harmonic accompaniment to children's songs.
- Creation and construction of instruments made of recycled materials. Their application in the musical education of Primary school pupils.
- Basic techniques for instrumental improvisation.

Didactics of musical appreciation



Musical appreciation at Primary school

- Active listening to music in the Curriculum and in the context of the Didactic Unit
- Perception and expression, by means of active listening to music, appreciation of the qualities of sound: timbre, duration, intensity, pitch and texture.
- Perception and expression of the constitutive elements of music: rhythm, melody and form, through active listening to music.
- Active musical appreciation and the multi-languages of expression: rhythmic-musical, plastic, corporeal and linguistic.
- Development of exemplifications of musical works for the different Cycles of Primary Education:
 - Before listening: Didactic procedures and resources.
 - Active listening to music. Didactic procedures and resources.
 - Integration of rhythmic prosody and song in the musical work.
 - Musicogram and panmelogram.
 - Integration of expressive movement and dance.
 - Instrumental intervention.
 - Recreation of the work by means of diverse didactic strategies
 - Musical arrangements and their didactic applications.
 - Musical works as an integrating element in musical education

➤ **Major: Special Education**

5729 PSYCHOBIOLOGICAL FUNDAMENTALS OF BEHAVIOUR.

Topic 1

Introduction to Psychobiology and related Disciplines

Topic 2

Principal Complementary Techniques of Diagnosis in Psychobiology

Topic 3

Embryology of the Nervous System

Introduction to embryological development of the Nervous System.

Topic 4

Organization of the Nervous System: Central Nervous System, Autonomous Nervous System and Peripheral Nervous System

Topic 5

Cerebrum and Cerebellum

Topic 6

Structure and Activity of the Neurones: Neurotransmission

Topic 7



Vascularization of the Central Nervous System

Topic 8

Motor System

Topic 9

Limbic System

5730 LEARNING DIFFICULTIES IN PRIMARY EDUCATION

LEARNING DIFFICULTIES

Pupils with learning difficulties in the school and family contexts.

Definition and criteria of inclusion and exclusion.

The role of the tutor in detection and educational attention to pupils with learning difficulties.

The function of the psycho-pedagogue and support teachers.

Affective-social development of pupils with learning difficulties.

DIFFICULTIES IN LEARNING WRITTEN LANGUAGE

- **Teaching/learning of basic processes**

The basic processes of reading and writing: the direct way and the indirect way.

Teaching/learning methods: methods by projects, phonetic methods, activities of phonological awareness. Teaching the written language in pupils with disability.

- **Dysorthography**

Learning the basic processes of writing (Direct and Indirect Pathways /Access /Route).

Evaluation of spelling mistakes: natural, visual and rule-based dysorthography. Report on competence and overall guidelines for educational attention in the classroom. Intervention adjusted to the nature of the mistake and elaboration of materials. Verbal and visual aids.

- **Dyslexia**

Learning the basic processes of reading and writing (Direct and Indirect Pathways).

Subtypes of dyslexias: phonological, surface and mixed. Evaluation and report on competence in the use of IP and DP. Overall guidelines for educational attention in the classroom. Intervention adjusted according to kinds of difficulties and age of the pupil.

Importance of phonological awareness and reading practice. Verbal and visual aids.

Feelings of affected pupils and their parents.

- **Comprehension of texts**

Levels of comprehension of a text. Identification/evaluation of difficulties. Overall guidelines for educational attention in the classroom. Interaction between oral and written language.

Specific interventions before, during and after reading a text. Dialogue of the teacher for showing how to identify the structure of the text; to extract main ideas, to paraphrase texts and to interpret correctly anaphoric references.

- **Written expression**

Criteria of evaluation of a written text. Identification/evaluation of difficulties.



Overall guidelines for educational attention in the classroom. Specific intervention before, during and after writing a text. Dialogue of the teacher to assist in good planning, redaction and revision of the pupil's own text.

- **Dysgraphia**

Learning of spelling. Evaluation of spelling. Difficulties of grapho-motricity and difficulties of legibility. Overall guidelines for educational attention in the classroom.

Educational intervention adjusted to the nature of the difficulty.

DIFFICULTIES IN THE LEARNING OF ORAL LANGUAGE

- **Development of language and its teaching**

Diversity of pupils. Development of vocabulary, morphosyntax, discourse and pragmatics during primary education. Educational contexts that facilitate learning of oral language.

