

# **TEACHING GUIDE**

## **AUDIOVISUAL COMMUNICATION AND EDUCATION**

### **GRADO EN EDUCACIÓN INFANTIL (INGLÉS)**

### **ACADEMIC YEAR 2026-27**

Publication date: 01-07-2026



### I.-Subject Identification

|                                         |                       |
|-----------------------------------------|-----------------------|
| Type                                    | FORMACIÓN BÁSICA      |
| Teaching period                         | 1 course, 2Q semester |
| Nº of credits                           | 6                     |
| Language in which the subject is taught | English               |

### II.-Presentation

Communication media play a fundamental role in our society and their effects on the general population and on children have been widely studied. Nowadays, children spend as much time in front of television (and other screens) as they do at school, and this reality demands a response from the educational system. At the same time, audio-visual media constitute a powerful educational tool that can be used by teachers in their daily work.

With this in mind, this class aims at working with future teachers so that they can learn how to teach their students to deal with this media environment, stressing their critical abilities. It also aims at giving them the tools to take advantage of audio-visual media as didactic tools to support learning processes.

Learning outcomes: the main objective of this course is to develop knowledge, strategies and necessary skills to make the most of audio-visual media as tools didactic support in teaching-learning processes.

From this perspective, students will know the language of the media and how to educate their students in reading this media environment, influencing their critical formation as the citizens.

Brief description of the contents: the main contents of the subject on the relationship between the medialitearcy (educación), society, family and childhood and the effects that the media have on the different areas of the human being.

### III.-Learning outcomes

CGI1. Ability to analyse and synthesise.

CGI2. Organisation and planning skills

CGI6. Information management skills

CGP1. Teamwork

CGP3. Interpersonal Relations Skills

CGP5. Critical reasoning.

CGS7. Creativity.

CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.

CE2 Knowledge of the course contents to be taught, understanding their epistemological singularity and the specificity of their didactics.

CE3 Solid scientific, cultural and technological background

CEGEI8 Design and develop educational communication and expression approaches using gestural and verbal-iconic strategies. (Basic or instrumental learning).

CEGEI16 Understand the basic principles of language and communication sciences.

• Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.

• Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



## IV.-Contents

### IV.A.-Syllabus

#### I.- Children, screens and society

Unit 1. The role of screens in our societies. Neuroscientific bases of their influences and educational potential.

To know and to understand the key role that the screens play in our society and our lives, attending to their Neuroscientific bases and, from these, to their educational potential (neuroeducation).

Unit 2. Relationships between children and screens and their effects.

To Know and to understand the relationships that are established between children and the screens. To investigate its main effects, with special emphasis on those in relation to their education, their health and the effects on their environment (social and environmental).

Unit 3. Measures for the protection of children.

To know the measures that administrations and social entities have taken to protect children from such screen effects with special emphasis on the protection of their health and well-being and the protection of their Environment (social and environmental).

Topic 4. Family roles.

To know and understand the role of families as mediators between their children and the screens and how we should mediate as future teachers in that relationship.

#### II.- Media competence and Media Education

Unit 5. Media competence and media education

To know and understand the concept of media competence and the dimensions that compose it, with special emphasis on the development of our media competencia as future teachers.

To know and understand the role of media education in the development of this competence in children's education, knowing its theoretical framework as well as its antecedents and its current situation.

Unit 6. Self-evaluation of my relations with the screens (self-evaluation of my media competence).

To carry out an analysis of our own relationship with the screens (and our media competence in general). This will help us to help our future students in the understanding of their own relationship with the screens. The understanding of our relationship with the media is the first step to transforming it into more beneficial relationships for our growth.

Unit 7. Didactics of media education.

To know, to understand and to put into practice the didactics proper to media education. Study and design of cases.

#### III. Use of audiovisual media for a renewed education.

Unit 8. Analysis and didactic use of audiovisual media and documents.

To develop our ability to analyze audiovisual documents in order to see their potential to support teaching-learning processes with our students.

Unit 9. Design of audiovisual contents for educational purposes.

