

TEACHING GUIDE

AUDIOVISUAL COMMUNICATION AND EDUCATION

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 03-07-2026



I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	1 course, 2Q semester
Nº of credits	6
Language in wich 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 respond 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 media litearcy (educomunication), society, family and childhood and the effects that the media have on the different areas of the human being.

III.-Learning outcomes

CGI02. Organizational and planning capacity
 CGI06. Information management capability
 CGP01. Teamwork.
 CGP05. Critical reasoning.
 CGS08. Leadership.
 CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education.
 CG05. Acquire the necessary learning skills to expand their studies autonomously.
 CE37. Ability to know and question one's relationship with the audiovisual media and entertainment.
 CE38. Deepen the theoretical study of any of the subjects studied in the career.
 CE39. Use of audiovisual media as tools in processes of teaching-learning and knowledge of the specific didactics of audiovisual media
 CE40. Ability to guide the educational community in the proper use of audiovisual media and entertainment

- 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 ownrelationship 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



Lectures	Texts commentary
Prácticas / Resolución de ejercicios	Films, reports and spots analysis
Prácticas / Resolución de ejercicios	Writing screenplays

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
Week 1 to Week 16	[AP] Preparation of portfolio (AF12). [PC] Se adaptará la parte de intervención del profesor en la explicación y orientación a remoto mediante el uso del Aula Virtual, de tal forma que las aclaraciones y ejercicios puedan ser realizadas en modo remoto.	Practical sessions
Week 1 to Week 16	[AP] Individual exercise (AF3) (AF18).[PC] Se adaptará a remoto mediante el uso del Aula Virtual.	Practical sessions
Week 1 to Week 16	[AP] Groupal exercise (AF 4) (AF 18). [PC] Se adaptará a remoto mediante el uso del Aula Virtual.	Theoretical sessions
Week 1 to Week 16	[AP] Explicaciones teóricas de los contenidos de la asignatura. [PC] Se adaptarán las clases a remoto mediante el uso de las herramientas del Aula Virtual, incluyendo la videoconferencia.	Week 16 to Week 16



<p>[AP] Individual test. [PC] Se adaptará a remoto mediante el uso del Aula Virtual.</p>	<p>Week 1 to Week 16</p>	<p>[AP] Individual presentation (AF5). [PC] Se adaptarán las actividades a remoto mediante el uso de aplicaciones disponibles en MyApps y otros recursos facilitados por el centro y el docente, de tal forma que las que presentaciones individuales puedan ser relizadas en modo remoto.</p>
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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

- Development of a groupal didactic activity-pedagogical project. Minimum grade: 5. (30% of final grade).Content: The content of the project will be submitted in the Virtual Classroom. The presentation of the project will be conducted in person. Evaluation in the ordinary period. Re-evaluable in the extraordinary period. Groupal activity. The submission of the didactic activity-pedagogical project is scheduled between Week 13 and Week 14. The presentation of the project is scheduled between Week 15 and Week 16

- Didactic test-activity/Exam. Minimum grade: 5. (40% of final grade). Content: The didactic exam-activity will be conducted in person. Evaluation in the ordinary period. Re-evaluation in the extraordinary period. Individual activity. Ordinary and extraordinary exam period are established in the official calendar.

- Activities and attendance at seminars, congresses, or courses. (30% of final grade). Content: Activities will be submitted in the Virtual Classroom. Non-revaluable. Individual and Groupal activity.

It is essential to pass the pedagogical project and the test with a minimum grade of 5 points each for them to be weighted and to obtain the final grade. Not passing any of them with at least 5 points will prevent the student from passing the course in the regular term. Students who do not pass the ordinary evaluation or do not attend it will undergo an extraordinary evaluation to verify the acquisition of the competencies established in the guide. This extraordinary evaluation will focus on the re-evaluable assessment activities, which, in this course, will be the same as those carried out during the ordinary evaluation.

In order to pass the subject in the early evaluation period, students must complete the three blocks specified for the standard assessment period (Development of a teaching activity – pedagogical project / Teaching activity assessment / Attendance at seminars, conferences or courses), whilst adhering to the same proportions of the grade.

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) 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

Título Teaching the Media. International Perspectives. Autor Hart, Andrew, ed. Editorial LEA

Título Media Literacy in the Information Age. Autor Kubey, Robert, ed. Editorial Transaction Publishers

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

Consultation bibliography

Título Educar en una cultura del espectáculo. Autor Joan Ferrés Editorial Paidós

Visiones, saberes y placeres. Sobre cultura visual y educación. Alejandra Walzer. Editorial Universitat

Manipulación y medios en la Sociedad de la Información. Roberto Aparici, Angeles Díez y Fernando Tucho (eds) De la Torre

Masterman, L. (2003) Teaching the Media. Routledge, London

IX.-Professors

Name and surname	FABIO MARTÍNEZ ALCAIDE
E-mail address	fabio.martinez@urjc.es
Department	Comunicación Audiovisual y Publicidad
Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
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 Docencia	0

