

Teaching Geography and History

Code: 44315
ECTS Credits: 15

Degree	Type	Year	Semester
4310486 Teaching in Secondary Schools, Vocational Training and Language Centres	OT	0	A

Contact

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Other comments on languages

The works in writing will present in Catalan language. The exceptions will have to be recognised by the team docent and master's coordination

Use of Languages

Principal working language: catalan (cat)

Teachers

Antoni Santisteban Fernandez

Xavier Giner Donaire

Gustavo Gonzalez Valencia

Mercè Andreu Roses

External teachers

Maria Ballbé Martínez

Prerequisites

None

Objectives and Contextualisation

1. Understand the set of knowledge acquired in the module-specific teaching of the social sciences to begin the exercise of teaching in secondary education.
2. Apply the knowledge acquired in the course teaching and his ability to solve problems in teaching, as a teacher / ra social sciences in schools and secondary schools.
3. Integrate the knowledge of social science education and additional training in Geography, History and Art History, learned in the course, the experiences gained in the completion of internship at secondary schools and proposals of innovation and research in the final of the Masters to cope with the complexity of the profession as a teacher in secondary education.

4. Communicate your decisions and conclusions as a specialist in social sciences clear and unambiguous to students, their families and other professionals, providing arguments to their own statements from a correct decision based reflection on the social and ethical responsibility involves the exercise of teaching.
5. Assess the importance of continuing education when teaching social sciences and acquiring the necessary skills to be able to perform this training both independently and in teams with other professionals.

Competences

- "Design and conduct formal and no-formal activities that help make the center a place of participation and culture in the environment where it is located; develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation in teaching and learning"
- "Determine the curriculum that will be implanted in a school participating in the collective planning thereof; develop and implement both group and personalized teaching methodologies adapted to the diversity of students."
- Acquire strategies to encourage student effort and enhance their capacity to learn by himself and others, and develop thinking skills and decision-making to facilitate autonomy, confidence and personal initiative.
- Communicate effectively both verbally and non-verbally.
- Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities for men and women, civic education and respect for human rights that facilitate life in society, decision making and building a sustainable future.
- Generate innovative and competitive professional activities and research.
- Interpret the different educational needs of students in order to propose the most appropriate educational activities.
- Know the curricular content of the matters relating to the appropriate teaching specialization and the body of didactic knowledge around the respective teaching and learning.
- Make effective use of integrated information and communications technology.
- Own the learning skills necessary to carry out continuous training, both in content and teaching specialty, as in the general aspects of teaching.
- Plan, develop and evaluate the teaching and learning process enhancing educational processes that facilitate the acquisition of the competences of the respective teachings, based on the level and previous training of students as well as the orientation of the same, both individually and in collaboration with other teachers and school professionals
- Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning in their own areas of specialization.
- know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, and address problems of discipline and conflict resolution.

Learning Outcomes

1. Communicate effectively, both verbally and non-verbally.
2. Create a climate that facilitates interaction and values the contributions of students to promote the learning of social sciences in the classroom.
3. Demonstrate knowledge and knows how to apply innovative teaching proposals in the field of Social Sciences.
4. Demonstrate knowledge of contexts and situations in which they occur and the social sciences are applied to secondary education: geography, history and art history, highlighting the functional nature of these.
5. Demonstrate knowledge of cultural and educational value of Social Sciences (Geography, History and Art History) and the contents of these disciplines taught in Secondary Education and Baccalaureate, and integrate this content in the framework of the science and culture.
6. Demonstrate knowledge of the curricula of Social Sciences and Geography, History and History of Art in the Secondary Education and Baccalaureate.

7. Demonstrate knowledge of the history and recent developments of the different historiographical skills or break thinking in Geography, History and History of the prospects for Art convey a dynamic view of the same as yours.
8. Demonstrate knowledge of the theoretical and practical developments in teaching and learning of Geography, History and Art History.
9. Design and develop learning spaces with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and human rights that facilitate life in society, decisions and building a sustainable future.
10. Generate innovative and competitive proposals for research and professional activities.
11. Identify problems relating to the teaching and learning of Social Sciences and consider possible alternatives and solutions.
12. Interpret the different educational needs of students in order to propose the most appropriate educational activities.
13. Know the processes of interaction and communication in the classroom, mastering social skills and abilities necessary to encourage learning and coexistence in the classroom, addressing issues of discipline and conflict resolution.
14. Possess learning skills necessary to carry out continuous training in both content and didactics of social sciences, as well as general aspects of teaching.
15. Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia) to transform it into knowledge and apply it in the teaching-learning materials specific to the specialization studied.
16. Select, use and develop materials for teaching Social Sciences.
17. Transform the curricula of Social Sciences in sequences of learning activities and programmes of work.
18. Understand that evaluation as an instrument of regulation and to encourage the effort, and meet and develop strategies and techniques for the assessment of learning of Social Sciences.
19. Use information and communications technology and integrate them into the teaching and learning of Social Sciences.

Content

The module of Teaching Geography and History (15cr) is set to two topics:

- Teaching Social Sciences (Geography, History, Art History and Citizenship Education), 9cr.
- Teaching innovation and introduction to Research in Social Sciences, 4cr.

