

**Teaching Knowledge of the Natural and Social Environment in Early Childhood Education II**

Code: 101988  
 ECTS Credits: 4

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	2

**Contact**

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**Use of languages**

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

**Prerequisites**

(NOTA: PENDENT DE TRADUCCIÓ LINGÜÍSTICA)

It is recommended that the student has completed and passed the Didàctica del Coneixement del medi Social i Natural I.

**Objectives and Contextualisation**

Context: It is a subject third year focused on a specific teaching shared by two areas of knowledge: social sciences and experimental.

The subject Didàctica del Coneixement del Medi Natural i Social en Ed.Infantil II continues and completes the learning process of the subject Didàctica del Coneixement del Medi Natural i Social en Ed.Infantil I and students should done in the previous semester . The new course aims to develop professional skills related to the application of knowledge in the classroom studied the subject before and the ability to adequately justify its practice. It focuses on the knowledge, analysis and design of educational situations for teaching and learning in the area of discovery around the kindergarten.

Learning objectives:

1. Analyze teaching situations according to the parameters of the theory and curriculum to make a diagnosis on their relevance and appropriateness in the classroom.
2. Understand, be able to analyze and innovate didactic sequences previously designed and / or implemented in the classroom, from theory justifying the appropriateness of the proposed practice.
3. Know and be able to analyze interdisciplinary classroom teaching practices for children, identifying the contents of the uncovered area of the environment and other areas that are working.
4. Design situations and / or personal and innovative didactic sequences, based on the theory worked and curriculum guidelines and educational context, which demonstrate the creativity and autonomy necessary to exercise its teaching profession competently.
5. Learn to communicate with players in the professional world linked to children's education in order to solve educational problems shared and effective manner.

**Skills**

- Consider classroom practical work to innovate and improve teaching.
- Develop educational proposals in relation to the interaction between science, technology, society and sustainable development.
- Generate innovative and competitive proposals in research and professional activity.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote interest and respect for the natural, social and cultural environment through appropriate educational projects.
- Promoting experiences of initiation into information and communication technologies.
- Properly express oneself orally and in writing and master the use of different expression techniques.

## Learning outcomes

1. Analyse an educational situation and make a diagnosis of its relevance and make innovative alternative proposals.
2. Apply basic ICT skills to the presentation of work.
3. Apply the global and integrative perspective to educational proposals that are developed.
4. Be able to draw on best practices to create new and personal ones.
5. Demonstrate oral and written proficiency when presenting work on the subject, based on the use of correct forms, rigorous content and an appropriate level of argumentation.
6. Demonstrate proficiency in the application of digital technologies to the infant classroom in proposed teaching situations.
7. Design didactic proposals involving the interrelation between science, technology, society and sustainable development.
8. Proposing solutions to problems, contradictions or inconsistencies in the application in the classroom related to the area of discovery of the environment in infant education.
9. Recognising and assessing the overall and integrating perspective in the teaching-learning situations analysed from children's education.
10. Reflectively analyse classroom situations and sequences.
11. Representing explicitly in the design of educational proposals how the interest and respect for the natural, social and cultural environment is promoted.

## Content

### 1. Models of educational interventions in the area of discovery of the environment.

- Didactic models of teaching and learning in the area of discovery of the environment. Constructivist conception.
- Socio-cultural focus on teaching and learning of experimental and social sciences, conceptions of teachers and teaching styles.
- Analysis of real case studies presented by the professionals themselves.

### 2. Ways to organize work in the area of discovery of the environment in the nursery: corners, projects, materials and workshops.

- The organization of work in the area of discovery of the environment in the children's classroom. The role of this area as one of the axes of significance.
- Day by day in the classroom: Daily activities, routines, rituals and parties. The area of discovery of the environment in interdisciplinary and globalizing situations.
- Examples of interdisciplinary or globalizing projects.

### 3. Design of didactic units with content from the area of discovery of the environment. Synthesis of the two subjects.

- Framing, learning situation and timing.
- Curriculum: selection and sequencing of contents, objectives and capacities.
- Activities, materials, grouping children, role and slogans of the teacher.

- Evaluation system.

## Methodology

We propose a way to allow students to experiment in their own learning process, learning is a social event and personal at the same time putting into operation and simultaneously rational and emotional aspects. We strive to maintain a dynamic interactive and relaxed atmosphere that encourages participation and personal engagement in their own learning and their classmates and bandmates. The role of the teacher should be the facilitator of the teaching and learning of the students.

In this course, the continuity of knowledge of the social and natural I will emphasize the design and implementation of teaching units and learning situations in the classroom of children analyzed in a critical and argumentative .

