FACULTY OF EDUCATION, PSYCHOLOGY Y SPORT SCIENCES
DEGREE IN EARLY CHILDHOODEDUCATION

Facultad de Educación,
Psicología
y Ciencias del Deporte
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TEACHING GUIDE OF THE SUBJECT

Children's Culture, Values and Media

BASIC DATA OF THE SUBJECT

Title (English/Spanish): *Children's Culture, Values and Media* / *Cultura Infantil, Valores y Medios de Comunicación*

Module: Society, Family and School

Code: 202010116	**Syllabus Year:** 2010/2011
Type Compulsory	**Academic year:** 2021/2022

Credits: 4	**Grade:** Third	**Semester:** Sixth

Teaching language: Spanish/English

BASIC DATA OF THE TEACHING STAFF

Coordinator: BEGOÑA MORA JAUREGUIALDE (T1)
Faculty/Department: Faculty of Education, Psychology and Sport Sciences/ Department of Pedagogy
Knowledge area: Didactics and School Organization

Nº Office: 17	**E-mail:** bego.mora@dedu.uhu.es	**Tel.:** 959218489

Teaching hours of the subject: https://www.uhu.es/fedu/?q=iacademica-graedui&op=horarios

Tutorial timetable first and second semester[1]:

Monday	Tuesday	Wednesday	Thursday	Friday
11.30-13.30				
16.00-20.00				

* Compulsory tutorials and group tutorials may be held at times other than those specified, but always during the non-class hours..

OTHER TEACHERS:
Name and surname: Claudio Delgado Morales (T2)
Faculty/Department: Faculty of Education, Psychology and Sport Sciences/ Department of Pedagogy
Knowledge area: Didactics and School Organization

Nº Office: 20	**E-mail:** claudio.delgado@dedu.uhu.es	**Tel.: 959218220**

URL Web:

Tutorial timetable first semester

Monday	Tuesday	Wednesday	Thursday	Friday
			11.30-13.30	

Tutorial timetable second semester:

Monday	Tuesday	Wednesday	Thursday	Friday
11.30-13.30				

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[1]

The tutorials timetable may undergo changes after this Teaching Guide is published. We strongly encourage students to consult the department notice boards for updates.

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SUBJETCT DESCRIPTION

REQUIREMENTS AND/OR RECOMMENDATIONS: None

COMPETENCIES:

GENERIC

CG3. Apply critical, self-critical, logical, and creative thinking.
CG5. Work collaboratively.
CG11. Ability to search and manage information.
CG22. Creativity or ability to think about things from different perspectives, offering new solutions to problems.
CG24. Recognition and respect for diversity and multiculturalism.

SPECIFIC

E13. Analyse and critically incorporate the most relevant issues of today's society that affect family and school education: social and educational impact of audio-visual languages and devices; changes in gender and intergenerational relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development.
E29. Value the importance of teamwork.
E57. Analyse audio-visual languages and their educational implications.

LEARNING OUTCOMES:

a. Understand and value the importance of Media Education and media and technological literacy for the development of a tolerant, supportive, and free-thinking citizenship.
b. Develop strategies and skills for the knowledge and use of audio-visual languages from an emancipatory gender perspective.
c. Understand and value that the language of the media is a reality constructed by ideological, economic, political, religious interests... that hold the symbolic control of the meanings.
d. Acquire the necessary competences to produce, select and evaluate, design and edit an alternative audio-visual production applied to any relevant aspect of Early Childhood Education.

