

**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

Not required

Objectives and Contextualisation

Contextualization:

This is a compulsory third-year course focused on a specific didactics shared by two areas of knowledge: social sciences and experimental sciences. For this reason, from the conception to the application in the classroom of the subject, the two areas work on the basis of an interdisciplinary structure. The "Knowledge Didactics of Social and Natural Environment I" is a subject that aims to reflect on the foundations of the area of discovery of the environment in children's education, establishing links with the cultural disciplines of reference such as didactics of the experimental sciences and the social sciences. The aim is to develop didactic criteria based on a knowledge of the curriculum of the area of discovery of the environment, the theories, models and principles on teaching and learning in children's education, and on a conception of the natural world and social oriented to sustainability.

Training objectives:

1. Identify and evaluate the contributions of the experimental sciences and the social sciences as cultural scopes of Western society and their relevance in education.
2. Identify the characteristics of a school and classroom programming that incorporates complexity within the framework of Education for sustainability, equal opportunities, coeducation and global citizenship.

3. Analyze the child education 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 the experimental sciences and social sciences in children's education. 5. Analyze various didactic situations that occur in the children's school and identify the purposes and contents of the experimental and social sciences that work on it, valuing its adequacy.

Competences

- 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. Fundamentals and perspectives of educational intervention in the area of discovery of the environment, from the
 - 1.1. Cultural relevance of the experimental and social sciences to understand
 - 1.2. Theories, models and principles of teaching and learning in children's
 - 1.3. Education for sustainability, equal opportunity and global citizenship
2. Fundamentals and perspectives of educational intervention in the area
 - 2.1. The child education curriculum corresponding to the area of discovery
 - 2.2. The purpose of the work in the area of discovery of the environment

- 2.3. The contents of the area of discovery of the environment in children'
- 3. Content axes in the area of discovery of the environment and its didac
- 3.1. Space and time in the area of discovery of the environment in childh
- 3.2. Living beings, materials and energy in the area of discovery of the ei
- 3.3. Analysis of educational interventions related to the axes of content ir

Methodology

The teaching methodology is centered on three important pillars:

(a) to offer students opportunities to acquire a direct contact experience with the natural and social environment

(b) design contexts so that students develop new ways of looking at educational work around the social and natu

(c) encourage students to read articles and readings and reflect on key ideas that are relevant cultural milestone
This subject intends to provide the basics for the next subject "Knowledg

and educational possibilities of educational work through the area of discovery of the natural and social environn

field trips to get to know the surroundings, work in the laboratory and the seminar to deepen in the observation a

and didactic proposals.

The field trip, both in the natural environment and in the social environme

The visit is compulsory and can cost up to 10 euros.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
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	
Type: Autonomous			

Assessment

The evaluation of the subject will be carried out 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: students and students must attend at least 80% of the practical classes (seminars and exits), otherwise it will be considered not presented. The grades of each of the assessment tests will be made public on the virtual campus within 30 days and students and students wishing to review the grade will have to do it within the next 10 days in the specific tutorial of the student. Assessment and review set by the teaching staff.

It is necessary to pass 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. The mark of the retrieved tests will be 5. To pass this subject, students and students 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 guide teacher

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 students and students show an attitude that is compatible with the educational profession.

Some of the competencies that will be taken into account are: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgment, argument, use of the appropriate mobile phone, etc. In the group activities, one or more incorrect attitude can lower the individual note. Therefore, it may be that the members of the same group do not have the same note. The calendar for the delivery of activities (reports and preparation or evaluation of a resource) will be specified at the beginning of the course. T

he individual assessment will be carried out:

Group 61: on January 13, 2020 and its recovery on February 3, 2020

Group 62: on January 17, 2020 and its recovery will be on February 7, 2020

PART DE MEDI NATURAL

- Avaluació individual (examen) / individual - 20%
- G61: 14/01/2020
- G62: 17/01/2020
- Elaboració recurs didàctic / grup - 10%
- G61: fins a 07/01/2020
- G62: fins a 10/01/2020
- Realització treball seminaris / grup - 20%
- G61: 17/12/2019
- G62: 20/12/2020

PART DE MEDI SOCIAL

- Exam / individual - 20%
- g61: 14/01/2020
- G62: 17/01/2020
- IOther activities (writings, Teaching Units etc) / group - 10%
- G61: fins a 07/01/2020

- G62: fins a 10/01/2020
- Group activities / group - 20%
- G61: fins a 17/12/2019
- G62: fins a 20/12/2020

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual assessment of reflection on the contents worked and the proposed readings (following the teacher's directions)	40%	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	40%	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 following bibliography considers a perspective of gender and with predominance of women authors.

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Webs of general interest

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/>

Child Education Magazine

Aula d'infantil. Revista de l'editorial Graó.

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Viure en família. Revista (per a pares i mares) de l'editorial Graó