- **Speech disorders**

Pupils with speech disorders. Classification and educational attention. Guidelines for action to enhance the well-being of personas with dysphemia (stuttering). **Slow learning /**

backwardness in the learning of oral language

Pupils with slight difficulties in the use of oral language. Inclusive means of support and the strengthening of the classroom as a place for promoting development of communicative competence.

- **Specific language disorders**

Pupils with specific language impairment (SLI). Difficulties and evaluation of phonological, lexico-semantic, morpho-syntactic, discursive and pragmatic dimensions through spontaneous speech and specific tests. Overall guidelines for educational attention.

Specific intervention for the learning of communicative (conversational), referential and social abilities. The ambience in the classroom.

DIFFICULTIES IN LEARNING MATHEMATICS

- **Analysis of the difficulties in learning mathematics**

Development of the mathematical concept. Basic levels affected: basic concepts, number, basic mathematical operations and problems. Cognitive-linguistic processes affected. Identification of difficulties.

- **Intervention regarding difficulties in the learning of mathematics**

Overall guidelines for educational attention in the classroom. Activities for trouble-shooting and workshops.

Intervention adjusted according to the nature of the mistakes. Aids for before, during and after the performance of mathematical activities. Teacher dialogue and schemas.



5731 PSYCHOPATHOLOGY

Thematic Block 1

Introduction to Psychopathology

- Concept of Mental Health and Illness
- What is Psychopathology?
- Risk factors
- Provisions and Intervention
- Incidence and prevalence

Psychopathology at school age

Review of the history of Psychopathology

- Most relevant aspects of Psychopathology throughout history
- Attitudes associated with the historical moment

Principal Models in Psychopathology

- Medical Model
- Psychological Models (Cognitive and behavioural)
- Social Model
- Bio-psychosocial Model

Present-day Systems of Classification

- DSM
- ICD

Process of psychopathological evaluation at school age

Family and Psychopathology

- Ecological model
- Child abuse

Thematic Block 2

Disorders of eating behaviour

- Anorexia
- Bulimia
- Other eating disorders

Emotional disorders

Mental disorders in childhood and adolescence

Serious mental disorders

Schizophrenia

Bipolar Disorder



5732 INTELLIGENCE AND DEVELOPMENTAL DISORDERS

Intelligence and its influence on development.

Intellectual disability

Conceptualization, classification and typology of support

High Intellectual capacity

Conceptualization and support

Disorders of the autism spectrum

Conceptualization, explanatory theories

Psycho-pedagogical intervention

Procedures of evaluation and intervention

5733 MOTOR AND SENSORIAL DISABILITIES

PUPILS WITH MOTOR DISABILITY

Motor disability.

Motor disability. The most frequent causes of disability.

Development, educational needs and intervention strategies in the motor area

Development and evaluation of posture and movement (motion, daily life skills and abilities and classroom activities). Accessible environments, technical aids and materials adapted to facilitate posture, movement and manipulation of objects to help carrying out activities and participation.

Development, educational needs and intervention in the communicative-linguistic and cognitive areas

Development of oral language: capacities, frequent difficulties and intervention. Pupils who use Augmentative and Alternative Communication systems (AAC) — pictographic and Bliss symbols, traditional writing. Implementation and use of the latter for communication in different surroundings.

Technical aids for communication. The web as a source of resources and programmes.

Development, educational needs and intervention strategies in the

personal-social area. Emotional difficulties. The group of companions and the family as indispensable elements of affective-social development of pupils with motor disability.

PUPILS WITH IMPAIRED HEARING

Pupils with hearing disability

Deaf individuals. Organic, personal and social variables that influence their development.

Diversity among deaf pupils: habitual users of oral language with or without cochlear implant; pupils who use sign language and/or bilingual communication. Specific educational needs.

Teaching/learning oral language in deaf pupils

Specific educational development and needs. Environments of inclusive and specific intervention for teaching oral language. Teaching to listen/understand; teaching to express oneself and teaching to interact. Aids and resources for teaching. The complemented word.

Teaching/learning of sign language in deaf pupils

Sign language, dactylogy and bimodal system of communication. The culture of deafness. Development and specific educational needs. The curriculum of a sign-language and/or bilingual teaching. The interpreter of sign language (ILSE).

Teaching/learning of written language in deaf pupils

Teaching of basic and complex processes of written language to the “oral deaf” or lip readers and sign-reading deaf.

PUPILS WITH VISUAL DISABILITY

Pupils with visual disability: development and educational needs

Pupils with poor vision and blind pupils. Characteristics of their development. Evaluation of the educational needs for educational support: access to knowledge; orientation and mobility (personal autonomy); identity and social skills. Classroom standards, aids for performing tasks and linguistic adaptations of the discourse of the sighted.

