

**Research into the Teaching of Historical Time,  
Geographical Space and the Formation of Social  
Thought**

Code: 43205  
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	1

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.

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### Use of Languages

Principal working language: catalan (cat)

### Prerequisites

No

### Objectives and Contextualisation

- Analyzing the different aspects of the formation of historical thinking: historical consciousness and temporality, historical imagination and empathy, and interpretation of the sources.
- Analyzing the different aspects of the formation of geographical thinking: space construction, landscape, territory and identities.
- Assessing the contributions of research in historical time and geographical space to citizenship education.
- Analyzing the role of the media and the ICT in the formation of social thinking.

### Competences

- Analyse data according to its nature and present results in accordance with the research proposals.
- Analyse the origin and development of social, geographical, and historical knowledge and look more closely at different teaching models for social science as a support for innovation.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.

- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.
- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in teams and with teams in the same or interdisciplinary fields.

## Learning Outcomes

1. Analyse data quantitatively or qualitatively.
2. Analyse theoretical reference frameworks to establish which ones orientate research.
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Construct and validate instruments.
5. Continue the learning process, to a large extent autonomously.
6. Decide on the appropriate tools for analysis according to the nature of the data.
7. Defend the research carried out orally, using the appropriate technology.
8. Design strategies for collecting information.
9. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
10. Find and analyse the theoretical references that allow different aspects of training in historical thinking, such as historical awareness and temporality, historical imagination and empathy and the interpretation of sources.
11. Identify problems related to historical, geographical and social thinking in practice.
12. Identify problems related to the construction of geographical, historical and social thought and evaluate the methodological approaches that allow for their solution.
13. Identify the epistemological principles of teaching social science, geography and history and describe the specific structure of the content taught.
14. Identify theoretical references and evaluate their appropriateness for problems related to historical, geographical and social thought.
15. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
16. Interpret historical sources as an instrument for training in historical and social thought.
17. Interpret the different aspects being researched in the process of teaching and learning social, geographical and historical information in different teaching models.
18. Judge the importance and theoretical and social pertinence of a research problem related to historical, geographical and social thought.
19. Prepare the research report according to the structure of formal protocols.
20. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
21. Recognise the construct of space as a coordinate and as a social concept.
22. Relate results in accordance with their origin (sources and instruments).
23. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
24. Understand the data that contribute to research into readings of the landscape and its complexity.
25. Understand the main aspects in research into the construction of historical, geographical and social thought and analyse them as objects of research.

26. Understand the research perspectives on training in critical and creative thought in social science teaching.
27. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
28. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
29. Work in teams and with teams in the same or interdisciplinary fields.
30. Write scientific summaries to be presented to different audiences.

## Content

- Historical consciousness, narration and temporality. Relationships past-present-future. From tales to historical narrative.
- Historical imagination and empathy. Interpretation of historical sources.
- Space as a social concept and as a coordinate. Local and global space, and sustainability.
- Reading the landscape, diversity and complexity. Interpretation of the territory and construction of identities.
- Formation of critical and creative thinking. The role of the media and the ICT in temporality, space and social thinking.
- The Critical Literacy in the social studies

## Methodology

### TEACHING METHODOLOGY AND TRAINING ACTIVITIES:

- Lectures by the teacher.
- Reading articles and documentaries.
- Analysis and discussion of articles and documentary sources.
- Classroom practice: solving problems/cases/exercises.
- Oral presentation of work.
- Tutorials.

### Guided activities

- Lectures by the teacher.
- Analysis and discussion of articles and documentary sources.
- Classroom practice: solving problems/cases/exercises.
- Oral presentation of work.

### Supervised activities

- Tutorials.

### Individual activities

Reading articles and documentaries.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Tutorials	0	0	10, 25, 24, 26, 9, 6, 13, 11, 12, 14, 17, 21, 22
Type: Supervised			
Classroom practice: solving problems/cases/exercises	0	0	1, 4, 24, 7, 9, 6, 8, 20, 11, 12, 27, 16, 18, 21, 26, 30, 22, 29
Type: Autonomous			
Reading articles and documentaries.	0	0	1, 4, 6, 8, 20, 27, 17, 16, 18, 30, 22, 29

## Assessment

Attendance to class is compulsory.

Students must attend a minimum of 80% of the classes.

To pass the module it is necessary to approve the evaluation activities of the three blocks.

The works will be delivered one week after the end of each block

The marks for each paper or the exam will be available within 1 month after their submission.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Case studies and oral presentation.	15-20%	25	1	1, 4, 24, 7, 9, 6, 8, 20, 12, 27, 17, 16, 18, 15, 23, 3, 5, 22, 29
Class attendance and participation in discussions.	10-15%	20	0.8	10, 7, 9, 8, 20, 11, 12, 27, 16, 18, 15, 23, 3, 30, 29
Critical analysis of bibliography or research.	20-25%	35	1.4	2, 10, 25, 24, 26, 8, 20, 13, 11, 12, 14, 27, 17, 16, 18, 15, 3, 21, 30, 28
Report/individual work module.	45-50%	70	2.8	1, 2, 10, 4, 7, 9, 6, 8, 20, 19, 13, 11, 12, 14, 27, 17, 16, 18, 15, 23, 3, 5, 21, 30, 22

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