METHODOLOGY

Student working hours:

Number of hours in ECTS 100
- Classes Large groups 24
- Classes Small groups...12
- Autonomous work or tutoring...64

TRAINING ACTIVITIES

	HOURS	ATTENDANCE
Face-to-face teaching activities (scientific and/or informative events; exhibitions and debates; seminars; work presentations; etc.)	24	100%
Practical activities	64	100%
Preparation of final dossier	12	0%

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TEACHING METHODOLOGIES

Theoretical academic sessions	X
Practical academic sessions	x
Lectures	x
Seminars/exhibition and debate	X
Group work	X
Specialized tutorials; workshops; laboratory practices (computer science, languages, etc.)	X
Other autonomous work (voluntary individual work)	X

Development of the techniques used:

The teaching techniques indicated in the table above represent the initial proposal that may incorporate new ones in the development of the teaching and learning processes, which may seem more suitable at the time. The first reflection on the selection and nature of the contents leads us to consider that, at the gates of the knowledge society, it is contradictory to keep a closed and endogamic conception of the contents of a scientific discipline subjected to teaching and learning processes. In this case, the thematic blocks will be independent, since knowledge will begin to be generated every time we ask ourselves a new question about something we do not know. Our proposal is based on what we call "associative content networks". We understand the associative character as a dense weft that relates the information at a semantic, ideological, epistemological, social, historical level... and it is, in short, what will provide sense and internal coherence to what we will call "associative content networks". The associative networks of contents present an open series of ideas that revolve around one or several generating conceptual nuclei and the associative wefts respond to the panoramic vision that one can have of a certain content from different content networks and in the way in which these relate to each other. It implies a certain way of assessing the hypertextuality that a certain concept or generating idea could have, as it happens when we "browsing" the Internet. We also understand that the contents must meet the condition of being socially relevant. The reality constructed by the media is something with sufficient sociological and historical entity to reflect or debate about it in the learning of our subject. A final condition in the selection of the content-generating nuclei is that they will be open and flexible. We will be able to propose, work and deepen on new cores not included in the list we have drawn up. This will imply that the associative network will then be richer in connections and relationships.

As a last premise, for knowledge to be open to the world, it must be shared in a common language. Therefore, English is incorporated in some of the contents and/or activities, thus becoming an *English friendly* subject, which will allow the development of linguistic and cultural competencies beyond our geographical, social, or mental borders.

With these starting assumptions, this different and alternative methodological proposal is offered at the same time. We will use the guides and orientations of each associative content network, as well as the in-depth reading of the recommended documents and analysis of the information included in links to certain websites of the Network. In addition, we encourage you to use your own ability to search and assimilate relevant information in any medium and format, starting from the documents provided on the subject.

With all the assimilated and structured information, we will make a **Learning Diary**. This document should reflect the most important ideas discovered, as well as our comments and critical judgments on certain issues. What we reflect on each occasion should be preceded by a reference to the corresponding sources according to their nature (printed documents, digital, web pages...) and the date on which we write the Journal, which will coincide with the class sessions and the autonomous work. Thus, each Journal will reflect the different itineraries of access to the information , as well as the depth and consistency of the conclusions reached (the list of sources that we provide is not intended to be exhaustive and that there is no need to consult them completely).

The Learning Journal (in audio-visual or electronic support) will be hosted in Moodle, although it may be a document/folder hosted in OneDrive365 and may contain images, hyperlinks to other documents or websites or whatever we deem appropriate so that it is not a linear text and is closer to what would be an integrated document.

In addition, in-depth readings of selected texts, **documents for reflection and analysis in the form of mandatory and voluntary readings**, will be another fundamental basis for learning. The documents for reflection and analysis are composed of background articles, book chapters and free books that will be hosted on the platform. The basic and compulsory bibliography will have a specific classroom exercise. In Moodle, all information is structured in folders within each content network called "Books", "Articles" and

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"Press". The twelve fundamental folders of content networks make some reading proposals around the centres of interest that are developed in the subject, as embodied in the associative content networks: 1) Neoliberal Society; 2) Mass Media and Mass Culture; 3) Educommunication; 4) Image and Meaning; 5) Mesmerized Society; 6) Consumerism and Programmed Obsolescence; 7) Male Domination; 8) Sexism in Cinema and Advertising; 9) Values and Stereotypes; 10) Children's Culture and Multinationals; 11) Disney: perverse readings; 12) Basis for Non-Sexist Education.

Practical work on relevant aspects related to the subject will also be part of the academic tasks and may be carried out using multimedia or telematic support (digital video, radio broadcast, blog, multimedia presentation...).

