

**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        |

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

Neus Banque Martinez

## 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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. Analyse a situation and identify its points for improvement.
2. Be able to analyse a learning situation and assess its relevance based on the theoretical framework developed in the subject.
3. Be able to engage in direct contact with the natural and social environment in a socially and environmentally responsible manner.
4. Be able to make oral presentations using new technologies that are of use in the professional field.
5. Be able to organize both personal and group work to design and implement a joint project.
6. Be able to perform small research studies that can be used in infant education.
7. Be able to read, interpret and use a program, project or instrument for scientific, social and environmental education in infant education.
8. Be able to use information and communications technology in the development of the subject.
9. Be familiar with the curriculum on the open area within the ambit of child education.
10. Know about historical moments and relevant scientific facts and how they have been used to guide specific experiences in infant education.
11. 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.
12. Propose new methods or well-founded alternative solutions.
13. 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 th
  - 1.1. Cultural relevance of the experimental and social sciences to unders
  - 1.2. Theories, models and principles of teaching and learning in children'
  - 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 of the environment
- 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's education
- 3. Content axes in the area of discovery of the environment and its didactic applications
- 3.1. Space and time in the area of discovery of the environment in children's education
- 3.2. Living beings, materials and energy in the area of discovery of the environment
- 3.3. Analysis and implementation of educational interventions related to the area of discovery of the environment

## 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 natural environment

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

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

field trips to get to know the surroundings, work in the laboratory and the seminar to deepen in the observation and analysis of the environment

and didactic proposals.

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

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

\* Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## 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 | 5, 3, 9             |
| Working document analysis, problem-solving, and laboratory work in depth on the content and themes worked in the large group                                               | 30    | 1.2  | 2, 6, 8, 13, 10, 11 |
| continuous assessment                                                                                                                                                      | 6     | 0.24 | 1, 12               |
| Type: Autonomous                                                                                                                                                           |       |      |                     |
| Perform recommended reading, searching for information to carry out the work entrusted, write texts, prepare presentations and oral exam                                   | 77    | 3.08 | 1, 7, 13, 12        |

## Assessment

The evaluation of the subject will be carried out along the term. To pass this subject, the student must show a good general communicative competence, both orally and writing, and a good command of the Catalan language. In all the activities (individual and in group) the linguistic correction the writing and the formal appearances of presentation will be taken into account.

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 'unassessed' or failed if the teacher considers that it does not meet these requirements. In order to pass the subject, it is necessary each one of the activities to be passed.

Class attendance is mandatory: students must attend a minimum of 80% of the practical classes (seminars and field trip), 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. Students who want to have a review should ask for tutoring session within the next 10 days.

To get the final grade:

- Each block must be approved with a 5 to be able to average;
- The activities of each block require a grade equal to or higher than 3.5 points to be able to average;
- All the evaluation activities can be recovered, for which the maximum mark will be a 5. The suspension of one of the tests can entail the suspension of all the asignatura.

Copying or plagiarism, both in individual or group tasks or exams, is a crime which represents the subject failed with a zero.

It is necessary to pass with 5 EACH of the activities of evaluation to obtains the final qualification. The fail of one of the lock can lead to the fail of the whole subject. The mark of the make-up test will be 5.

Copying or plagiarism, both in the case of assignments and in the case of exams, is a crime that represents the suspension of the subject with a zero. Students are require to show an attitude and a behaviour compatibles with the educational profession and context.

Some skills that will be taken into account are: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing, using the right mobile phone, etc. In group activities, one or more incorrect attitudes can lower the individual grade. Therefore, it may be that the members of the same group do not have the same grade. The delivery schedule of the activities (reports and elaboration or evaluation of a resource) will be specified at the beginning of the subject.

The exams will be carried out:

Grup 61: January, 13th, 2021; make-up exam February, 3rd 2021

Grup 62: January, 17th, 2021; make-up exam February, 5th 2021

#### NATURAL SCIENCE

- Single assesement and/or continuous assesement / individual - 20%
- G61: 19/01/2021
- G62: 15/01/2021
- Other individual assessments / individual (task about the learning activity)- 7,5%
- G61: up to 12/01/2021
- G62: up to 8/01/2021
- Group tasks / grup - 22,5%
- G61: up to 15/12/2020
- G62: up to 18/12/2020

#### SOCIAL SCIENCE

- Single assesement and/or continuous assesement / individual - 20%
- g61: 12/01/2021
- G62: 8/01/2021
- Other assessment tasks (infographics, scientific article's comentary, teaching resurces) / individual - 7,5%
- G61: up to 12/01/2021
- G62: up to 8/01/2021
- Group tasks and teaching proposals / group - 22,5%
- G61: up to 15/12/2020
- G62: up to 18/12/2020

### Assessment Activities

| Title                                                                                                                                                                                                       | Weighting | Hours | ECTS | Learning Outcomes          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------|------|----------------------------|
| Carrying out laboratory reports and practical seminars for the reflection or implementation of a didactic resource to be applied to enviromental didactics in EI. The seminars are of obligatory attendance | 45%       | 0     | 0    | 1, 2, 5, 3, 4, 6, 7, 9, 12 |
| Individual assessment of reflection on the contents worked and the proposed readings (following the teacher's directions)                                                                                   | 40%       | 0     | 0    | 1, 2, 5, 3, 4, 6, 8, 7,    |

|                                                                                           |     |   |   |                                |
|-------------------------------------------------------------------------------------------|-----|---|---|--------------------------------|
|                                                                                           |     |   |   | 13, 10, 9,<br>11, 12           |
| Individual task: interdisciplinary activity linked to the area of Descoberta de l'Entorn. | 15% | 0 | 0 | 2, 5, 3, 4,<br>7, 10, 9,<br>11 |

## Bibliography

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

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Berti, E. (ed.) (2000). *Le dimensioni del tempo nel bambino, nella società, nella memoria*. Bassano: Polisportiva Jonathan Editrice.

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

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

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

Senderi-Educació en 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/>

Child Education Magazine

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

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

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*Infància-Europa*. Revista de l'Associació de Mestres Rosa Sensat

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## Software

No specific software is required.