

**Training for Critical, Geographical, Historical and Social Thinking**

Code: 45016

ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	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

Nuria Arís Redó

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## Prerequisites

there is not

## Objectives and Contextualisation

- Analyze the different aspects of the formation of historical thought: historical time, historical consciousness, historical imagination and empathy, interpretation of sources and historical narration.
- Analyze the different aspects of the formation of geographical thinking: construction of space, landscape, territory and identities.
- Assess the contributions of research in historical time and geographical space to education for citizenship and to innovation in the classroom.
- Analyze the formation of critical and social thinking in education for citizenship.
- Analyze the role of the media in the formation of critical and social thinking.

## Learning Outcomes

- CA44 (Competence) Contrast the innovation and research data with the goals of training for critical, geographical, historical and social thinking.
- CA45 (Competence) Make proposals for improvement and/or innovation projects in training for critical, geographical, historical and social thinking based on evidence.
- KA45 (Knowledge) Describe the methodological paradigms, approaches and designs in innovation and research in training for critical, geographical, historical and social thinking.
- KA46 (Knowledge) Identify different lines of research on training for critical, geographical, historical and social thinking.
- KA47 (Knowledge) Identify problems and offer solutions for educational needs in the didactics of social sciences using innovative approaches.
- KA48 (Knowledge) Assume the ethical principles of innovation and research when conducting studies on the didactics of the social sciences.
- SA34 (Skill) Conduct a review of the scientific literature regarding training for critical, geographical, historical and social thinking.
- SA35 (Skill) Design and conduct field work in relation to the didactics of the social sciences using different data collection techniques and instruments.

## Content

Block I. Space and geographical thought. The construct of space as a coordinate and as a social concept. Teaching geography and local-global space and sustainability. Research on the reading of the landscape, and its complexity Interpretation of the territory and construction of identities.

Block II. Time and historical thought. Research on the formation of historical thought, temporality and historical consciousness. Approaches to historical narration. Historical imagination and empathy. The teaching of history from the interpretation of historical sources.

Block III. Critical social thinking. Analytical perspectives on the formation of social thought. Critical and creative thinking. Critical literacy from social studies, democratic participation and social action.

## Methodology

The methodology is based on a presentation of lines of research and proposals for innovation, which the students donin the necessary instruments to work with autonomy in the several investigations.

The class will be led to debates on materials analyzed and worked on in groups to design proposals for research or innovation based on the research carried out.

The autonomous work will consist of reading research bibliography materials, research results and innovation proposals.

It is very important to participate in the classroom, to solve research problems, to plan innovation proposals, along with the discussion based on materials, proposals, examples.

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
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Type: Directed		
Tutorials	0	0
Type: Supervised		
Classroom practice: solving problems/cases/exercises	0	0
Type: Autonomous		
Reading articles and documentaries.	0	0

## 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.

### 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.

The recoverable activities are the three that are planned in the teaching guide. The maximum rating that can be obtained in recovery is 5 out of 10.

### 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>>).

### Evaluation dates

- The presentation of the "Critical analysis of proposals for research or innovation in the field of geographical thinking" is expected at the end of January.
- The presentation of the "Critical analysis of proposals for research or innovation in the field of historical thought" is planned for the end of February.

- The presentation of the "Construction of a theoretical framework to relate the formation of critical and social thinking to its field of study" is expected at the end of April.
- Recovery is expected by the end of May.

#### 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 to be delivered for the single assessment are the same as for the continuous assessment together with an assessment interview. The delivery day is the same day as the "The presentation of the "Construction of a theoretical framework in which to relate the formation of critical and social thinking with its field of study" and is planned for the end of April. The weighting of the activities for the single assessment is as follows:

- Critical analysis of research or innovation proposals in the field of geographical thinking: 20%
- Critical analysis of research or innovation proposals in the field of historical thought: 20%
- Construction of a theoretical framework to relate the formation of critical and social thinking to its field of study: 45%
- Evaluation interview: 15%

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Construction of a theoretical framework on relating the formation of critical and social thought to his field of study	50%	75	3	KA47, KA48, SA35
Critical analysis of research proposals or innovation in the field of geographic thought	25%	37.5	1.5	CA44, CA45, KA45, KA46, SA34
Critical analysis of research proposals or innovation in the field of historical thought	25%	37.5	1.5	CA44, CA45, KA45, KA46

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## Software

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