This section of the methodological proposal must have an individualized follow-up for advice and guidance on design, technical scripts, computer applications, use of specific tutorials if a specific tool is not mastered that is needed to approach the production, etc.

Outside the evaluation context, **free assignments** may be carried out on aspects of the content generating nuclei and without a predetermined character. These are tasks that are not part of the final evaluation. They will be voluntary activities guided only by our interest or motivation. To carry out this extra voluntary work, students have a period of 10 days once the course has started, after this period they must communicate it to the person in charge of teaching their group to agree and/or approve the activity proposed by the student, the work schedule and delivery deadline. We are certainly not used to this happening this way, although this is precisely its value. We know that the proposal of free work can be purely testimonial and remain just that. This kind of "academic volunteering" that receives nothing in return will be difficult to digest, but we must recognize that it is the most natural and genuine form of human learning, the one that is guided by interest, motivation, and curiosity.

In short, each person will be able to follow different itineraries through the information offered, as well as seeking alternative and/or complementary information. The task of the teacher, as in all cases, will be to mediate between the information assimilated and the meanings constructed.

Finally, it should be noted that all this methodological process, as well as the evaluation system, will be an initial proposal to be negotiated and agreed with the students during the first working sessions of the subject.

CONTENT PROGRAM

THEORETICAL SECTION (ASSOCIATIVE NETWORKS)

BLOCK 1. Historical approach to a statute of childhood
- Historical vision: from the society without childhood to the Children's rights.
- Postmodern vision: childhood as an invention of multinationals.
- Critical vision: the return to the society without childhood.

BLOCK 2. Children's cultures and inadvertent socializations.
- Sexism and consumerism: transmission and consolidation mechanisms of stereotypes and social status..
- Media consumption and the naturalization of invisible ideologies.
- Critical analysis of the Disney factory.
- Sexism in toys: Barbie as a paradigm.
- McDonalds and the hamburger culture.
- Cartoons from a different point of view: from Heidi to The Simpsons.
- Violence and video games.
- Sexist advertising.

BLOCK 3. Basis for a non-sexist education.
- Liberating proposals for critical citizenship education.
- Research on gender as a didactic strategy.
- Creative production of materials for a coeducational intervention in Early Childhood Education.
- Media and alternative views.
- Television, Internet, and video games: educational keys.

PRACTICAL SECTION
To consult the content of the practical sessions, please refer to the above-mentioned section entitled "*development of the techniques used*".

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REFERENCES AND OTHER RESOURCES

• General

Aparici, R. (Coord.) (2003). *Cultura Popular, Industrias Culturales y Ciberespacio*. Madrid: UNED. Aparici, R. y Otros (2009). *La imagen. Análisis y representación de la realidad*. Barcelona: Gedisa. Aparici, R. (Coord.) (2010). *La construcción de la realidad en los medios de comunicación*. Madrid: UNED.

Beauvoir, S. (2005). *El segundo sexo*. Madrid: Cátedra.

Freire, P. (2001). *Pedagogía de la indignación*. Madrid: Morata.

Giroux, H. y Mc Laren (1998). *Sociedad, cultura y educación*. Madrid: Miño y Dávila.

Giroux, H. (2003). *La inocencia robada*. Madrid: Morata.

Handel, G., Cahill, S. E., & Elkin, F. (2007). *Children and society: The sociology of children and childhood socialization.* Roxbury Publishing Co.

Hornik, R. (1997). Public Health Education and Communication as Policy Instruments for Bringing About Changes in Behavior, in Marvin E. Goldberg, Martin Fishbein & Susan E. Middlestadt (ed.), *Social Marketing. Theoretical and Practical Perspectives*. New York, London: Routledge: Taylor & Frances Group. p.45-60

Martel, F. (2011). *Cultura Mainstream: Cómo nacen los fenómenos de masas*. Barcelona: Taurus. Mernissi, F. (2006). *El Harén en Occidente*. Barcelona: Espasa Libros.