Teaching of written language.

Stimulation by aural means, through tactile perception and what remains of sight. El Braille as a means of reading and writing for blind people. Adapted teaching by means of Braille.

Specific materials, programs and technical aids for access to reading and writing.

Curricular adaptation for pupils with visual impediments.

Verbal supports and adaptation of materials for learning different curricular subjects: mathematics, art education, physical education, sciences...

5734 STRATEGIES FOR ATTENTION TO DIVERSITY

Attention to diversity in Primary Education

Principal criteria for defining diversity in PRIMARY school pupils.

Attention to diversity in the framework of inclusive education

Dimension, origin and importance of educational inclusion.

National and regional legislation

Different legal norms on which the concept of inclusive education is based.

The measures of attention to diversity in educational legislation

Ordinary measures of attention to diversity

Principal measures of attention to diversity

Extraordinary measures of attention to diversity

Programmes of compensation for inequalities

Programmes of educational compensation for inequalities for socially and culturally deprived pupils and those of late incorporation in the educational system. Characteristics and modalities, according to the conditions of beneficiaries.

Educational responses of attention to diversity in Primary Education

Strategies of attention to diversity in schools

Organizational and didactic responses at the level of the school

Strategies of attention to diversity in the classroom

Types of grouping and methodologies suitable for attending to diversity

Strategies of attention to diversity based on educational success

Inclusive experiences of educational success at Primary school

Learning Communities and other examples of educational inclusion.

Universal design for learning

Universal design applied to educational spaces.

➤ **Other elective courses**

5739 HEALTH EDUCATION

1. Concept of Health and Education for Health
2. Food and Health. Nutrition at the six-to-twelve year stage.
3. Hygiene and Health.
4. Ergonomy in the Classroom
5. Social factors and practices that favour or damage health: drugs, recreational leisure, etc
6. Mental Health. Education in values.

5743 EDUCATIVE GAME

EDUCATIVE GAME

1- Games.

Theory of games. The educational role of play.



2- Types of game (practical content).

Characteristics. Sports and recreational games. Traditional games. Thinking games. Games of chance. Methodology for special needs.

3- Education through game.

The educator. Characteristics of educative games.

4- The primary school pupil.

Characteristics. Application of play to the educational level.

5735 THE CHRISTIAN MESSAGE AND ITS TEACHING

1. Jesus Christ, full revelation of God
2. The most Holy Trinity
3. The Church
4. Eschatology

5737 SPAIN: CULTURE AND SOCIETY

TOPIC 1

Hispania, Province of Rome.

TOPIC 2

Life and culture in Mediaeval Spain

TOPIC 3

Modern Spain

TOPIC 4

Contemporary Spain

5742 SPANISH LANGUAGE

Phonology and phonetics

The phonological and phonetic system of Spanish.

Morphology

Internal structure of words. Classes of words.

Syntax

The sentence. Concept and classification

- The nominal syntagma: its structure
- The verbal syntagma
- The compound sentence. Classification



**5736 THE CHURCH, THE SACRAMENTS, MORALITY AND ITS
TEACHING**

Block I: The Church, new People of God

Block II: Mary, Mother of God and our Mother

Block III: The sacraments and the liturgy of the Church

Block IV: Evangelical morality, basis of Christian behaviour

Block V: The Mission

Block VI: Teaching Catholic Religion

5738 HISTORY AND CINEMA

TOPIC 1

Historical subjects and their interpretation in film

TOPIC 2

The Romans and the Middle Ages in film

TOPIC 3

The modern age in film

TOPIC 4

The contemporary period in the cinema

TOPIC 5

Film as a didactic tool.

5740 ENVIRONMENTAL EDUCATION

Investigation into various environmental problems.

Design of environmental projects for Primary Education

**5741 LITERARY TRAINING: NARRATIVE, READING AND ANALYSIS
OF NARRATIVE TEXTS.**

Unit 1

Literary training in Primary Education.

Unit 2

The literary genres: narrative, poetry and theatre.



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Unit 3

Narrative: The story and the novel in Primary Education.

Unit 4

Analysis of texts.

**5744 SOCIAL SKILLS AND VIOLENCE PREVENTION THROUGH
EDUCATIONAL ROBOTICS**

Non-Verbal communication

Internal Dialogue and Emotional Triggers

Techniques of Communication and Modes of Relating