

**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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## 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

Antonio Manuel Santisteban Fernandez

Maria Ballbe Martinez

Mercè Andreu Roses

## 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 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, 6cr.

## Methodology

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

In the classroom activities, small group work will be proposed in order to maximize the participation of all students.

All sessions will be designed following the socio-constructivist learning cycle and applying inclusion measures.

The methodologies and strategies that will be applied to the sessions will be different depending on the time of the subject, the content to be taught, the established objectives and the skills that you want to develop.

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 out of related activities	97.5	3.9	15, 1, 13, 2, 4, 5, 6, 8, 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

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).

Assignments will be delivered primarily through the virtual campus. Other delivery routes may be enabled, prior agreement with the teaching staff.

### Communicative 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.

Given that the vehicular language of the master's degree and of secondary education is Catalan, the oral and written tasks related to this module must be presented in this language.

### 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.

### Gender perspective

During the sessions, the gender perspective will be taken into account through the review of androcentric biases, the questioning of gender assumptions and hidden gender stereotypes, the incorporation of knowledge produced by women, and the critical perspectives that uncover androcentric conceptualizations and put clearly the social and cultural causes and mechanisms that underpin gender inequalities.

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 information 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>>).

### Code of ethics for the teaching profession

It is necessary to show an attitude compatible with the educational profession to pass this module. Active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgement, argumentation, appropriate use of electronic devices (mobile, computer, tablet, etc.) will be valued. It is necessary for the student to demonstrate that he is responsible and rigorous in his independent work, participates actively in classes, shows critical thinking and behaviors that favor a kind and positive, democratic environment where differences are respected. The ethical commitment to the deontological principles of the profession will also be taken into account. See the following documents:

- Federation of Pedagogical Renewal Movements of Catalonia (2011). Ethical commitment of teachers. <http://www.mrp.cat/inici/20/el-compromis-etic-del-professorat>

- Official College of Doctors and Graduates in Philosophy and Letters and Sciences of Catalonia (2011). Code of ethics for the teaching profession. <https://www.cdl.cat/codi-deontologic-de-la-professio-docent>

### Attendance and 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: "Design of a learning situation" and "Design of a learning exit". The maximum rating that can be obtained in recovery is 5 out of 10.

### 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. It will be necessary to present 66% of the assessment activities, but the rating of each of them will not exceed 5 out of 10.

The activities (all carried out individually) to be delivered are:

- Design of a divulgative content product (digital magazine) (individual): 25%
- Design and justification of a didactic trip (individual): 25%
- Design and presentation of a learning situation (individual): 35%
- Evaluation interview: 15% (time and place to be specified).

### Evaluation dates

Indicative dates for the continuous assessment:

- The presentation of the learning situation (group) is planned for the beginning of January.
- The presentation of the departure (individual) is planned for mid-May
- The presentation of the digital magazine (individual) is planned for the end of May.
- The recovery is planned for 06/06/2024.

Dates of the single assessment:

- The presentation of all the activities to be delivered (the same as those of the continuous assessment plus an assessment interview) is scheduled for 05/29/2024.
- The recovery is planned for 06/06/2024.

Doubts regarding the assessment that are not included in the previous instructions will be governed by the higher-ranking documents of the Faculty of Education Sciences and the UAB.

## 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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