Activity	Hours	Metodology	Learning outcomes
directed (Large Group)	25%	Exhibitions by the inductive teaching strategies interelacionades to facilitate dialogue and the construction of shared knowledge: - Observation, interpretation and use of educational experiences, trips, materials and other resources. - Analysis and oral communication experiences: personal stories experienced as students of nursery and / or primary and experience in the internship in the classroom, in order to observe its logic and its application to the classroom 'Children. - Analysis of different models of didactic sequences, learning situations and projects implemented in classrooms of children. - Recognition and Measurement from a globalizing and integrating perspective situations and / analyzed in.	G4.1. G4.2 EI.2.1. EI. 10.1. EI.20.1 DDIC.9.2.
supervised activity (Seminars)	10%	- Analysis of curricular materials and implementation experiences in the classroom. - Debates and discussions about pedagogical issues raised reasoned, experienced classroom situations, experiences and texts read. - Preparation of work done collaboratively.	EI.2.2. EI. 10.1 EI.20.2 DDIC.9.2. DDIC.8.1. DDIC. 7.1.
autonomous activity	60%	- Development of individual written reflections. - Reading, comprehension, analysis about proposed texts. - Finding information and resources.	DDIC.9.1. DDIC.8.1. DDIC.7.1.

continuous assessment	5%	- Attendance and participation in class. - Conducting assessments.	G4.1. G4.2.
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## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Analysis of different models of didactic sequences, learning situations and projects implemented in classrooms of children.	12	0.48	1
Exhibition by the inductive teaching interrelated strategies to facilitate dialogue and the construction of shared knowledge.	8	0.32	7
Preparation of work done collaboratively	8	0.32	2, 7
Recognition and Measurement from a globalizing and integrating situations and / analyzed in.	8	0.32	1
<b>Type: Supervised</b>			
Analysis of curriculum materials and experiences of implementation in the classroom	6	0.24	3, 7
Debates and discussions argued	4	0.16	1
<b>Type: Autonomous</b>			
Finding information and education resources	12	0.48	1
Producing individual work of reflection	16	0.64	1, 2
Reading, comprehension and analysis about proposed texts	16	0.64	7

## Evaluation

The evaluation will, for students and teachers, the information needed to guide the process of teaching and learning, which should show the possible ways to achieve objectives and competencies, as well as measures to achieve them. Similarly must show what the conditions for registering for the course.

Following the same philosophy that floats in the educational system that promotes the subject will promote reflection at all times. On more than one occasion asked to be the students themselves who self evaluation and / or assess the work of colleagues and peers.

The evaluation of the course will be held over the period of instruction. To pass the course will need to approve each block comprising activities. Class attendance is mandatory in the case of educational seminars, in order to help you track the subject.

The ratings for each of the assessment tests will be published in the campus in the period agreed and decided by the teacher. Students who wish to review the note will do so on the date communicated by the teachers of this course, having requested early consultation by email.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Design of an educational space that promotes the incorporation of science education in the classroom Childhood Education	50%	5	0.2	10, 1, 2, 3, 4, 6, 5, 7, 8, 9, 11
Development of a educational component on the Knowledge of the environment.	50%	5	0.2	10, 1, 2, 3, 4, 6, 5, 7, 8, 9, 11

## Bibliography

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Cabanellas, I.; Eslava, C. L. (coord.) (2005). *Territorios de la infancia. Diálogos entre arquitectura y pedagogía*. Barcelona: Graó.

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Cols, C. (2011). *L'entorn, font de coneixements*. *Infància*, 180, 14-20.

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Lacasa, N.; Pasqual, C.; Tarin, R. M. (1999). *La història de la vida de les plantes amb flor*. Barcelona: Associació de Mestres de Rosa Sensat.

López, N. & Melcón, P. (2010) *Quan suquem una galeta a la llet...* Guix, 369, p.35-41.

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#### **Interesting Websites:**

Association Internationale Pikler (LÓCZY) <http://www.aipl.org/>

Centre de Documentació i Experimentació en Ciències i Tecnologia (Dept. d'Eensenyament):  
[www.xtec.es/cdec](http://www.xtec.es/cdec)

Comunitat catalana de Webquest: <http://www.webquestcat.org/>

Diraya. Talleres de Expresión y Educación Creadora <http://www.dirayaexpresion.es/>

El safareig: educació infantil i natura (AAMM Rosa Sensat): [www.elsafareig.org/](http://www.elsafareig.org/)

Senderi-Educació en Valors: <http://www.senderi.org>

Xtec-Xarxa Telemàtica Educativa de Catalunya: <http://www.xtec.es>

Zona Clic: <http://clic.xtec.net/ca/>

#### **Childhood Education magazines:**

Aula d'infantil. Revista de l'editorial Graó.

Guix d'Infantil. Revista de l'editorial Graó.

Infància. Revista de l'Associació de Mestres Rosa Sensat

Infància-Europa. Revista de l'Associació de Mestres Rosa Sensat

Viure en família. Revista (per a pares i mares) de l'editorial Graó