

**Teaching the Social Sciences from a Gender  
Perspective**

Code: 106077  
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	1

## Contact

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## 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.

## Teachers

Laura Girbau Casajuana

## Prerequisites

None

## Objectives and Contextualisation

This subject aims to show the importance of the gender perspective in primary classrooms. Future teachers need to know that beyond textbooks there are resources such as images, photography, cinema, simulation games, as well as other audiovisual formats which are transmitters of gender inequalities. Therefore, the main objective of this subject is the application of knowledge and approaches on gender equality and equity in the design of interventions in the classroom.

### Targets

- Know and value the importance of a good communication in the classroom, using all the diversity of languages available to provide gender inclusion.
- Identify, analyze and know how to use the language of images, photography, advertising, cinema, etc in a co-educational way.
- Analyze and know how to use strategies and resources, a wide variety of educational proposals and tools in order to design activities with a gender perspective.

## 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

## Learning Outcomes

1. Analyse teaching sequences that favour the construction of social discourse to promote the values of a critical and democratic population.
2. Critically analyse the principles, values and procedures that govern the exercise of the profession.
3. Propose new methods or well-founded alternative solutions.
4. Using the resources of the environment in order to design teaching and learning activities that develop autonomy and cooperative work in primary school pupils.
5. 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.
6. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

## Content

1. Co-education
2. The gender perspective in school culture
3. The gender perspective in school content
4. The treatment of gender in social representations and relevant social issues
5. Elaboration and design of co-educational educational proposals
6. Advising on transformative and innovative proposals
7. Communication, dialogue and interactive methods for training in equitable and egalitarian, and socially democratic values in primary education.
8. Reading and interpretation of images in the study of society from a gender perspective
9. Image and photography for a global citizenship
10. Photography, advertising, the press, cinema and television as sources of information and strategies in social and gender studies.

## Methodology

The sessions of this subject could be exploratory, manipulative or theoretical depending on the different Health scenario. Anyway, both individual and group work will be required.

The aim is that the student could experiment his/her own formative process, and understand that learning is a social and personal act, which bring into play rational and emotional aspects. Efforts will be made to maintain an interactive dynamic and a climate that encourages participation. Personal commitment is required. The role of the teacher should be to facilitate the teaching and learning process of the students.

#### Learning activities

Depending on the type of teaching required in case of lock-down, activities could be exploratory, analytical, autonomous, supervised and directed.

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			
Analyse history, geography and social sciences from their contributions to the understanding of our society and the solution of social problems.	0.5	0.02	1, 4
Analyse the contributions of the teaching of history, geography and other social sciences to the solution of relevant social issues and for the understanding of our society.	0.5	0.02	1, 4
Use the resources of the environment to design teaching and learning activities.	0.5	0.02	4
Type: Supervised			
Analyse teaching units which favour the construction of a social discourse to promote the values of a critical, democratic and co-educational citizenship	0.5	0.02	1, 4
Demonstrate that human rights are identified, practiced and defended as instruments for coexistence	0.5	0.02	1
Develop models of teaching units for primary school, especially those which develop the understanding of democratic plurality, cultural diversity and critical thinking.	0.5	0.02	4
Develop models of teaching units related to historical, geographical and social thinking for primary school level, in the context of a critical paradigm	0.5	0.02	1
Interpret educational innovation in the teaching of social sciences, from the wide range of different reference disciplines.	0.5	0.02	1
Interpret research and innovation from the perspective of information and communication technologies in the teaching of social sciences at primary education level.	0.5	0.02	1
Know how to encourage communication, personal interaction and social skills when designing a teaching sequence	0.5	0.02	4
Use the resources of the environment to design teaching and learning activities which develop autonomy and cooperative work in primary school students.	0.5	0.02	4
Type: Autonomous			

Assess the contributions to educational innovation in the teaching of history, geography and other social sciences.	0.5	0.02	4
Assess the contributions to educational innovation of PBL (Project-based learning) to study the society starting from relevant social issues	1	0.04	1
Be able to defend our own convictions by accepting and valuing the existence of different opinions or judgments.	0.5	0.02	4
Carry out a research in primary school on social sciences teaching-learning with a gender perspective.	1	0.04	4
Design models of teaching units related to social, critical and creative thinking for primary school level.	0.5	0.02	1
Identify, describe and analyse investigations in social science teaching and its contribution to innovation in relation to content, strategies or communication today.	0.5	0.02	1
Know and be able to use images and simulation as resources for teaching and learning social sciences.	0.5	0.02	4

## Assessment

The evaluation of the subject will be carried out throughout the academic year through the proposed activities.

To pass this subject, the student must demonstrate good general communication skills, both orally and in writing, and a good command of the Catalan language. 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. It is a requirement to be able to evaluate the activities.

It is necessary to attend 80% of the sessions in order to be evaluated. If it is not reached, once 2/3 of the assessment activities have been submitted, it can be submitted for recovery.

The grades for each of the assessment tests will be returned within 21 days of their delivery. The student who wants to review the grade must do so within 10 days of its publication in the tutoring schedule that the teacher has established for this subject and which is recorded in the same program.

It will be essential to hand in all the assessment tasks to pass the subject on December 20, 2023. If the final grade does not exceed 5, the activities that have obtained a grade lower than 5 can be recovered, presenting - them again on February 8, 2024. With recovery you can only get a rating of 5 out of 10.

Regarding the single assessment, the instructions are as follows:

It must be remembered that attendance is still mandatory at 80%. If this is not the case, the activities will have to be presented in the recovery, but it will not be possible to obtain more than 5 out of 10 in each of them. The date is the same as for the rest. The evaluation interview will be on 8/2/2024

Regarding the assessment activities, you must submit the same activities indicated in this guide on 12/21/2023, but all individually. And that same day he will have to do the evaluation interview.

The percentages of the assessment activities together with the interview, for the single assessment, are as follows:

- Critical analysis of teaching proposals individually: 15%
- Individual evaluation of the production of audiovisual material as a story that contemplates the gender perspective in the study of society: 35%
- Elaboration of a didactic activity using a written resource (story or illustrated album). Individually: 35%
- Evaluative interview: 15%

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Critical analysis of didactic proposals in a group	20%	20	0.8	2, 1, 6, 3, 4, 5
Elaboration of a didactic activity through a written resource (story or illustrated album). Individually	40%	60	2.4	2, 1, 6, 3, 4, 5
Individually, elaboration of audiovisual material as a story that contemplates the gender perspective in the study of society	40%	60	2.4	2, 1, 6, 3, 4, 5

## Bibliography

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## Software

No specific program is used