

**Teaching Social Sciences**

Code: 102042  
ECTS Credits: 5

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	2

**Contact**

Name: Cecilia Llobet Roig  
Email: Cecilia.Llobet@uab.cat

**Use of languages**

Principal working language: catalan (cat)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Teachers**

Antoni Alcázar Salas  
Maria Isabel Hernandez Rodriguez

**Prerequisites**

It's recommended to have passed the second year subject: Teaching and learning from natural and social sciences in primary education.

**Objectives and Contextualisation**

Analyze the main concepts of social sciences and the problems teachers of social sciences in primary education have to face.

Analyze and assess critically didactic materials of the social science subject in primary education.

Design a teaching unit to work in the Social Sciences classroom.

**Skills**

- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Foster democratic education of the population and the practice of critical social thought.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Integrate the study of history and geography from an instructive and cultural perspective.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Respect the diversity and the plurality of ideas, people and situations.

- Understand and appreciate the relevance of public and private institutions for peaceful coexistence among peoples.
- Understanding the basic principles of the social sciences.

## Learning outcomes

1. Carrying out educational proposals with participatory teaching and learning methodologies in order to develop social and critical thinking.
2. Defend, modify and rebuild ones own ideas and convictions through acceptance and appreciation of different opinions and judgments.
3. Design teaching and learning activities around knowledge related with history and geography and other social sciences from an integrated perspective.
4. Develop a competent approach based on properly relating the contents of the area of knowledge of the natural, social and cultural environment with their contributions to corresponding skills, and to critically select relevant teaching materials and resources.
5. Identify examples from the classroom to assess the role of public and private institutions in promoting peaceful coexistence among peoples.
6. Recognising the relevant social problems and their perspective, i.e. identifying various interpretations and their purposes, and projecting the problems and opportunities over time based on the past, present and future.
7. Selecting and analysing real cases in order to teach environmental, social and economic sustainability, and to defend human rights and gender equality.
8. Using social knowledge to create teaching and learning situations.
9. Using teaching models for working with temporality and building the geographical space in the classroom in order to create innovative didactic initiatives.

## Content

1. Social, historical and geographical knowledge in the classroom
2. The process of teaching and learning social sciences
  - 2.1 Teaching units in the social sciences teaching and learning.
  - 2.2 Methodologies and strategies for the social sciences teaching and learning.
  - 2.3 Resources, didactical materials and TIC in the teaching of social sciences.

## Methodology

This subject has been planned by considering this:

- There will be teacher exposition to introduce the contents and the main goals of the subject
- There will be debates and discussions in reduced groups in order to analyze and elaborate assessments, studies and / or problem solving.
- Cooperative learning by the students to understand the contents and topics worked in the master classes.

## Activities

Title	Hours	ECTS	Learning outcomes
-------	-------	------	-------------------

**Type: Directed**

Field work - outdoor visit and study of the social and cultural knowledge. (big group)	7	0.28	3, 1, 8, 9
Teacher masterclasses about the contents and main questions of the subject. They are taken with all the group class. The main contents are given with open participation. (big group)	25	1	5, 6, 7
Work groups supervised by the teacher. In reduced groups contents are work through the analysis and creation of curricular materials, problem solving, field activities and other activities. (small group)	6	0.24	4, 6, 7

**Type: Supervised**

Revision, supervision and evaluation of the work done through the subject (readings, writings, case studies, work field, materials design, presentation...)	25	1	4, 6, 8, 9
---	----	---	------------

**Type: Autonomous**

Reading and innovative experiences analysis, reports, activities design and problem solving.	62	2.48	4, 5, 3, 1, 6, 7, 8, 9
--	----	------	------------------------

**Evaluation**

- Class attendance is compulsory: students must attend a minimum of 80%, otherwise it will be considered as "not attended".
- To have a positive final mark, activities 1 and 2 must be passed.
- In the last session a learning folder must be delivered with all the evaluation activities and an index.
- Total and partial plagiarism in on of the evaluation activities, or copying in an evaluation will fail the subject directly.
- To pass the subject, the students must show in the activities proposed, a good communicative skill (oral and written), and a good use of the language (catalan or english)

