

Research and Innovation in Social Science Teaching

Code: 102041
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	1

Contact

Name: Maria de las Neus Gonzalez Monfort

Email: neus.gonzalez@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

None. However, it is recommended to have passed two subjects: Teaching and Learning Natural, Social and Cultural World; and Social Studies Education.

Objectives and Contextualisation

Main goals

- To analyze and assess the status of research and innovation in social studies education.
- To use research results and innovation projects in order to make decisions about teaching and learning in the social studies elementary classroom.
- To do small research projects formulating the real educational problem, assumptions, objectives, and methodology and theory frameworks.
- To develop research reports and share the results.
- To reflect on the role of research and innovation in the professional development of school teachers.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Assume the educating dimension of the teacher's role and foster democratic education for an active population.
- 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.

- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Foster democratic education of the population and the practice of critical social thought.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Know and apply information and communication technologies to classrooms.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.

Learning Outcomes

1. Analyse history, geography and social sciences from their contributions to the understanding of our society and the solution of social problems.
2. Analyse teaching sequences that favour the construction of social discourse to promote the values of a critical and democratic population.
3. Analyse the contributions of the teaching of history, geography and other social sciences to solving important social problems and understanding the society in which we live.
4. Assessing the value of the contributions made by the teaching of history, geography and other social sciences to educational innovation.
5. Assessing the value of the contributions to educational innovation made by work done in projects to address the study of society based on relevant social problems.
6. Conducting research in primary schools on social science teaching and learning.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Demonstrate that attitudes regarding gender equality are identified, practiced and defended.
9. Demonstrate that attitudes regarding human rights as knowledge and tools for coexistence are identified, practiced and defended.
10. Design models of didactic sequences related to social, critical and creative thinking in primary schooling.
11. Interpreting existing research and innovation by applying information and communication technologies to the teaching of the social sciences in primary education.
12. Know and use images and simulation as resources for teaching and learning social sciences.
13. Knowing how to foster communication, personal interaction and social skills when designing a didactic sequence.
14. Produce models of didactic sequences for primary education, especially those that can facilitate understanding of democratic pluralism, cultural diversity and the development of critical thinking.
15. Produce models of didactic sequences related to historical, geographical and social thought in primary education in observance of a critical paradigm.
16. Propose new methods or well-founded alternative solutions.
17. Using the resources of the environment in order to design teaching and learning activities that develop autonomy and cooperative work in primary school pupils.
18. Using the resources of the environment in order to design teaching and learning activities.
19. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
20. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

1. Innovation and research on social studies education: main concepts
2. Inquiry in the problems of teaching and learning social studies in primary education: time, space, causes and consequences, intentions, social relations, gender and social invisibility...

3. Research on student learning process: social representations and learning concepts, such as power, conflict, difference, change and continuity, interrelation...
4. Research on social knowledge and school contents.
5. Research on educational proposals, the use of textbooks and curriculum materials.
6. Research on the skills of social studies school teachers.
7. Research on educational innovation. Teachers and research.
8. Qualitative research on social studies education; and research tools, such as questionnaires, interviews, focus groups, biographies, observations, and lesson plan experimentation...

Methodology

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

We are going to carry out different types of activities to ensure the acquisition of knowledge:

- Presentation of the main research lines on social studies education.
- Studies of social studies education research oriented to innovation.
- Readings and text commentaries, individual and group level, and a assesment activity.
- Presentation and discussion of research group projects, and monitoring of individual or group work on small research planning.
- Doing a small research to support innovation social studies primary classroom, and writing a scientific article.
- Creating a learning portfolio.

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			
Presentation and analysis of the fundamental lines of research on teaching and learning of social studies in primary education. Conducting a debate.	45	1.8	1, 3, 2, 12, 9, 8, 14, 13, 17, 4, 5
Type: Supervised			
Text analysis research and innovation in social studies education, individual or group level, and final examination.	30	1.2	1, 3, 2, 12, 9, 8, 10, 14, 15, 18, 11, 17, 4, 5
Type: Autonomous			
Creating a learning portfolio.	5	0.2	1, 3, 2, 12, 9, 8, 10, 14, 15, 11, 20, 13, 17, 4, 5
Making a small research. Presentation of results and writing an article.	60	2.4	1, 3, 2, 12, 9, 8, 18, 11, 20, 6, 17, 4, 5

Assessment

Assessment is the process established to assess the achievement of learning outcomes based on the evidence defined in the subject guide. The evaluation of the subject will be carried out throughout the academic year through the proposed activities (the program given at the beginning of the subject will specify the activities and assignments to be carried out).

ORAL AND WRITTEN COMMUNICATION COMPETENCE

In order to pass this subject, the student must demonstrate, in the activities proposed, good general communication skills, both orally and in writing, and a good command of the language or languages listed in the teaching guide. This competence is a requirement. In all activities (individual and group), linguistic correction, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

COPYING AND PLAGIARISM

Copying and plagiarism are intellectual theft and therefore constitute a crime that will be sanctioned with the grade "zero". In the case of copying between two students, if it is not possible to know who copied who, the penalty will be applied to both students. Fraudulent use of artificial intelligence will result in the evaluation activity being considered suspended with a 0.