To develop our competence to design our own educational audiovisual products to support our lessons. Study and development of cases.



| IV.B.-Training activities            |                                                                                                  |
|--------------------------------------|--------------------------------------------------------------------------------------------------|
| Type                                 | Title                                                                                            |
| Prácticas / Resolución de ejercicios | Films, reports and spots analysis                                                                |
| Lectures                             | Texts commentary                                                                                 |
| Other activities                     | Development of skills related to theoretical content of each subject through the class practice. |



#### V.-Student workload

|                                                                                              |     |
|----------------------------------------------------------------------------------------------|-----|
| Theoretical sessions                                                                         | 25  |
| Resolution of exercises, problems, case studies, etc.                                        | 25  |
| Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc. | 0   |
| Tests and/or exams                                                                           | 10  |
| Academic tutorials                                                                           | 9   |
| Related activities: conferences, seminars, etc.                                              | 9   |
| Preparation of theoretical sessions and self-study                                           | 40  |
| Preparation of practical tasks, exercises, case studies, projects, etc.                      | 42  |
| Preparation for tests and/or exams                                                           | 20  |
| Total student workload                                                                       | 180 |

#### VI.-Methodology and academic programme

| Type                 | Period                                                                                        | Content                                                                                                        |
|----------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Academic tutorials   | Week 1 to Week 16                                                                             | (AD: Actividad formativa a distancia/ on-line activity) Supervise activities                                   |
| Theoretical sessions | Week 1 to Week 16                                                                             | (AD: Actividad formativa a distancia/ on-line activity) Theoretical explanations of the contents               |
| Practical sessions   | Week 1 to Week 16                                                                             | (AD: Actividad formativa a distancia/ on-line activity) Practical work sessions on the contents of the subject |
| Week 1 to Week 16    | (AD:Actividad formativa a distancia/ on-line activity) Readings on the content of the subject | Week 1 to Week 16                                                                                              |

## VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

### VII.A.-Description and weight of the assessment activities

## VII. Assessment weighting

Continuous ordinary assessment:

The distribution and characteristics of the assessment tests are those described below. Only in exceptional case and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the prior and explicit authorisation of the Degree Programme Coordinator, who will notify the Vice-Rectors office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. In order for these changes to take effect, they must be duly communicated at the start of the course to the students using Aula Virtual.

The combination of activities that are not re-assessable cannot exceed 50% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

**Extraordinary assessment:** Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are re-assessable.

**Description of the tests for assessment and their weights.**

### VII A. Ordinary assessment/ /Extraordinary assessment

The evaluation will consist of different objective assessments which will add up to 100% of the grading. The evaluation system of degrees in the EEES framework is continuous assessment. Assessment within the process of continuous assessment will be established by the teachers in each subject. Students must behave properly and respectfully in class as well as in the meeting to review the grades. Violation of this rule will cause academic consequences.

Correctness are writing, and an appropriate use of grammar, syntax and spelling is mandatory to pass this class. The distribution and characteristics of the evaluation tests are as described below. In the tests that they require, it is also indicated how they would be adapted to respond to the change of scenario established in the University contingency. Only in exceptional and especially motivated cases, the teacher may incorporate adaptations in the Guide. These changes will require, after consulting the Head of the Subject, prior authorization and express of the Degree Coordinator, who will notify the Vice-Dean with competences in matters of Academic Organization the modification made. In any case, the proposed modifications must comply with the provisions of the report verified. For such changes to be effective, they must be duly communicated at the beginning of the course to the students through the Virtual

Classroom. The reassess activities cannot exceed 50% of the grade and, in general, cannot have a minimum grade (except in the case of laboratory practices or clinical practices, when duly justified), avoiding incorporating tests that exceed 60% of the total grade.

**Extraordinary assessment:** Students who fail the ordinary evaluation, will have to carry out an extraordinary assessment in order to verify the acquisition of the skills established in the guide only of the reassess evaluation activities.

### VII B.-Evaluation methods.

•To develop a pedagogical project related to the practical activities explained in the classroom. Minimum grade: 5; 40% of final grade. Content: The activity will be upload in the Virtual Classroom. Collaborative work and presentation. Assessment in ordinary period. Reassessment in extraordinary period. Reassessable.

•Final exam related to all the contents explained in the classroom. Minimum grade: 5; 60% of final grade. Content:the exam will take place in the University Campus. Individual work. Assessment in ordinary period. Reassessment in extraordinary period.Reassessable

### Early call

The method of evaluation of students of early call will be the same as that established in general, except that the group work will be an adapted individual work.

