

**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

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## 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 to sustainability, equality and the development of critical thinking.

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 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, critical thinking and global citizenship in the childhood school.
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 docent methodology is centered on three important pillars: (a) offer the alumnat opportunitas to acquire a direct experience of contact with the natural and social environment and the seves possibilitats educatives for the stage of children's education through of sortides i activitats de laboratori didàctic; (b) dissenyar contexts so that l'alumnat desenvolupi noves maneres of watching the treball educatiu to voltant of the social and natural media; (c) Encourage l'alumnat to arrive at articles and lectures and reflect on the voltant of the idees claus that constitute culturally relevant fites.

This subject seeks to provide the fonaments for the second subject "Coneixement del Medi Natural i Social II" and is farà èmfasi in the construction of the ways of looking at necessàries per a to include the phonamentació, l'abast, and the educational possibilitats of the educative treball through the area of learning about the natural and social environment at the stage of children's education. The typology d'activitats dissenyades inclouen magistrals classes of presentació of punts of sight, sorties of camp per coníixer l'entornite, treball to the laboratori i to the seminari to deepen in the observation and direct experimentation of the phenomena naturals and socials, and treball in petit grup per a la reflexió al voltant de lectures i propostes didactiques.

The sort of camp, tant of natural media with social media, will be a museum or center of cities or higher institutions in l'horai establir per la institució (matí or tarda). The visit is obligatory and may cost between 3 and 6 euros.

## Activities

Title		Hours	ECTS	Learning outcomes
<b>Type: Directed</b>				
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	
continuous assessment		6	0.24	
<b>Type: Autonomous</b>				
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 subject will be done throughout the teaching period. In order to pass the subject, it will be necessary to approve each one of the activities that it has. Class attendance is mandatory: the student must attend a minimum of 80% of the practical classes (seminars and exits), otherwise it will be considered not presented. The qualifications of each of the assessment tests will be made public on the virtual campus within 20 days and the student who wishes to review the mark will have to do it within the next 10 days in the specific assessment tutorial and review set by teachers.

It is necessary to surpass with 5 each one of the activities of evaluation so that the average of the note of the activities is made and the final qualification of the subject obtains.

To pass this subject, the student must show, in the activities proposed, 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.

The copy or plagiarism, both in the case of works and in the case of exams, constitute an offense that may represent suspending the subject.

The assessment is considered as a requirement to pass the subject that the student shows an attitude that is compatible with the educational profession. Some of the competences that will be taken into account are: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgment, argument, use of the appropriate cell phone, etc.

The calendar for the delivery of activities (reports and preparation or evaluation of a resource) will be specified at the beginning of the course.

The individual reflection assessment will be carried out:

Group 61: on January 15, 2018 and its recovery will be on February 5, 2019

Group 62: on January 18, 2018 and its recovery will be on February 8, 2019

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Individual assessment of reflection on the contents worked and the proposed readings (following the teacher's directions)	30%	0	0	1, 4, 2, 3, 5, 7, 6, 11, 9, 8, 10
Realization of laboratory reports and practical seminars according to the teacher's directions. The seminars are of obligatory attendance	50%	0	0	1, 4, 2, 3, 5, 6, 8
evaluation of a resource of natural and / or social scope and presentation (of the resource elaborated or the evaluation)	20%	0	0	1, 4, 2, 3, 6, 9, 8, 10

## Bibliography

The elaborated bibliography considers a perspective of gender and with predominance of authors.

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Gimeno, J. (coord.) (2008). *Educar por competencias, ¿Qué hay de nuevo?* Madrid: Ed. Morata.

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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](http://www.xtec.es/cdec)

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

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

Senderi-Educacióen Valors: <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:

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

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