PRESENCE

Attendance at face-to-face classes of the subject is mandatory at 80%, in order to be able to carry out the continuous assessment. Otherwise, the final grade will be 'not assessable'. The supporting documents that are sometimes presented in case of absence serve only to explain the absence, in no case are they an exemption from attendance. If someone cannot meet the percentage of attendance established, they cannot take part in the continuous assessment, and they will have to attend the recovery, as long as they have previously submitted 66% of the assessment activities.

RECOVERY

The recoverable activities are: "Carrying out an educational research in DCS" and "Writing a research article, based on the research carried out". The maximum rating that can be obtained is 5 out of 10.

The recovery date will be Monday, February 5, 2024.

EVALUATION DATES:

- The end of the research and the group exhibitions are expected by the end of November.
- The presentation of the research article is expected by the end of December.
- The single assessment is expected at the end of January
- Recovery is expected at the beginning of February.

UNIQUE ASSESSMENT:

The single evaluation must be requested within the deadlines and the mechanism that the Faculty of Education Sciences has provided.

This subject foresees the single assessment. In this case, attendance is essential for the assessment at the previously established percentage. If someone does not fulfill it, they can apply for the call for recovery. All evaluation activities must be presented, but the rating for each of them will not exceed 5 out of 10.

The activities to be delivered for the single assessment:

- Analysis of the changes and continuities of one's own social representations based on a learning portfolio: 17.5%
- Oral presentation of the results of the research carried out: 27.5%
- Carrying out an educational research in DCS: 27.5%
- Writing a research article, based on the research carried out: 17.5%
- Evaluation interview: 10%. It will be held on Monday, December 18, 2023, from 1 p.m
- The delivery date for all activities will be Monday, December 18, 2023

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of changes and continuities of their own social representations from a learning portfolio (individual)	20%	0	0	2, 12, 10, 14, 15, 18, 20, 16, 6, 13, 17
Conducting an educational research in SSE (grupal)	30%	0	0	1, 3, 9, 8, 11, 20, 6, 17
Oral presentation of the results of the social studies education research (individual)	30%	0	0	7, 1, 3, 12, 9, 8, 18, 11, 6, 13, 4, 5
Writing a research paper (group)	20%	0	0	1, 3, 9, 8, 11, 6, 19

Bibliography

Revistes imprescindibles a consultar: Enseñanza de las Ciencias Sociales / REIDICS / Iber i revistes del Consorci INDEX210

Bibliografía imprescindible a consultar:

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Barton, K.C. (ed.) (2006). *Research Methods in Social Studies Education. Contemporary Issues and Perspectives*. Information Age Publishing Inc.

Delamont, S. (ed.) (2013). *Handbook of qualitative research in education*. Edward Elgar Publishing.

Felices de la Fuente, M. del M., Martínez Rodríguez, R., y Martínez Medina, R. (2018). Investigación e Innovación en Didáctica de las Ciencias Sociales. Aportes y nuevas perspectivas. *REIDICS. Revista De Investigación En Didáctica De Las Ciencias Sociales*, (3), 119-138. <https://doi.org/10.17398/2531-0968.03.119>.

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Jara, M.A. y Santisteban, A. (2018). Los retos de futuro en la enseñanza de las ciencias sociales, la historia y la geografía. En M.A. Jara y A. Santisteban (coords). *Contribuciones de Joan Pagès al desarrollo de la didáctica de las ciencias sociales, la historia y la geografía en Iberoamérica*. Universidad Nacional del Comanche y Universitat Autònoma de Barcelona .

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Ortega Sánchez, D. (2023). *¿Cómo investigar en Didáctica de las Ciencias Sociales? Fundamentos metodológicos, técnicas e instrumentos de investigación*. Octaedro.

Pagès, J. (1997). Líneas de investigación en didáctica de las Ciencias Sociales. Benejam, P. y Pagès, J. (coord.). *Enseñar y aprender Ciencias Sociales, Geografía e Historia en la Educación Secundaria*. ICE-Universidad de Barcelona/Horsori, p. 209-226

Pagès, J. y Santisteban, A. (2011). La investigación sobre la enseñanza y el aprendizaje en la educación primaria. En Santisteban, A. y Pagès, J. (coords.). *Didáctica del Conocimiento del Medio Social y Cultural*. Síntesis, p. 105-121.

Pagès, J. (2004). La investigación en didáctica de la historia. *Educación XX1*, 7, p. 63-83.

Bibliografía imprescindible sobre competències de cultura democràtica:

- Council of Europe. (2018). *Reference framework of competences for democratic culture*. Volume 1. Context, concepts and model. Council of Europe.
- Council of Europe. (2018). *Reference framework of competences for democratic culture*. Volume 2. Descriptors of Competences for Democratic Culture. Council of Europe.
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Software

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