

Academic Year/course: 2022/23

## 26525 - Didactics: Social Sciences

### Syllabus Information

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**Academic Year:** 2022/23

**Subject:** 26525 - Didactics: Social Sciences

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

**ECTS:** 6.0

**Year:** 3

**Semester:** First semester

**Subject Type:** Compulsory

**Module:**

## 1. General information

### 1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives:

- To know and examine from a critical perspective the current legislation regarding the presence of Social Sciences in the current curriculum in Early Childhood Education in general and in the area of ??knowledge of the environment in particular.
- To develop activities that allow the students of Infantile the learning of structuring variables in Social Sciences as the time, the space or the acquisition of social notions.
- To deep in the observation and analysis of the social and cultural environment as a basic objective in the learning process of the child.
- To develop educational projects, including school trips, for learning in Early Childhood Education of topics related to culture, life in society, daily life and human activities, with special attention to the Aragonese cultural heritage, a context of globalized education and promoting a playful learning

As regards the relationship of this subject with the fulfillment of the Sustainable Development Goals, it should be noted that the interdisciplinary nature of Social Science Didactics, in which future teachers are trained in the teaching of basic social categories such as space and time, constitutes a good opportunity for the knowledge of the same by the students, since the historical, geographical, social, economic and political contents associated with this subject and its didactic treatment link in general terms with the economic dimensions and social development of sustainable development, while the learning of the social and cultural environment goes beyond the fourth objective related to quality education and implies the development of critical thinking aimed at identifying and facing the social challenges of humanity in the next decade as reflected in the Sustainable Development Goals.

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

This subject gathers all the basic training in Social Science Teaching that the teachers of Infantile Education will receive. It is included within the blocks of the curriculum dedicated to specific didactics. Its role is fundamental to address the teaching of children from 3 to 6 years of fundamental concepts such as time and space, present in the curriculum of children, but also many other issues related to the knowledge of their own sociocultural environment. In particular, the subject allows to know strategies to address, among others, the teaching of aspects about culture and life in society, activity and daily life and the exploration of the environment.

### 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.

## 2. Learning goals

### 2.1. Competences

Upon passing the subject, the student will be more competent to ...

Acquire knowledge about the evolution of thought, customs, beliefs and social and political movements throughout history.

Know the most outstanding moments in the history of science and technology and its importance.

Elaborate didactic proposals in relation with the interaction science, technique, society and sustainable development.

Promote interest and respect for the natural, social and cultural environment through appropriate educational projects.

Promote initiation experiences in information and communication technologies.

The subject also contributes to developing the following general and transversal competences:

- a) To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.
- b) To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.
- c) To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.
- d) To reflect as a group about acceptance of norms and respect for others. Promote the autonomy and uniqueness of each student as factors of education of emotions, feelings and values ??in early childhood.
- e) To know the organization of the schools of infantile education and the diversity of actions that comprises their operation. Assume that the exercise of the teaching function has to be perfected and adapted to scientific, pedagogical and social changes throughout life.
- f) To reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning, and promote it in students and teachers.
- g) To understand the role, possibilities and limits of education in today's society and the fundamental competences that affect early childhood schools and their professionals. Know models of quality improvement with application to educational centers.
- h) To integrate the competences of the different subjects, to guide the Final Degree Project and to apply the knowledge to the professional practice.
- i) To understand learning as a global, complex and transcendent fact, designing, planning, organizing and encouraging learning situations.
- j) To manage and self-regulate the progression of learning by adapting to new situations and interrelating knowledge to develop new ones.
- k) To work as a team being able to exercise different roles within the group.
- l) To use and apply Information and Communication Technologies (ICT), to learn, communicate and share knowledge in different contexts.
- m) To develop the ability to communicate, to teach in their own language , and in another or other European languages.
- n) To search, manage, process, analyze and communicate information effectively, critically and creatively.

### 2.2. Learning goals

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

Knows the areas of the curriculum of Early Childhood Education within which Social Science content can be developed, including the learning of the structuring variables of the Social Sciences such as time, space and the acquisition of social notions.

Prepares innovative didactic proposals for the teaching of Social Sciences in Early Childhood Education.

Select teaching materials for the teaching of Social Sciences in Early Childhood Education from a critical perspective and taking into consideration the globalizing nature of teaching in this educational stage.

Appreciates the social interest of promoting the knowledge of the sociocultural environment of the students of Early Childhood Education and the role of the Social Sciences Didactics for it.

