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Communication, Image and Simulation in the Social Sciences Classroom

Code: 102045
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

Contact

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Teachers

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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

There is not

Objectives and Contextualisation

Main goals

This optional subject aims to show the importance of communication in the elementary classroom. Future teachers must know that, beyond textbooks, there are resources such as images, photography, cinema, role-play and other simulation digital formats. In the society of information, or "the society of the spectacle", according to some authors (e.g. Debord), the formation of critical thinking is more necessary than ever, in order to evaluate sources of information, to distinguish facts from opinions, to being good communicators, and to incorporate the language of images in teaching.

Goals

- To know and to appreciate the importance of communication in the classroom through language diversity.
- To identify, to analyze and to use the language of images, photography, advertising, movies or comic.
- To analyze and to use strategies such as simulation, digital resources, and social networks as formal learning environments.
- To put the diversity of communication, visual and digital languages serving critical thinking.

Skills

- Assume the educating dimension of the teachers role and foster democratic education for an active population.

- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- 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.
- Generate innovative and competitive proposals in research and in professional activity.
- Know and apply information and communication technologies to classrooms.
- 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.

Learning outcomes

1. Analyse history, geography and social sciences from their contributions to the understanding of our society and the solution of social problems.
2. Analyse teaching sequences that favour the construction of social discourse to promote the values of a critical and democratic population.
3. Analyse the contributions of the teaching of history, geography and other social sciences to solving important social problems and understanding the society in which we live.
4. Assessing the value of the contributions made by the teaching of history, geography and other social sciences to educational innovation.
5. Assessing the value of the contributions to educational innovation made by work done in projects to address the study of society based on relevant social problems.
6. Being able to defend ones own convictions while accepting and appreciating the existence of differing opinions or judgments.
7. Conducting research in primary schools on social science teaching and learning.
8. Demonstrate that attitudes regarding gender equality are identified, practiced and defended.
9. Demonstrate that attitudes regarding human rights as knowledge and tools for coexistence are identified, practiced and defended.
10. Design models of didactic sequences related to social, critical and creative thinking in primary schooling.
11. Identifying, describing, and analysing research into the didactics of the social sciences and their contribution to innovation, in relation to the content, strategies or communication in today's society.
12. Interpreting educational innovation in the teaching of the social sciences, from the different reference disciplines.
13. Interpreting existing research and innovation by applying information and communication technologies to the teaching of the social sciences in primary education.
14. Know and use images and simulation as resources for teaching and learning social sciences.
15. Knowing how to foster communication, personal interaction and social skills when designing a didactic sequence.
16. Produce models of didactic sequences for primary education, especially those that can facilitate understanding of democratic pluralism, cultural diversity and the development of critical thinking.
17. Produce models of didactic sequences related to historical, geographical and social thought in primary education in observance of a critical paradigm.
18. Using the resources of the environment in order to design teaching and learning activities.
19. Using the resources of the environment in order to design teaching and learning activities that develop autonomy and cooperative work in primary school pupils.

Content

Contents

1. Communication, dialogue and interactive methods for democratic education in elementary schools.

2. Reading and image interpretation in society analysis.

2.1. Image and past comprehension

2.2. Image and landscape, territorial image and identity, past representation.

2.3. Image and photography in a global world.

2.4. Image and Art History education.

3. Comic, photography, publicity, press, cinema and TV as sources of information and strategies in social science education.

4. Virtual learning environments, webs and computing resources. Archives and heritage.

5. Beyond textbooks in XXI Century: game and role-play in schools for studying society.

6. Fieldwork: oral sources, observation and interpretation of social reality.

Methodology

Methodology

The methodology is primarily based on the analysis of innovative proposals, and also on the discussion on the possibilities of their practice, criticism and creativity in incorporating new forms of interaction in the elementary classroom.

Reflection, participation and individual and collective contributions of students in class is basic for building consistent performance criteria in the elementary classroom.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Whole-group	45	1.8	
Type: Supervised			
Supervision hours / Tutorials	30	1.2	
Type: Autonomous			
Autonomous work	75	3	

Evaluation

Assessment

To obtain a pass in the final mark for this module it is essential to pass (minimum mark of 5 out of 10) each of the assessment blocks: group work, written exam and individual work.

All the assessment tasks carried out throughout the course must be submitted before the deadline indicated by the teacher in the module programme.

The marks for each paper or the exam will be available within 1 month after their submission.

In case of failing the exam, a re-sit exam will be made available on a date and time set by the teacher. This exam will result in a capped mark of 5.

Attendance to field trips is compulsory. Students must attend a minimum of 80% of seminars; otherwise, they will be deemed as "absent".

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorised document or device, the student involved will obtain a mark of 0, without any possibility to re-sit.

In order to get a pass mark in this course, students should prove, through their oral presentations and their written assignments, they have superior communicative skills and an excellent command of the vehicular language or languages listed in the course syllabus. Assessment of all course individual and group work tasks include criteria based on the quality, in terms of accuracy and fluency, of the assignments submitted by the learners. Learners are expected to display academic skills, which include the abilities of expressing themselves fluently and accurately and comprehending written academic texts. All potential primary and early years teachers should prove they have a very good command of Catalan (C1 Level forfirst and second year students and C2 Level for third year students, as described here:

http://www.uab.cat/web/informacio-academica/avaluacio /normativa-1292571269103.html

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Control testing knowledge acquisition	40%	0	0	3, 2, 14, 9, 8, 10, 16, 11, 12, 13, 15, 6, 19, 4, 5
Critical analysis of lesson plans and bibliography	20%	0	0	1, 3, 2, 14, 9, 11, 12, 13, 6, 4, 5
Participation, debate and oral presentations in class	10%	0	0	1, 2, 9, 12, 13, 15, 6, 4, 5
Reports on seminars, or alternative proposals development	30%	0	0	1, 14, 9, 8, 10, 16, 17, 18, 13, 7, 15, 19

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http://www.cinescola.info/primaria.html

http://cinema-educacio.blogspot.com.es/

http://auladecine.es/

http://www.cinemaperaestudiants.cat/cat/pelicules-arxiu/
http://www.cinemaparlant.com/ress_peda_fichespeda.html

http://www.dracmagic.cat/

http://www.teachwithmovies.org/index.html

http://www.filmeducation.org/

Mass media

http://www.edugroup.at/
http://www.aulamedia.org/aulamedia.htm
Web Quest
Comunitat Catalana de Webquesta:

http://webquestcat.cat/

http://www.jaizkibel.net/tic/Webquest/ejemplos_primaria.htm

Picture geography (maps and others) and history (and other sources)

http://www.xtec.cat/~aguiu1/socials/geo03gwg.htm
http://blocs.xtec.cat/georecursos/
http://www.educahistoria.com/cms/
http://home.freeuk.net/elloughton13/index.htm
http://elstaf.wordpress.com/

Archives, Art, Heritage and virtuality
Arxiu Nacional de Catalunya - Servei Didàctic: http://cultura.gencat.net/anc/Sdanc/
Museu d'Història de Catalunya: http://www.mhcat.cat/serveis/activitats_educatives2/museu Premsa
https://sites.google.com/a/xtec.cat/activitats_hemeroteca_digital/