

Oferta de Líneas y Resumen BILINGÜE 2018-19

Unidad Departamental	Apellidos	Nombre	Nº Líneas PRIM BILINGÜE	Código elegir	TÍTULO DE LA LÍNEA	RESUMEN (Máximo 100 palabras)
Educación Física	Charcos Bueno	Mª Remedios	2	PB-001	Bilingual Programs and Physical Education	Physical Education through English , bilingual programs and CLIL.
Educación Física	Seldas García	Marcos	1	PB-002	Sport Education model and curricular content.	Inclusion of the Sports Education model in Physical Education through the work of curricular contents. Practical intervention.
Filosofía-Sociología	Sánchez Pérez	Mª Carmen	1	PB-003	Bilingualism in Castilla-La Mancha: policies, schools and students.	This study will approach bilingual policies in Castilla-La Mancha, not only from a political point of view but also trying to understand families´ and schools´ perspectives. Results and expectations about this educative project will be considered.
Lengua Inglesa	Martín de Santa Olalla Sánchez	Belén	2	PB-004	Educational trends in English language teaching: Project Based Learning, critical thinking, gamification, CLIL framework...	In the Final Degree Project under my supervision, we will be focusing on some educational trends in English language teaching as a means in which to Foster participation and motivation. These methodologies will help develop a far more positive classroom environment and encourage every pupil to take full advantage of the learning experience.
Lengua Inglesa	Crespo Fernández	Eliecer	3	PB-005	Words, discourse and communication	Analysis of words in real communicative contexts. The goal is to examine the communicative function of words in different communicative situations and discourse types to be chosen by the student (TV series or programs, commercials, songs, Internet forums, magazines, etc.)
				PB-006	Syntax, discourse and communication	Analysis of linguistic units beyond the word (phrases, clauses, sentences) in real communicative contexts. The goal is to examine the communicative function of syntactic units in different communicative situations and discourse types to be chosen by the student (TV series or programs, commercials, songs, Internet forums, magazines, etc.).
Lengua Inglesa	López Campillo	Rosa María	3	PB-007	Teaching English pronunciation and/or reading skills in Primary Education	Teachers are expected to help children with the correct articulation of sounds and with the acquisition of reading skills through the connection of letters and sounds (phonics). Research into different methods and practical classroom strategies on the one hand and the development of a consistent and coherent reading programme are the goals of the present proposal.
Lengua Inglesa	Mateo Gómez	Alonso	2	PB-008	Psycholinguistics and language learning	Research on the psychological processes of language acquisition and, specifically, the foundations of learning English as a foreign language and its practical application on their teaching. The goal is the improvement of the teaching practice through the implementation of scientifically based strategies. The design of simple but rigorous experimental research with real impact on learning English as a foreign language will be prioritized.
Lengua Inglesa	Arráez Jarque	Mª Olvido	2	PB-021	Teaching English through music	Motivation, flexibility, enjoyment while learning at the same time, those are just some of the reasons why using songs when teaching English to children is something really important: they are a valuable pedagogical tool. There are as many different ways to improve English teaching as the enormous range of songs we can use in the classroom.
				PB-021	Teaching English through music	Motivation, flexibility, enjoyment while learning at the same time, those are just some of the reasons why using songs when teaching English to children is something really important: they are a valuable pedagogical tool. There are as many different ways to improve English teaching as the enormous range of songs we can use in the classroom.
Matemáticas	González-Calero Somoza	José Antonio	1	PB-009	Technology in the teaching and learning of mathematics	For decades it has been said that technology should play an prevalent role in the teaching of mathematics. Nonetheless, perhaps due to the low permeability of school curricula to educational innovation o to the high cost that technology could involve, there is not yet a substantial change in the way mathematics are taught in the schools compared to fifty years ago . This line of work aims to cover the design and evaluation of technology-based proposals for the teaching and learning of mathematics at Primary levels. Requirement: This line requires students to have access to a school in order to complete their work (e.g., placements in schools during the subject Prácticum II)
				PB-010	Promoting the development of computational thinking	This line of work focuses on the design and evaluation of practical proposals aimed at developing primary students' computational thinking. Requirement: This line requires students to have access to a school in order to complete their work (e.g., placements in schools during the subject Prácticum II)