Salmon, C. (2010b). *Kate Moss Machine*. Barcelona: Península.

Southwell, B.G., Thorson, E.A. & Sheble, L. (2018). *Misinformation and Mass Audiences.* Austin: University of Texas Press.

Stuart Mill, J. (2005). *El sometimiento de las mujeres*. Madrid: Edaf.

Zafra, R. (2004). *Netianas. N(h)hacer mujer en Internet*. Madrid: Lengua de Trapo.

Zafra, R. (2010). *Un cuarto propio conectado*. Madrid: Fórcola.

• Specific

Correa, R.I. (2011). *Imagen y control social (Manifiesto por una mirada insurgente)*. Barcelona, Icaria.
Steinberg, Sh. y Kincheloe, J.L. (Comp.) (2000). *Cultura infantil y multinacionales*. Madrid, Morata.

• Other resources:

The Moodle platform will host a set of documents (books, articles, press releases, commercials, short films...) that will also be part of the primary sources for the Learning Journal and the Internships of the course.

EVALUATION SYSTEM

Evaluation techniques and instruments:

- Written test based on the fundamental contents of the subject.
- Tutored work: commentaries of pedagogical texts, monographs reading, analysis of documents, small group research, etc.
- Attendance and participation in classes and tutorials.
- Autonomous initiatives.

Evaluation and grading criteria:

	MINIMUM	MAXIMUM
Written test*	0	20
Practical work (presentations, delivery of papers and materials; analysis and comments, written or oral exercises)	0	10
Course work (individual or group work; tutored work, readings, learning diary, portfolio)	0	60
Other activities (attendance to lectures, viewing of documentaries, self-evaluation, etc.)	0	10

(*) Compulsory tests:

There will be a written test that will have as reference, at least, a text from the specific bibliography and another written test following the viewing of Ron Fricke's film, *Baraka* (1992).

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CALLS

Ordinary call I or during the course. The evaluation of the syllabus will be done in the following way:

Our teaching and learning proposal, within the active and participative methodology, requires an evaluative proposal not based exclusively on the numerical heteroevaluation of the teacher. We propose an evaluation that allows the student to be the centre of his own learning. Therefore, self-evaluation as self-criticism of the learning achieved will be fundamental and will have a very relevant specific weight within the final evaluation. The need to integrate in the evaluation process other didactic aspects not circumscribed to the final outputs and certainly important within the didactic communication is also considered. Thus, aspects such as the resources used, the activities proposed, the bibliography and other recommended documents, the tutorial attention, the evaluation system itself... All this aimed at detecting the strengths and weaknesses of the methodological proposal to improve it on successive occasions.

Ordinary call II or make-up call during the course:
The work plan for this call is the same as for the previous call, that is, an extension of those tasks of the work plan not handed in or not passed.

Ordinary call III or make-up call in a subsequent academic year.

The work plan for this call is the same as for Call I.

Extraordinary call to complete the degree.
The work plan for this call is the same as for Call I.

EVALUATION MODALITIES:

Continuous evaluation:
Continuous evaluation will be carried out following the guidelines set out at the beginning of this section.
The calls I, II and III will be preferably based on continuous evaluation.

Single final evaluation:

According to Article 8 of the Evaluation Regulations for the undergraduate and official master's degrees of the University of Huelva, approved on March 13, 2019, students will have the right to avail themselves of a Single Final Evaluation. To take advantage of the single final evaluation, the student **will request it to the faculty responsible by email or through Moodle during the first two weeks of teaching the subject.** In this case, the student will be evaluated in a single academic act that will include all the contents developed in the course, both theoretical and practical on the date of the ordinary evaluation call.

The test/s that will be part of the extraordinary evaluation will have as reference texts those mentioned in this Guide plus those hosted on Moodle.

*Demonstrated evidence of **academic plagiarism** in the work and productions submitted will result in a failing grade in the course. Likewise, a **correct academic writing** is required in each one of the documents submitted; failure to do so will result in the failure of the course, regardless of the acquisition of the contents.*