

**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

### Teachers

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### 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 Didactics of Knowledge of the Natural and Social Environment in Ed. Infantil II is a subject that gives continuity and completes the learning process of the Knowledge Didactics of Natural and Social Environment course that the students will have done in the previous semester. The new course proposes developing the professional competences related to the application in the classroom of the knowledge acquired in the previous subject and the ability to properly justify its practice. It focuses on the knowledge, analysis and design of educational situations for teaching and learning in the area of discovery of the natural and social environment in children's education.

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 emphasis 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 inthe 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 perperspectiva 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, with the possibility of oral presentations.	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.	DDIC.9.1.
		- Reading, comprehension, analysis about proposed texts.	DDIC.8.1.
		- Finding information and resources.	DDIC.7.1.
continuous assessment	5%	- Attendance and participation in class.	G4.1.
		- Conducting assessments.	G4.2.

## 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 of the subject will be carried out throughout the academic semester through a variety of activities that combine individual and collective work.

Class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise it will not be evaluated and therefore will be considered "non-evaluable". The receipts that are presented in the event of absence serve only to explain this absence, they are in no case exentos de la presencialidad.

To pass the subject, you must obtain a minimum of five (out of 10) in each of the blocks of evaluation activities that have been defined: the blog of the Natural Environment and the Social Media.

The dates of the different evaluation tests are:

G61: 05/25/19 (Natural Environment) and 03/06/2019 (Social Environment). For this group, the recovery activity will be 07/01/209.

G62: 05/25/19 (Natural Environment) and 07/06/2019 (Social Environment). For this group, the recovery activity will be on 06/26/209.

The grades of each of the assessment tests will be made public on the virtual campus during the period decided and decided by the teacher. The student who wishes to revise the note will have to do it on the date communicated by the teachers of this subject, having requested an hour of consultation by email. In case of suspense of the subject, in order to be able to opt for the recovery process, it will have to have a 3.5 of minimum qualification in the average of the subject. The recovery process will consist of an individual and / or collective test, as the case may be, which will allow to evaluate that the students have achieved the objectives and competences that the subject considers.

Following the regulations of the Faculty of Education Sciences in relation to criteria and general guideline of evaluation (Agreement Academic Organization Commission, June 4, 2014). Copying or plagiarism, both in the case of works and in the case of exams, may represent suspending the subject. It will be considered that a work, activity or examination is "copied" when it reproduces all or part of the work of one or other partner. It will be considered that a work or activity is "plagiarized" when a part of an author's text without citing the sources, regardless of whether the original sources are on paper or in digital format.

To pass this subject, the student must have good general communicative competence, both orally and in writing, and a good command of the language or the vehicular languages that appear in the teaching guide. In all activities (individual and group), linguistic correction, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves with fluidity and correction and must show a high level of understanding of the academic texts. An activity can be returned (not evaluated) or suspended if the professor considers that it does not meet these requirements.

Throughout the course, it is necessary to show an attitude compatible with the educational profession as a requirement to pass the subject. Some competencies can be: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgmental, arguing, use of the appropriate cell phone, etc.

## 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 (in group)	35%	3.5	0.14	10, 1, 2, 3, 4, 6, 5, 7, 8, 9, 11
Development of a educational component on the Knowledge of the environment (in group)	35%	3.5	0.14	10, 1, 2, 3, 4, 6, 5, 7, 8, 9, 11
Oral and / or written presentation of readings about the Social Environment (individual)	15%	1.5	0.06	10, 1, 2, 3, 4, 6, 5, 7, 8, 9, 11
Reflective evaluation of the design process of Didactic Space (individual)	15%	1.5	0.06	10, 1, 2, 3, 4, 6, 5, 7, 8, 9, 11

## Bibliography

Bibliography elaborated with perspective of gender:

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- Bach, E.; Darder, P. (2002). *Sedueix-te per seduir. Viure i educar les emocions*. Barcelona: Edicions 62.
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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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- Cañal de León, P. (2007). L'alafabetització científica a la infància. *Guix d'infantil*, 33, 5-9.
- Cols, C. (2011). L'entorn, font de coneixements. *Infància*, 180, 14-20.
- Cuenca, J. M.; Estepa, J. (2005). La caja genealógica: fuentes y tiempo en Educación Infantil. Una propuesta para trabajar con maestros en formación inicial. *Quaderns Digitals*, 37, [http://www.quadernsdigitals.net/datos\\_web/hemeroteca/r\\_1/nr\\_609/a\\_8416/8416.htm](http://www.quadernsdigitals.net/datos_web/hemeroteca/r_1/nr_609/a_8416/8416.htm) [consulta 30-5-2011].
- Díaz, M. Carmen (2007): *Mi escuela sabe a naranja*. Barcelona. Graó.
- Espinet, M. (2001). Unidad de programación el bosque. Dins: M. Antón i B. Moll (coords.). *Educación infantil. Orientaciones y recursos*. (pp. 1-58). Barcelona: Ciss-Praxis.
- Feliu, M y Jiménez, L (Coords.) (2015) : *Ciencias sociales y educación infantil .Cuando despertó el mundo estaba allí*. Barcelona. Graó.
- Gimeno, J. (2000). *La educación obligatoria: su sentido educativo y social*. Madrid: Ed. Morata.
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- López, N. & Melcón, P. (2010) Quan suquem una galeta a la llet... *Guix*, 369, p.35-41.
- Manen, M. van (2003). *El tono en la enseñanza*. Barcelona: Ed. Paidós.
- Martí, J. (2010). La construcció del coneixement científic dels tres als dotze anys. Què en sabem?. *Guix*, 369, p.21-26.
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- Torruella, M.F. & et al (2015) Ciencias sociales y educación infantil (3-6) : cuando despertó, el mundo estaba allí. Barcelona: Graó.

### 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](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/>

**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