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Matemáticas	Martínez Sanahuja	Silvia	3	PB-011	Problem posing in Primary School	Analysis of the skills of children on posing problems in Primary School.
				PB-012	Didactic proposal on Primary School	Analysis of the efficiency and effectiveness of the use of active methodologies in the Math class in a bilingual environment.
Música	Bravo Marín	Raquel	1	PB-013	MUSIC BANDS. CONSERVATORIES	Musical Education through the conservatories. The music bands and its history.
Pedagogía	Gómez Ramos	José Luis	3	PB-014	Mapas conceptuales e instrucción bilingüe	Considerando los estilos de aprendizaje de los discentes de Primaria, utilizamos los mapas conceptuales como instrumento para la transferencia, el aprendizaje significativo, y la evaluación del conocimiento instruido mediante la metodología AICLE. La base teórica de los modelos mencionados proviene de autores como Ausubel, Novak, Witkins, Gagné, Mager, y Cummins. Palabras clave: Aprendizaje significativo, mapas conceptuales, estilos de aprendizaje, programas bilingües, evaluación, diseño instruccional, AICLE
				PB-015	Cognición y bilingüismo	
				PB-016	Diseño curricular para la instrucción AICLE	
Pedagogía	Martín García	Mª Inés	2	PB-017	Competencia Emocional y Educación Especial	COMPETENCIA EMOCIONAL.- Como futuros docentes, debemos concederle a la Competencia Emocional la importancia que se merece en Educación. Hay que tomar conciencia de que alumnos y docentes emocionalmente sanos son fundamentales para que el proceso de enseñanza-aprendizaje se resuelva con éxito. De este modo, también educaremos para la resolución de conflictos, trabajo personal y atención plena. EDUCACIÓN ESPECIAL.- Se centrará en la formación destinada a desarrollar la capacidad intelectual, moral y afectiva de las personas de acuerdo con la cultura y las normas de convivencia de la sociedad a la que pertenecen de personas con algún tipo de discapacidad que le impida acogerse a los programas ordinarios.
Psicología	Morón Gaspar	Rafael	1	PB-018	Procesos motivacionales en el aula: Mindset	Las investigaciones han demostrado que nuestras creencias acerca de nuestras capacidades pueden ser un factor fundamental en el éxito académico y personal. Conocer el tipo de creencias relacionadas con la motivación y como afectan al rendimiento es el objetivo principal de esta línea de investigación
Psicología	Ricarte Trives	Jorge Javier	2	PB-019	PSICOLOGÍA DEL DESARROLLO Y SALUD MENTAL	Esta línea de investigación pretende evaluar la evolución de distintas variables implicadas en el desarrollo del niño en edad escolar (cognitivas, emocionales, sociales, morales) y su relación con la adaptación y el crecimiento personal, con un énfasis especial en variables relacionadas con la salud mental (ansiedad, depresión, psicopatía conciencia del yo). Una de las estrategias principales para llevar a cabo estos estudios se centrará en el análisis del recuerdo autobiográfico, la emergencia del yo narrativo y la generación de pensamientos futuros positivos así como la comparación entre distintos grupos de edad y la utilización de diseños tanto transversales como longitudinales.
Química-Física	Toledano Torres	Rosa María	3	PB-020	B.The teaching of learning process of physics and chemistry in bilingual primary education.	Los TFG tratarán sobre cualquier aspecto relacionado con la enseñanza/aprendizaje de la química en la Educación Primaria: uso de estrategias metacognitivas; enseñanza por investigación, análisis de libros de texto, ideas previas de los alumnos, propuestas encaminadas a la mejor comprensión de contenidos. El aspecto concreto a tratar en el TFG será acordado entre el alumno y el profesor tutor.