**To pass the subject, all the parts of the assessment (project and exam) have to be passed.**

The method of assessment of early assessment will be the same as that established in general.

### VII.C. Assessment of students with an academic exemption

Student who wish to opt for this assessment will have to get an academic exemption for the subject, which they will have to request from the Dean or Director of the Centre which teaches their course. An academic exemption may be granted where the subjects own characteristics allow for it.

Subject with the possibility of an exemption: Yes

### VII.D. Review of assessment tests



In accordance with the exam appeal regulations of the Universidad Rey Juan Carlos.

**VII.E.-Students with a disability or special educational needs**Curricular adaptations for students with a disability or special educational needs will be determined by the Disabled Students

Support Department, in accordance with the regulations governing the Disabled Students Support service, approved by the Universidad Rey Juan Carlos Council, in order to guarantee equal opportunities, inclusive treatment, universal accessibility and a greater guarantee of academic success.

For this purpose, this Department will have to issue a curricular adaptation report, therefore students with disabilities or special educational needs must contact the Department to analyse the different alternatives together.

**VII.F.-Academic behaviour, academic integrity and honesty**

The Universidad Rey Juan Carlos is completely committed to the highest standards of academic integrity and honesty.

Therefore, studying at the URJC means you accept and agree to the academic integrity and honesty values described in the University's Code of Ethics. In order to monitor this procedure, the University has Regulations on academic behaviour at the Universidad Rey Juan Carlos and uses different tools (anti-plagiarism, supervision?) which provides a collective assurance that these essential values are completely developed

**VII.B. Assessment of students with academic exemption from class attendance**

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

**VII.C. Review of assessment activities**

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

**VII.D.-Students with a disability or special educational needs**

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail [discapacidad.programa@urjc.es](mailto:discapacidad.programa@urjc.es)) in order to provide relevant information for different educational alternatives.

**VII.E.-Academic behaviour, academic integrity and honesty**

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



## VIII.-Teaching resources and materials

### Basic bibliography

Ferrés, Joan (2003): Educar en una cultura del espectáculo. Barcelona: Paidós.

Ferrés, Joan (2014): Las pantallas y el cerebro emocional. Barcelona: Gedisa

Gutiérrez, Alfonso (2003): Alfabetización Digital. Algo más que ratones y teclas. Barcelona: Gedisa.

Gutiérrez, Alfonso; García Matilla, Agustín y Collado, Rocío (eds) (2017): Actas del III Congreso Internacional en Educación Mediática y Competencia Digital. Universidad de Valladolid.

Hart, Andrew (Ed.) (1998): Teaching the Media. International Perspectives. L.E.A.

Kaplan, Adriana y Nuño Gómez, Laura (2017): Guía Multisectorial de Formación Académica sobre Mutilación Genital Femenina. Madrid: Dykinson, MAP-FGM.

Kubey, R. ed. (1997). Media Literacy in the Information Age. Editorial Transaction Publishers

Sánchez, Jacqueline y Sandoval, Yamile (2012): Claves para reconocer los niveles de lectura crítica audiovisual en el niño. Revista Comunicar nº 38.

UNESCO (2011): Alfabetización mediática e informacional. Curriculum para profesores.

Walzer, Alejandra (2011): Visiones, saberes y placeres. Sobre cultura visual y educación. Madrid: Editorial Universitat.

### Consultation bibliography

## IX.-Professors

|                                    |                                                                                                     |
|------------------------------------|-----------------------------------------------------------------------------------------------------|
| Name and surname                   | DAVID MAZOTERAS DELGADO                                                                             |
| E-mail address                     | david.mazoteras@urjc.es                                                                             |
| Department                         | Fisioterapia, Terapia Ocupacional, Rehabilitación y Medicina Física                                 |
| Campus                             | Madrid - Vicálvaro                                                                                  |
| Category                           | Profesor/a Asociado/a                                                                               |
| Person responsible for the subject | No                                                                                                  |
| Tutorial timetable                 | Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico |
| Number of quinquennia              | 0                                                                                                   |

|                                         |   |
|-----------------------------------------|---|
| Number of sexennia                      | 0 |
| No. of positive evaluations by Docentia | 0 |
|                                         |   |

