

**Teaching the Social Sciences from a Gender  
Perspective**

Code: 106077  
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## 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

Laura Girbau Casajoana

## Prerequisites

None

## Objectives and Contextualisation

This subject aims to show the importance of the gender perspective in primary classrooms. Future teachers need to know that beyond textbooks there are resources such as images, photography, cinema, simulation games, as well as other audiovisual formats which are transmitters of gender inequalities. Therefore, the main objective of this subject is the application of knowledge and approaches on gender equality and equity in the design of interventions in the classroom.

### Targets

- Know and value the importance of a good communication in the classroom, using all the diversity of languages available to provide gender inclusion.
- Identify, analyze and know how to use the language of images, photography, advertising, cinema, comics etc in a co-educational way.
- Analyze and know how to use digital strategies and resources, a wide variety of educational proposals and tools in order to design activities with a gender perspective.

## Competences

- 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.

## Learning Outcomes

1. Analyse teaching sequences that favour the construction of social discourse to promote the values of a critical and democratic population.
2. 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

1. Co-education and equality plans
2. The gender perspective in school culture
3. The gender perspective in school content
4. The treatment of gender in social representations and relevant social issues
5. Elaboration and design of co-educational educational proposals
6. Advising on transformative and innovative proposals
7. Communication, dialogue and interactive methods for training in equitable and egalitarian, and socially democratic values in primary education.
8. Reading and interpretation of images in the study of society from a gender perspective
9. Image and photography for a global citizenship
10. Photography, advertising, the press, cinema and television as sources of information and strategies in social and gender studies.

## Methodology

The sessions of this subject could be exploratory, manipulative or theoretical depending on the different Health scenario. Anyway, both individual and group work will be required.

The aim is that the student could experiment his/her own formative process, and understand that learning is a social and personal act, which bring into play rational and emotional aspects. Efforts will be made to maintain an interactive dynamic and a climate that encourages participation. Personal commitment is required. The role of the teacher should be to facilitate the teaching and learning process of the students.

### Learning activities

Depending on the type of teaching required in case of lock-down, activities could be exploratory, analytical, autonomous, supervised and directed.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analyse history, geography and social sciences from their contributions to the	0.5	0.02	1, 2

understanding of our society and the solution of social problems.

Analyse the contributions of the teaching of history, geography and other social sciences to the solution of relevant social issues and for the understanding of our society.	0.5	0.02	1, 2
Use the resources of the environment to design teaching and learning activities.	0.5	0.02	2
Type: Supervised			
Analyse teaching units which favour the construction of a social discourse to promote the values of a critical, democratic and co-educational citizenship	0.5	0.02	1, 2
Demonstrate that human rights are identified, practiced and defended as instruments for coexistence	0.5	0.02	1
Develop models of teaching units for primary school, especially those which develop the understanding of democratic plurality, cultural diversity and critical thinking.	0.5	0.02	2
Develop models of teaching units related to historical, geographical and social thinking for primary school level, in the context of a critical paradigm	0.5	0.02	1
Interpret educational innovation in the teaching of social sciences, from the wide range of different reference disciplines.	0.5	0.02	1
Interpret research and innovation from the perspective of information and communication technologies in the teaching of social sciences at primary education level.	0.5	0.02	1
Know how to encourage communication, personal interaction and social skills when designing a teaching sequence	0.5	0.02	2
Use the resources of the environment to design teaching and learning activities which develop autonomy and cooperative work in primary school students.	0.5	0.02	2
Type: Autonomous			
Assess the contributions to educational innovation in the teaching of history, geography and other social sciences.	0.5	0.02	2
Assess the contributions to educational innovation of PBL (Project-based learning) to study the society starting from relevant social issues	1	0.04	1
Be able to defend our own convictions by accepting and valuing the existence of different opinions or judgments.	0.5	0.02	2
Carry out a research in primary school on social sciences teaching-learning with a gender perspective.	1	0.04	2
Design models of teaching units related to social, critical and creative thinking for primary school level.	0.5	0.02	1
Identify, describe and analyse investigations in social science teaching and its contribution to innovation in relation to content, strategies or communication today.	0.5	0.02	1
Know and be able to use images and simulation as resources for teaching and learning social sciences.	0.5	0.02	2

## Assessment

The evaluation of the subject will be carried out throughout the academic year using the activities shown in the grid below.

To pass this subject, the student must show a good general communicative competence, both orally and in writing, and a good command of the Catalan language.

In all the activities (individual and in group) will take into account, therefore, the linguistic correction, the writing and the formal appearances of presentation. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. An activity may be returned (not assessed) or failed if the teacher considers that it does not meet these requirements.

The grades of each of the assessment tests/tasks will be returned within 21 days of delivery. Students who wants to have their grade revised, need to ask for it within 10 days after publication.

To pass the subject all the 4 tasks need to be released and passed. If the tasks are considered failed, you will be required to release a globalized project with a gender perspective on January 28, 2021.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Critical analysis of didactic proposals.	15%	25	1	1, 2
Elaboration of audiovisual material as a story that contemplates the gender perspective in the study of society individually	40%	60	2.4	1, 2
Oral presentations with support on different instruments analyzed.	15%	25	1	1, 2
Work with images and text showing the creative capacity in the narration on relevant social issues with a gender perspective individually	30%	30	1.2	1, 2

## Bibliography

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