Universitat Autònoma de Barcelona

2022/2023

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

Neus Banqué Martínez
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Prerequisites

Not required

Objectives and Contextualisation

The subject "Didactics of knowledge of the natural and social environment in Early Childhood Education I" is a compulsory third year subject, focused on a specific didactics shared by two areas of knowledge: social sciences and experimental sciences. That is why the subject is designed with specific work moments for each area, and with moments where the two areas are approached in an interdisciplinary way.

With this approach, it is proposed to address the fundamentals of the area of Discovery of the environment in early childhood education by establishing links with the reference cultural disciplines such as the teaching of experimental sciences and social sciences. The aim is to develop didactic criteria based on a knowledge of the curriculum of the area of discovery of the environment, of theories, models and principles on teaching and learning in early childhood education, and on a conception of the natural world and sustainability-oriented social.

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 the perspective of the reference sciences.
    1. Cultural relevance of the experimental and social sciences to understand the world today.
    2. Theories, models and principles of teaching and learning in children's education.
    3. Education for sustainability, equal opportunity and global citizenship in the children's school.
3. Fundamentals and perspectives of educational intervention in the area of discovery of the environment, from the perspective of the curriculum.

1. The child education curriculum corresponding to the area of discovery of the environment.
2. The purpose of the work in the area of discovery of the environment in children's education.
3. The contents of the area of discovery of the environment in children's education.

5. Content axes in the area of discovery of the environment and its didactic application in the children's classroom.
    1. Space and time in the area of discovery of the environment in childhood education, gender perspective, coeducation and global citizenship.
    2. Living beings, materials and energy in the area of discovery of the environment in children's education.
    3. Analysis and implementation of educational interventions related to the axes of content in 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 and with their educational possibilities for the stage of childhood education through outputs and didactic laboratory activities; (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 "Didactics of knowledge of the natural and social environment in Early Childhood Education II" and emphasize the construction of the ways to look necessary to understand the foundations, scope, and educational possibilities of educational work through the area of discovery of the natural and social environment at the stage of infant education. The type of activities designed include master classes to present points of view, field trips to get to know the surroundings, work in the laboratory and the seminar to deepen in the observation and direct experimentation of natural and social phenomena, and work in small group for reflection around lectures and didactic proposals.

The design of the subject contemplates field trip activities according to the following characteristics (at the beginning of the subject the concretion of the activities will be detailed):

- Visit to a museum or science center or other institutions related to the content of the subject, at the time established by the institution (morning or afternoon).
- and / or Interdisciplinary activity, where the discovery of the natural and social environment is worked on in an experiential and direct way, in the usual schedule of the subject.

Fieldtrip activities aremandatory, and may require travel by the student (Barcelona and / or surroundings). A visit to a museum / science center can costup to € 15.

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 during the teaching period, and is specified with the delivery of 3 evaluation activities:

1. Individual activity of reflection (40% weighting final note) - It is an activity of reflection and deepening in the contents worked and the readings of the asignatura. This evaluation activity will take place on the following dates:
   Group 61: 10 January
   Group 62: 13 January
3. Individual field trip activity (15% weighting final grade) - It is a practical activity linked to the field trip that ends up being specified, where in an interdisciplinary way it will be asked to link it to the area of Discovery of the Environment.
   In both G61 and G62, it will be delivered after the end of the content block on Les Sortides de Medi.
5. Group activity of seminar reports (40% weighting final grade) - It is an activity that asks for the realization of laboratory reports and practical seminars for the reflection and / or implementation of a didactic resource that addresses the didactics of the Environment in EI.
   In both G61 and G62, it will be delivered within one week after the end of the last Didactic Seminar.

The specification of the delivery schedule of activities 2 and 3 will be specified at the beginning of the course, in accordance with the teaching schedule.

The evaluation requirements of the subject are as follows:

- In order to pass the subject, it will be necessary to pass each of the 3 activities, with a minimum grade of 5, so that the grade of the activities is averagedand the final grade of the subject is obtained. If this is not the case, a proof of recovery of the activity not passed will be offered on the following date: G61: 07 February and G62: 10 February. The maximum grade for the retrieved activities is 5. The grades for each ofthe assessment activities will be made public on the virtual campus within a maximum of 20 days and students wishing to review the grade must do so. it in the specific tutoring of evaluation and revision fixed by the teacher.
- Class attendance is mandatory. Students must attend at least 80% of the classes, and practical classes (seminars and outings) are compulsory. In case of non-compliance with this assistance requirement, it will be considered not submitted. Receipts presented in case of absence, serve only to explain the absence, in no case are an exemption from attendance.
- 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) the linguistic, orthographic and grammatical correction will be taken into account, therefore in addition to the writing and the formal aspects 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 'unassessed' or suspended if the teacher considers that it does not meet these requirements.
- In the evaluation it is considered as a requirement to pass the subject that the students show an attitude compatible with the educational profession. Some skills that will be taken into account are: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing, using the right mobile, 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 qualification in the evaluation activity.

In accordance with the academic regulations of the UAB, copying or plagiarism in any type of evaluation activity constitutes a crime, and will be penalized with a 0 as a grade of the subject losing the possibility of

recoveringit, both if it is an individual as well as group work (in this case, all members of the group will have a 0). If during the performance of an individual work in class, theteacher considers that a student is trying to copy or is discovered some type of document or device not authorized by the teacher, it will be graded with a 0, without option of recovery, and therefore will have suspended the subject. A work, activity or exam is considered to be "copied" when it reproduces all or a significant part of the work of another classmate. A work or activity is considered to be "plagiarized" when a part of a text by an author is presented as its own without citing the sources, regardless of whether the original sources are on paper or in digital format.

It is recommended to make it clear that before submitting an evaluation activity, it is checked that the sources, notes, textual citations and bibliographic references have been written correctly following the APA regulations.

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

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 RosaSensat): www.elsafaeig.org/

Senderi-Educacióen 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.

Infància. Revista de l'Associació de Mestres Rosa Sensat

Infància-Europa. Revista de l'Associació deMestres Rosa Sensat

Viure en família. Revista (per a paresimares) de l'editorial Graó

Software

No specific software is required.