### 2.3. Importance of learning goals

The passing of the subject will allow future teachers to raise in their classroom, within the framework of a globalizing teaching, the learning of basic structuring notions in the training of children's students as time and space. It will also allow

them to incorporate into their classes innovative activities to address the knowledge of the sociocultural environment, especially everything related to culture and life in society and aspects of daily life, and develop strategies for students to be the protagonist of the exploration and discovery of one's environment.

### **Sense, context, relevance and general objectives of the subject**

Once the first course of the degree in Teaching in Infant Education has been worked on, the basic contents and the theories that best explain how to learn and how to teach should be started, from the specific didactics, to specifying how these basic psychological and pedagogical knowledge must be applied to the specific areas or subjects.

It is fundamental to analyze what contents of Social Sciences should be treated in this stage according to current legislation and develop a critical reflection on them, as well as on what methods, materials and activities facilitate their work in the classroom in the stage.

## **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 single global test composed of the following sections:

1. A written exam on the theoretical part of the subject, which will consist of a topic or issue to be developed to choose between two proposed by the faculty in the exam (25% of the grade of the subject) and between 2 and 5 questions brief (25% of the grade of the subject). The exam will last 2 hours.
2. A set of practical works (folder of practices) that will consist of a historical story (20% of the grade of the subject); a dossier with the design of 15 activities for work by projects or by centers of interest in subjects of Social Sciences for Infant Education (15% of the grade of the subject); programming and design of a classroom exit related to cultural heritage complemented by a workshop (15% of the grade of the subject). The historical story will be made individually and the other two group works, except written request and justified by the student interested in performing them individually. The teacher may request any student to defend any part of the practices and work, within the UZ school calendar, being able to modify the individual qualification granted.

### **Evaluation criteria**

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 vertebrate variables of the Didactics of Social Sciences 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.

The activities and work that are part of the evaluation must necessarily be of own preparation. Both fraud and total or partial plagiarism in any of the assessment tests will lead to the subject failing with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

### **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:

- As a whole, the exam will be 5 points out of 10 of the overall mark of the subject.
- The internship portfolio will be valued with a maximum of 5 points out of 10 of the overall mark of the subject.

Assessment breakdown of each activity

- ? Exam: long topic = 2.5 points
- ? Examination: short questions = 2.5 points
- ? Practices: story = 2 points
- ? Practices: projects / centers of interest = 1.5 points
- ? Practices: visit to museum + workshop = 1.5 points

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, in the act of recording the note of the suspended part weighted on 10 and the note of the part approved for the second call will be kept.

### **Global test and second call**

The evaluation is carried out through a single global test with the activities described above. The internship folder must have been delivered completed on the day and time of the exam as a deadline and the teacher can request any student to defend any of the practices and work that compose it, as mentioned in the section of evaluation activities. In the second call, an internship folder will also be delivered and a written exam will be held, with the same characteristics.

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 or practice portfolio).

## Fifth and sixth convocation

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:

The explanation and application of the different didactic methodologies for teaching Social Sciences.

### 4.2. Learning tasks

The program offered to the student to help him achieve the expected results includes the following activities ...

The programmed learning activities are divided into classes in a large group of predominantly theoretical nature and 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. The forecast of the temporary distribution of the syllabus in the theoretical sessions will be specified by each teacher at the beginning of the subject. The practical activities of the subject occupy half of the teaching hours.

The execution of external activities will be contemplated, as well as the organization of conferences or seminars with guest lecturers that facilitate the acquisition of the competences of the subject. Depending on the organization of the subject and the destination, classroom outings in small groups could take place at a different time than usual, in which case they will not be evaluated.

### 4.3. Syllabus

1. The Social Sciences Didactics in the Early Childhood Education curriculum.
2. Teaching and learning space in Early Childhood Education.
3. Teaching and learning time in Early Childhood Education.
4. Teaching and learning the social and cultural environment in Early Childhood Education.
5. Daily life as an object of study and a source of information in Early Childhood Education.

### 4.4. Course planning and calendar

Calendar of face-to-face sessions and presentation of works

The calendar of face-to-face sessions and presentation of works is communicated through the Digital Teaching Ring (ADD) at the beginning of the subject's academic period or through a written document delivered by the teacher.

Each teacher will indicate the recommended bibliography to their students through the ADD, through the recommended bibliography section of the library's website or through a written document, at the beginning of the class period of the subject.

? Activities and key dates are communicated through the Digital Teacher Ring (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 different faculties where the degree is taught.

### 4.5. Bibliography and recommended resources

Beyond the general bibliography recommended on the web page dedicated to this subject in each of the campus of the University of Zaragoza where it is taught, the teachers responsible for it will incorporate both the Moodle pages of their respective subjects the specific bibliography associated with each of the topics such as the web links to the resources that they consider of interest for their treatment.

<https://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26525>