

## 26619 - Didactics: Social Sciences I

### Syllabus Information

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**Academic Year:** 2019/20

**Subject:** 26619 - Didactics: Social Sciences I

**Faculty / School:** 107 -

202 -

301 -

**Degree:** 300 - Degree in Primary School Education

298 - Degree in Primary School Education

299 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 300 - Degree in Primary School Education: 2

299 - Degree in Primary School Education: 2

298 - Degree in Primary School Education: 2

**Semester:** 298 - First semester

299 - Second semester

300 - Second semester

**Subject Type:** Compulsory

**Module:** ---

## 1.General information

### 1.1.Aims of the course

This course is focused in geography education for teachers in primary education. It aims to:

- Analyze the curricular organization of the social sciences area (legislation and regulations for geography education).
- Understand and apply the methodological principles of the Geography Education in Primary Education.
- Elaborate and apply resources, techniques, materials, methodologies, strategies and didactics in the learning process of the Geography, in particular at Primary Education.
- Program course units and instructional design for the area of Social Sciences in their geographical and sociocultural aspects.
- Compile and elaborate the didactic resources necessary for a permanent update in the proper field of the subject.
- Value the usefulness of Geography and Social Sciences for the full life of the citizen.

### 1.2.Context and importance of this course in the degree

This subject, together with the so-called Didactics of Social Sciences II (History and Heritage Education, taught in the third year of the degree), prepares students to teach Social Sciences in Primary Education, thus contributing to the following general objectives of the degree:

? The students are capable of designing and organizing disciplinary and interdisciplinary work and of collaborating with the outside world at school.

? The student becomes a professional capable of analyzing the context in which his activity is carried out, of planning it and of responding to a changing society.

### 1.3.Recommendations to take this course

- Given the theoretical-practical and group nature of the subject, regular attendance at the classes is recommended.

- All the communication and contribution of materials of the subject that is not face-to-face will be done through the ADD, so it

is recommended to access regularly.

- Group 1 in the Faculty of Education will be taught in English. In order to take this course in English it is advisable to have at least a B1 level in that language.

## 2. Learning goals

### 2.1. Competences

Once the subject is passed, the student will be more competent to ...

- ? Understand the basic principles of social sciences and geography education.
- ? Know the school curriculum of geography at primary education.
- ? Integrate historical and geographical study from an instructive and cultural orientation.
- ? Promote the democratic education of citizenship and the practice of critical social thinking.
- ? Value the relevance of public and private institutions for peaceful coexistence among peoples.
- ? Know the religious fact throughout history and its relationship with culture.
- ? Develop and evaluate contents of the curriculum through appropriate teaching resources and promote the corresponding competences in the students.
- ? The subject also contributes to developing the general and transversal competences listed in the report for the verification of the Degree in Primary Education Teacher.

### 2.2. Learning goals

The student, to pass this subject, must demonstrate the following results ...

1. Knows the nature, organization, methods and resources of the geography education, as well as its current lines of research and innovation.
2. It adequately analyzes the current curriculum and is able to develop it in a critical and innovative way in learning units.
3. Learns the models, elements and processes of instructional design in Geography Education and Social Sciences and applies them in the planning and implementation of teaching-learning activities, selecting, elaborating and using competences, objectives, contents, methodologies, resources and evaluation criteria and instruments .
4. Maintains an attitude of constructive criticism regarding the school curriculum and teaching practice.
5. Possesses the specific knowledge of the Social Sciences subjects, in particular Geography, which is necessary to teach Social Sciences in Primary Education as well as a sufficient level of maturity and correctness in oral and written expression.

### 2.3. Importance of learning goals

This subject, together with the Didactics of Social Sciences II (History and Heritage Education), will allow the future graduate to develop and put into practice the curriculum of Primary Education in force in the Autonomous Community of Aragon. The students will acquire the knowledge and skills necessary to design, plan, develop and evaluate teaching-learning processes of Social Sciences in the different Primary Education courses, applying innovative methodologies in a critical way.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he has achieved the expected learning outcomes through the following assessment activities

**The subject will be evaluated through a combined evidence composed of the following sections:**

1. A written exam that will consist of a question of extensive development and between 3 and 6 brief questions and / or test type.

It will last 2 hours.

2. A compilation of practical works (folder of practices) that will consist of 3 practical works, of which one will be of individual accomplishment and the other two group. In these works, reflections, applications and designs of activities related to the Geographical Education will be collected. The assessment of the internship portfolio will be 50% of the final grade of the subject. No global extension of the works is specified because some of them could be susceptible to be presented in digital multimedia support. The teacher may request any student to defend any part of the practices and work within the school calendar of the UZ, being able to modify the individual qualification granted.

These evaluation tests may include papers or questions about the basic contents of Social Sciences necessary to teach and organize the conceptual contents in Social Science teaching units at a Primary Education level.

### Evaluation criteria

The evaluation criteria are the following:

The exam will assess the mastery of the theoretical knowledge of the subject. The evaluation criteria of the exam are the degree of complexity, accuracy, orderly development and adequacy of the answers to the theoretical topics dealt with, as well as the inclusion of pertinent and correctly quoted complementary information. Misspellings will be penalized with up to 50% of the maximum possible grade, although the penalty will not lead to the suspension of the exam.

In the portfolio of practices the justification of didactic, critical or selection of materials depending on the curriculum, the relationship with the variables of Geography Education and other aspects related to the subject will be assessed; the reasoned justification of the criticism and selection of materials and didactic proposals; the original and innovative character of the proposal and formal aspects including presentation and writing. Misspellings will be penalized with up to 50% of the maximum possible grade, although the penalty will not lead to the suspension of the activity. The delivery of practices and work will be carried out on the regulatory date of the evaluation test or on an ongoing basis in the form and conditions that are established in a timely manner. As indicated, the teacher may request any student to defend any part of the practices and work within the school calendar of the UZ, being able to modify the individual rating granted.

