

**State of the Art in Social Sciences in Primary
Education: Teaching and Learning Critical Thinking**

Code: 106078
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	0
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

Gustavo Gonzalez Valencia
Neus González Monfort

Prerequisites

There is not

Objectives and Contextualisation

1. To value the treatment of controversial subjects of the current society in primary education.
2. Identify critical thinking skills when we work with Socially Acute Questions.
3. Evaluate the importance of the critical thinking education in school and in democracy.
4. Develop Digital Critical Literacy for the interpretation of digital media and for social action.
5. Make inequalities and injustices visible in digital media and social networks.

Competences

Early Childhood Education

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Promoting and cooperating in initiatives, inside and outside of the school, organised by families, municipalities and other institutions with an emphasis on civic education.

- Respect the diversity and plurality of ideas, people and situations.

Primary Education

- 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.
- 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.
- Respect the diversity and the plurality of ideas, people and situations.

Learning Outcomes

1. Analyse and apply the contributions of history, geography and social science to the teaching of human rights.
2. Identifying, describing and analysing didactic models, strategies and curricular material on political culture and civic culture.
3. Produce models for teaching programs for the promotion of democratic freedom, gender equality, social justice and solidarity.

Content

Block 1

1. Work with controversial issues in school and democratic education: origin, traditions and trends.
2. The work process with controversial issues in primary education: representations, time, space, case studies and decision making.

Block 2

3. The development of critical thinking skills in the analysis of social issues.
4. The critical thinking education and social change.

Block 3

5. Digital critical literacy: critical interpretation of digital media and social networks against sexism, homophobia, racism, aporophobia and any form of social discrimination.
6. Work with hate speech and build counterspeech for social justice education and human rights.

Methodology

The protagonist in the teaching-learning process is always the student. It is under this premise that this subject methodology has been planned.

Teachers are going to present the theoretical framework and give the students the responsibility to build their knowledge from the references, curricular materials, and didactic proposals.

It is highly important to use digital tools, virtual contexts, human rights websites about democratic education.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Case study from mass media and digital tools	45	1.8	

Type: Supervised		
Attendance and virtual activities	7.5	0.3
Tutorials	22.5	0.9
Type: Autonomous		
Reference comments, websites, practical activities, and oral presentation.	75	3

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.

The reassessment of the subject will consist of a work proposal of a socially question for primary education, applying one of the categories of critical thinking. This work must be delivered two weeks after the communication of the final assessment.

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-authorized 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 for first 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>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Journal of thematic ideas from formal and non formal education (individual work)	30%	0	0	1, 2
Journal on readings and reflection on materials, websites and digital tools (individual work)	30%	0	0	1, 2
Lesson Plan Design (team work)	30%	0	0	1, 3, 2

Bibliography

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Journals

- Íber Didáctica de las Ciencias Sociales, Geografía e Historia, 99. *Interpretar problemas y conflictos contemporáneos*. 2020.

Websites

- The Foundation for Critical Thinking, <https://www.criticalthinking.org/>
- *Som crítics* (Fundació Jaume Bofill), <https://www.fbofill.cat/som-critics?lg=es>
- Pensamiento Crítico. Universidad de Salamanca: <http://www.pensamiento-critico.com>
- Council of Europe. Hate Speech Movement. <https://www.coe.int/en/web/no-hate-campaign/coe-work-on-hate-speech>