

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

Code: 101989
ECTS Credits: 5

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	1

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

Teachers

Adelaida Fontán Rodríguez
Neus Banque Martinez

External teachers

Sandra Muzzi

Prerequisites

GUIA PENDENT DE REVISIÓ LINGÜÍSTICA

Objectives and Contextualisation

context:

It is a compulsory third year focused on a specific teaching shared by two areas of knowledge: social sciences and experimental sciences. So from conception to implementation of the subject in the classroom, the two work areas based on an interdisciplinary structure.

The "Teaching Knowledge of the social and natural environment" is a course that aims to reflect on the foundations of the area around the discovery of children's education by establishing links with cultural reference disciplines such as teaching experimental sciences and social sciences. The aim is to develop educational criteria based on a knowledge of the curriculum in the area of discovery of the environment, theories, models and principles about teaching and learning in kindergarten and on an understanding of the natural world and oriented social sustainability.

Learning objectives:

1.To identify and assess the contributions of experimental sciences and social sciences as a cultural areas of western society and its importance in education.

2. To identify the characteristics of a school program that incorporates classroom and complexity in the context of Education for sustainability.
3. To analyze the kindergarten curriculum corresponding to the area of discovery of the environment
4. To know the most relevant theories, models and principles of the teaching and learning of experimental sciences and social sciences at the kindergarten.
5. To analyze various teaching situations that occur in early childhood and identify the purpose and content of experimental sciences and social sciences are worked, evaluating their suitability.

Skills

- Acquire knowledge of the evolution of thinking, customs, beliefs and social and political movements throughout history.
- Consider classroom practical work to innovate and improve teaching.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Know about the most important moments in the history of science and technology and their significance.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Manage information related to the professional environment for decision-making and reporting.
- Promoting experiences of initiation into information and communication technologies.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Understand scientific methodology and promote scientific thought and experimentation.
- Understand the scientific, mathematical and technological bases of the curriculum at this stage as well as theories on the acquisition and development of the corresponding learning.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Be able to analyse a learning situation and assess its relevance based on the theoretical framework developed in the subject.
2. Be able to engage in direct contact with the natural and social environment in a socially and environmentally responsible manner.
3. Be able to make oral presentations using new technologies that are of use in the professional field.
4. Be able to organize both personal and group work to design and implement a joint project.
5. Be able to perform small research studies that can be used in infant education.
6. Be able to read, interpret and use a program, project or instrument for scientific, social and environmental education in infant education.
7. Be able to use information and communications technology in the development of the subject.
8. Be familiar with the curriculum on the open area within the ambit of child education.
9. Know about historical moments and relevant scientific facts and how they have been used to guide specific experiences in infant education.
10. Know about the evolution of thinking, customs, beliefs and social and political movements throughout history and how they have been used to target specific experiences in infant education.
11. Understand the theory for the teaching and learning of experimental sciences and social sciences as governed by the early education curriculum.

Content

1. Foundations and perspectives of educational intervention in the area of discovery of the environment, from the perspective of science benchmarks.
 - 1.1. Cultural relevance of the experimental sciences and to understand the social world.
 - 1.2. Theories, models and principles of teaching and learning in children's education.
 - 1.3. Education for sustainability to school children.
2. Foundations and perspectives of educational intervention in the area of discovery of the environment, from

the perspective of the curriculum.

- 2.1. The kindergarten curriculum corresponding to the area of discovery of the environment.
- 2.2. The end of the work area around the discovery of children's education.
- 2.3. The contents of the discovery area around the kindergarten.
3. Core content area around the discovery and its application in the classroom teaching of children.
 - 3.1. Space and time in the area of discovery around the kindergarten.
 - 3.2. Living things, materials and energy in the area of discovery around the kindergarten.
 - 3.3. Analysis of educational interventions related content areas discovered in the area of the environment.

Methodology

The teaching methodology focuses on three important pillars: (a) offer students opportunities to acquire direct experience of contact with nature and its social and educational opportunities for the kindergarten stage through departures teaching and laboratory activities; (B) design contexts so that students develop new ways of looking at educational work around the social and natural environment; (C) encourage students to participate in lectures and conversations that occur to reflect on the key ideas that are important cultural landmarks. This course aims to provide the foundation for the next course "Knowledge of Natural and Social II" and will focus on the construction of the ways to look necessary to understand the foundations, scope, and educational possibilities of educational work through the area to discover the natural and social environment at the kindergarten stage. The types of activities include classes designed for presentation of views, field trips to discover the surroundings, laboratory work to further experimentation and direct observation of natural phenomena, and work in small groups to reflection on reading and educational activities.

The output of the field of the environment will be a museum or science center in the schedule established by the institution (morning or afternoon). The visit is mandatory in nature.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
continuous assessment	6	0.24	
Exhibitions by teachers and outputs to work content and basic issues of the agenda. It is done with the whole group class through an open and active student participation	12	0.48	2
Working document analysis, problem-solving, and laboratory work in depth on the content and themes worked in the large group	30	1.2	
Type: Autonomous			
Perform recommended reading, searching for information to carry out the work entrusted, write texts, prepare presentations and oral exam	77	3.08	

Evaluation

The evaluation of the course will be held over the period of instruction. To pass the course will need to approve each of the activities that comprise. Class attendance is mandatory: the student must attend at least 80% of classes, otherwise it will be considered absent. The ratings for each of the assessment tests will be published on campus within 20 days and students who want to review the notice must do so within 10 days following the tutorial and specific assessment review set by teachers

Be overcome with 5 each avalaació activities because it is the average note of the activities and obtained the final grade for the course.

To pass this course, the student must show, in the activities offered to them, a good general communicative competence, both orally and in writing and a good command of the language and communication language contained in the syllabus

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Completion of lab reports and seminars attendance compulsory	50%	0	0	1, 2, 4, 3, 5, 7, 6, 11, 9, 8, 10
Written test of reflection on the contents studied and suggested readings	50%	0	0	1, 2, 4, 3, 5, 6, 8

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Webs d'interès

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

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

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

El safareig: educació infantil i natura (AAMM Rosa Sensat): www.elsafaeig.org/

Senderi-Educación Valores: <http://www.senderi.org>

Tallers d'expressió i educació creadora: Diraya. <http://www.dirayaexpresion.es/>

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

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

Revistes d'educació infantil:

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