The activities and work that are part of the evaluation must necessarily be of own preparation; the copy of any part in any of the works will suppose the suspension of the total of the folder of practices with the minimum qualification.

Qualification criteria and requirements to pass the subject

The form of qualification has an aggregative character, that is to say, the qualifications obtained in the various parts of the global test are added in the percentages indicated:

Exam: 50% of the overall mark of the subject.

Folder: 50% of the overall grade for the subject.

It is necessary to approve each one of the two evaluation activities (exam and practice portfolio) to pass the subject. In the cases in which a part has not been exceeded, the note shall record the note of the suspended part weighted on 10 and the note of the part approved for the second call shall be kept.

#### **Global assessment and second call**

The subject will be assessed through a single global assessment evidence consisting of the activities described. On the same day of the exam, the deadline will be set for the delivery of the complete internship folder in cases where the works have not been submitted on the dates indicated by the teacher. In the second call, it will also be evaluated by exam and portfolio of practices, being able to present the suspended practices or not presented in the first call. In both calls, the teacher can request any student to defend any part of the practices, as Has mentioned.

The qualification of each section of the approved global test will be valid throughout the academic year, including the second call: for the second call of each academic year the note of the passed part is retained (exam, on the one hand and practice folder) , for other).

#### **Fifth and sixth call**

The fifth and sixth calls will be evaluated with the same activities, criteria and requirements as the first and second call of the current academic year, respectively.

## **4.Methodology, learning tasks, syllabus and resources**

### **4.1.Methodological overview**

The learning process that has been designed for this subject is based on the following:

Explaining and implementing of the different methodologies and didactic approaches for teaching Geography.

### **4.2.Learning tasks**

The program proposed to the student includes the following activities ...

The programmed learning activities are divided into classes in a large group of predominantly theoretical nature and three seminars in practical subgroups.

The tutorials should also be considered learning activities, so students are reminded of the availability and convenience of using them according to the specifications of each teacher.

The group sessions will focus primarily on the development of the theory. (30 hours)

The practical activities of the subject occupy half of the teaching hours are distributed organizationally in three workshops. (3x10= 30 hours).

### **4.3.Syllabus**

1. State-of-the art: geography education and the area of Social Sciences in the Primary Education curriculum.
2. Learning the geographical space in Primary Education. The psycho-evolutionary aspects.
3. Didactics for geographical knowledge: methods, techniques and resources for the teaching-learning the geographical space and its representation in primary education.
4. Innovative teaching in Geography Education.
5. Geographical education for sustainable development.
6. Curricular design in Geography for Primary Education.

#### 4.4.Course planning and calendar

- The calendar of face-to-face sessions and presentation of works is communicated through the ADD (Digital Campus) or through a written document delivered by each teacher at the beginning of the subject's academic period.
- Activities and key dates are communicated through the ADD or through a written document delivered by the teacher at the beginning of the class period of the subject.
- The dates of the global tests can be consulted on the website of the degree

#### 4.5.Bibliography and recommended resources

[BB: Bibliografía básica / BC: Bibliografía complementaria]

- BB Calaf Masachs, Roser. Aprender a enseñar geografía : [escuela primaria y secundaria] / Roser Calaf Masachs, Angeles Suárez Casares , Rafael Menéndez Fernández . - 1a. ed. Barcelona : Oikos-Tau, 1997
- BB Geography education for global understanding / Ali Demirci, Rafael de Miguel González, Sarah Witham Bednarz Netherlands [etc.] : Springer, 2018
- BB Didáctica de las Ciencias Sociales para la Educación Primaria / coordinadora, Sara Alonso Arenal ; [autoras] Sara González Alonso, Ana Pilar González Alonso, María González Alonso. Madrid : Piramide, 2010
- BB Didáctica de las ciencias sociales para primaria / coordinadora, María Concepción Domínguez Garrido ; coautores, Amparo Alcaraz Montesinos ... [et al.] ; prólogo, Antonio Medina Rivilla Madrid : Pearson, 2004
- BB Didáctica del conocimiento del medio social y cultural en la Educación Primaria : ciencias sociales para aprender, pensar y actuar / Antoni Santiesteban y Joan Pagès (coords.) ; Roser Batllori ... [et al.] . - [1ª ed.] Madrid : Síntesis, D. L. 2011
- BB Enseñar geografía : de la teoría a la práctica / editores, Antonio Moreno Jiménez, María Jesús Marrón Gaité Madrid : Síntesis, D.L. 1995
- BB Hernández Cardona, F. Xavier. Didáctica de las ciencias sociales, geografía e historia / F.Xavier Hernández Cardona . - 1a. ed. Barcelona : Graó, 2002
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- BB Souto González, Xosé Manuel. Didáctica de la geografía : problemas sociales y conocimiento del medio / Xosé Manuel Souto González . - 1a. ed. Madrid : Ediciones del Serbal, 1998
- BB Trepát, Cristòfol-A.. El tiempo y el espacio en la didáctica de las ciencias sociales / Cristòfol A. Trepát, Pilar Comes . - 1a ed. Barcelona : Graó : ICE, Universitat de Barcelona, 1998
- BC Debates in Geography Education / edited by David Lambert and Mark Jones. London ; New York Routledge, 2013
- BC International handbook on geographical education / edited by Rod Gerber. Dordrecht (The Netherlands) : Kluwer Academic Publishers , cop. 2003