**Evaluation activities**

Title	Weighting	Hours	ECTS	Learning outcomes
1. Design and assessment of a teaching unit for the teaching, learning and evaluating social sciences. Group activity	35%	0	0	2, 4, 5, 6, 7
2. Writing of an assessing and justifying report of a teaching unit. Individual activity.	30%	0	0	3, 1, 8, 9
3. Oral presentation of the teaching unit designed and others coevaluation. Group activity	15%	0	0	4, 5, 3, 1, 6, 8, 9
4. Outdoor visit: didactical design of a proposal, participation and attendance. Group activity.	20%	0	0	4, 1

**Bibliography****Compulsory:**

SANTISTEBAN, A.; PAGES, J. (2011) Didáctica del conocimiento del medio social y cultural en la educación primaria. Ciencia Sociales para comprender, pensar y actuar. Madrid: Ed. Síntesis.

**Recommended:**

AUDIGIER, F. (1993). Pensar la geografía escolar. Un repte per a la didàctica. Documents d'Anàlisi Geogràfica, 21: 15-33.

AUDIGIER, F.; TUTIAUX-GUILLON, N. (dirs.) (2004). Regards sur l'histoire, la géographie et l'éducation civique à l'école élémentaire. París: INRP.

BALE, J. (1989). Didáctica de la geografía en la escuela primaria, Madrid: MEC/Morata.

BATLLORI, R. (2002). La escala de análisis: un tema central en didáctica de la Geografía. Íber, 32: 6-18.

BENEJAM, P. (2003). Los objetivos de las salidas. Íber 36, 7-12.

COOPER, H. (2002). Didáctica de la historia en la educación infantil y primaria. Madrid: Morata.

FERNÁNDEZ, V.; GUREVICH, R. (coord.) (2007): Geografía. Nuevos temas, nuevas preguntas. Un temario para su enseñanza. Buenos Aires. Biblos.

FERRAS, R., CLARY, M., (1987). Cartes et modèles à l'école. Montpellier: GIP Reclus.

FERRO, M. (1990). Cómo se cuenta la historia a los niños en el mundo entero. México: Fondo de Cultura Económica.

GIOLITTO, P. (1992). Enseigner la géographie à l'école. París: Hachette Éducation.

GIRARDET, H. (2001). Insegnare storia. Risorse e contesti per i primi apprendimenti. Firenze: La Nuova Italia.

LAURIN, S. (2001). Éduquer à la pensée en géographie scolaire : cerner ce quelque chose de fondamental. Gohier, C.; Laurin, S. (dir.), Entre culture, compétence et contenu : la formation fondamentale, un espace à redéfinir. Québec, Les Éditions Logiques, 195-229.

OLLER, M. (1999). Trabajar problemas sociales en el aula, una alternativa a la transversalidad. García Santamaría, T. (coord.). Un currículum de Ciencias Sociales para el siglo XXI. La Rioja: Universidad de La Rioja / Asociación Universitaria del Profesorado de Didáctica de las Ciencias Sociales, 123-129.

PAGÈS, J.; SANTISTEBAN, A. (2010). La enseñanza y el aprendizaje del tiempo histórico en la educación primaria. Caderno Cedes (Centro de Estudos Educação e Sociedade), vol. 30, 82, 281-309. Monográfico: "Educar para a compreensão do tempo". Campinas - Brasil.

SANTISTEBAN, A.; PAGÈS, J. (2006). La enseñanza de la historia en educación primaria. Casas, M.; Tomàs, C. (coord.). Educación primaria. Orientaciones y recursos. Madrid: Praxis. 468/129-468/160.

SOUTO, X. M. (1998): Didáctica de la geografía. Problemas sociales y conocimiento del medio. Barcelona: Ediciones del Serbal.

STOW, W. & HAYDN, T. (2000). Issues in the teaching of chronology, en Arthur, J. & Phillips, R. (ed.): Issues in History Teaching, 83-97. London: Routledge.

TANN, C. S. (1990). Diseño y desarrollo de unidades didácticas en la escuela primaria. Madrid: MEC/Morata.

THÉMINES, J-F. (2006). Enseigner la géographie: un métier qui s'apprend. París: Hachette Éducation.

WOOD, L.; HOLDEN, C. (2007). Ensenyar història als més petits. Manresa: Zenobita.