Methodology

The hours indicated for each of the training activities are indicative and can be modified slightly depending on the schedule or the teaching needs.

In classroom activities, students will be proposed to work in small groups to promote the maximum participation of all students.

"The proposed teaching methodology and assessment may undergo some modification depending on the restrictions on attendance imposed by the health authorities"

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			
Attendance and participation in master classes, exits, etc. and the carrying	97.5	3.9	15, 1, 13, 2, 4, 5, 6, 8,

out of related activities			3, 7, 9, 18, 10, 11, 12, 14, 16, 17, 19
Type: Supervised			
Completion, review and evaluation of the work carried out (reports, case studies, problem solving, exhibitions, laboratory practices, fieldwork ...)	94.5	3.78	15, 1, 13, 2, 4, 5, 6, 8, 3, 7, 9, 18, 10, 11, 12, 14, 16, 17, 19
Type: Autonomous			
Analysis of readings and proposals for didactic innovation, reporting, activity design, analysis and resolution of cases	45	1.8	15, 4, 5, 6, 8, 3, 7, 9, 18, 11, 12, 16, 17, 19

Assessment

Class attendance is mandatory. The student must attend a minimum of 80% of the sessions. Otherwise it will be considered "not presented".

The delivery of works will be made primarily through the virtual campus. Other delivery channels may be enabled, with the prior agreement of the teachers, informed in person in class and via the 'virtual campus'. Papers submitted by means not agreed with the teacher will not be accepted, nor will works with incorrect formats, which do not include the name of the authors and the subject to which they refer or which are sent out of time. Expected assessment dates will be indicated at the beginning of the course.

The evaluation of the activities by the corresponding teacher will be done after one month of their delivery.

To pass the module it is necessary that the average of the grades of the evaluation activities is an approved one (5 out of 10). The evaluation of each subject includes group and individual activities. Throughout the subjects, complementary tasks can be requested without necessarily having to be considered assessment tasks, but they are compulsory.

Those who have suspended an evaluation activity can apply for the recovery which will consist of a work / test that will be scheduled with a minimum margin of two weeks after the communication of the suspension. The maximum grade will be 5.

In this module it is not possible to request the final synthesis assessment for repeating students.

Copying or plagiarism, both in the case of assignments and in the case of exams, is a crime that may involve failing the subject. A work, activity or exam is considered to be "copied" when it reproduces all or 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. (more information on plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

Since the main language of the master's degree and secondary education is Catalan, the oral and written assignments related to this module must be presented in this language. In the activities delivered in writing (individually or in groups) the linguistic correction, the writing and the formal aspects of presentation will be taken into account. Likewise, it is necessary to express oneself orally with fluency and correctness and it is necessary to show a high degree of comprehension of academic texts. An activity may be unevaluated, returned, or suspended if the teacher considers that it does not meet the requirements mentioned above.

In this module it will be necessary to include the gender perspective through (self) critical reflection on one's own subjectivity and how it affects teaching (for more details see: Agud Morell, Ingrid; Amat, Meritxell; Bertran, Marta; [et al.]. (2020). Gender perspective in education. Conceptual framework. Barcelona: UAB. <<https://ddd.uab.cat/record/226865>>).

It is necessary to show an attitude compatible with the educational profession to pass this module. Active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing, proper use

of electronic devices (mobile, computer, tablet, etc.) will be valued.). The student must show that he is responsible and rigorous in self-employment, actively participates in classes, shows critical thinking and behaviors that foster a friendly and positive environment, democratic and where differences are respected. Ethical commitment to the deontological principles of the profession will also be taken into account. See the following documents:

- Federació de Moviments de Renovació Pedagògica de Catalunya (2011). Compromís ètic del professorat. <http://www.mrp.cat/inici/20/el-compromis-etic-del-professorat>

- Col·legi Oficial de Doctors i Llicenciats en Filosofia i Lletres i en Ciències de Catalunya (2011). Codi deontològic de la professió docent. <https://www.cdl.cat/codi-deontologic-de-la-professio-docent>

Questions and / or doubts regarding the evaluation that are not included in the previous indications will be governed by the following documents:

- Criteris i pautes generals d'avaluació de la Facultat de Ciències de l'Educació (<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>).

- Normativa d'Avaluació de la Universitat Autònoma de Barcelona. Títol IV: Avaluació. Versió segons les modificacions aprovades per acord del Consell de Govern de 12 de juliol de 2017. (<http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Design and justification of a classroom outing (individual)	30	41.4	1.66	15, 1, 13, 2, 4, 5, 6, 8, 3, 9, 18, 10, 11, 12, 16, 17, 19
Design and presentation of a didactic sequence (group)	30	41.4	1.66	15, 1, 13, 2, 4, 5, 6, 8, 3, 7, 9, 18, 10, 11, 12, 16, 17, 19
Design of a content dissemination product (digital magazine) (individual)	40	55.2	2.21	15, 5, 8, 7, 9, 18, 10, 11, 14, 19

Bibliography

At the beginning of the master's degree, the updated bibliography will be provided.

Software

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