

Degree	Type	Year
2500797 Early Childhood Education	OB	3

Contact

Name: Jordi Castellvi Mata

Email: jordi.castellvi.mata@uab.cat

Teachers

Nuria Arís Redó

Neus Banqué Martínez

Jordi Castellvi Mata

Joan Tornel Ezcurra

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

(NOTA: PENDENT DE TRADUCCIÓ LINGÜÍSTICA)

It is recommended that the student has completed the *Didàctica del Coneixement del medi Social i Natural I*.

Objectives and Contextualisation

Context: It is a subject third year focused on a specific teaching shared by two areas of knowledge: social sciences and experimental.

The Didactics of Knowledge of the Natural and Social Environment in Ed. Infantil II is a subject that gives continuity and completes the learning process of the Knowledge Didactics of Natural and Social Environment course that the students will have done in the previous semester. The new course proposes developing the professional competences related to the application in the classroom of the knowledge acquired in the previous subject and the ability to properly justify its practice. It focuses on the knowledge, analysis and design of educational situations for teaching and learning in the area of discovery of the natural and social environment in children's education.

Learning objectives:

1. Analyze teaching situations according to the parameters of the theory and curriculum to make a diagnosis on their relevance and appropriateness in the classroom.
2. Understand, be able to analyze and innovate didactic sequences previously designed and / or implemented in the classroom, from theory justifying the appropriateness of the proposed practice.
3. Know and be able to analyze interdisciplinary classroom teaching practices for children, identifying the contents of the uncovered area of the environment and other areas that are working.
4. Design situations and / or personal and innovative didactic sequences, based on the theory worked and curriculum guidelines and educational context, which demonstrate the creativity and autonomy necessary to exercise its teaching profession competently.
5. Learn to communicate with players in the professional world linked to children's education in order to solve educational problems shared and effective manner.

Competences

- Consider classroom practical work to innovate and improve teaching.
- Develop educational proposals in relation to the interaction between science, technology, society and sustainable development.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote interest and respect for the natural, social and cultural environment through appropriate educational projects.
- Promoting experiences of initiation into information and communication technologies.
- Properly express oneself orally and in writing and master the use of different expression techniques.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse an educational situation and make a diagnosis of its relevance and make innovative alternative proposals.
3. Apply basic ICT skills to the presentation of work.
4. Apply the global and integrative perspective to educational proposals that are developed.
5. Be able to draw on best practices to create new and personal ones.
6. Demonstrate oral and written proficiency when presenting work on the subject, based on the use of correct forms, rigorous content and an appropriate level of argumentation.
7. Demonstrate proficiency in the application of digital technologies to the infant classroom in proposed teaching situations.
8. Design didactic proposals involving the interrelation between science, technology, society and sustainable development.
9. Propose new methods or well-founded alternative solutions.
10. Recognising and assessing the overall and integrating perspective in the teaching-learning situations analysed from children's education.
11. Representing explicitly in the design of educational proposals how the interest and respect for the natural, social and cultural environment is promoted.

Content

1. Models of educational interventions in the field of environmental discovery.

1.1 Didactic models for teaching and learning in the field of environmental discovery. Constructivist approach.

1.2 Sociocultural approach to teaching and learning in social and experimental sciences, teachers'

conceptions and teaching styles.

1.3 Analysis of real case studies presented by professionals themselves.

2.Ways of organizing work in the field of environmental discovery in preschool: corners, projects, materials, and workshops.

2.1 Organizing work in the field of environmental discovery in the preschool classroom.

2.2 Day-to-day activities in the classroom: daily routines, rituals, and celebrations. The field of environmental discovery in interdisciplinary and globalizing situations.

2.3 Examples of interdisciplinary or globalizing projects.

3.Designing learning situations in the field of environmental discovery.

3.1 Framing, learning situation, and timing.

3.2 Curriculum: selection and sequencing of knowledge, axes, methodologies, and competencies.

3.3 Activities, materials, grouping of children, teacher's guidance.

3.4 Evaluation system.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis of different models of didactic sequences, learning situations and projects implemented in classrooms of children.	12	0.48	2
Exhibition by the inductive teaching interrelated strategies to facilitate dialogue and the construction of shared knowledge.	8	0.32	8
Preparation of work done collaboratively	8	0.32	3, 8
Recognition and Measurement from a globalizing and integrating situations and / analyzed in.	8	0.32	2
Type: Supervised			
Analysis of curriculum materials and experiences of implementation in the classroom	6	0.24	4, 8
Debates, presentations, and reasoned conversations	4	0.16	2
Type: Autonomous			
Finding information and education resources	12	0.48	2
Producing individual work of reflection	15	0.6	2, 3
Reading, comprehension and analysis about proposed texts	15	0.6	8

We propose a way to allow students to experiment in their own learning process, learning is a social event and personal at the same time putting into operation and simultaneously rational and emotional aspects. We strive to maintain a dynamic, interactive and relaxed atmosphere that encourages participation and personal engagement in their own learning and their classmates and bandmates. The role of the teacher should be the facilitator of the teaching and learning of the students.

In this course, the continuity of knowledge of the social and natural I will emphasize the design and implementation of teaching units and learning situations in the classroom of children analyzed in a critical and argumentative.

This course includes activities for the development of digital teaching competence.

Activity	Hours	Methodology	Learning outcomes
directed (Large Group)	25%	Exhibitions by the inductive teaching strategies interrelated to facilitate dialogue and the construction of shared knowledge: - Observation, interpretation and use of educational experiences, materials and other resources. - Analysis and oral communication experiences: personal stories experienced as students of nursery and / or primary and experience in the internship in the classroom, in order to observe its logic and its application to the class. - Analysis of different models of didactic sequences, learning situations and projects implemented in classrooms of children. - Recognition and evaluation from a global and integrative perspective of the analyzed teaching/learning situations.	G4.1. G4.2 EI.2.1. EI. 10.1. EI.20.1 DDIC.9.2.
Supervised activity (Seminars)	10%	- Analysis of curricular materials and implementation experiences in the classroom. - Debates and discussions about pedagogical issues raised reasoned, experienced classroom situations, experiences and texts read. - Preparation of work done collaboratively, with the possibility of oral presentations. - The seminars contemplate the Possibility of knowing didactic Proposals, institutions and / or resources of the area of the Natural and Social Environment.	EI.2.2. EI. 10.1 EI.20.2 DDIC.9.2. DDIC.8.1. DDIC. 7.1.
Autonomous activity	60%	- Development of individual written reflections. - Reading, comprehension, analysis of proposed texts. - Finding information and resources.	DDIC.9.1. DDIC.8.1. DDIC.7.1.
Continuous assessment	5%	- Attendance and participation in class. - Conducting assessments.	G4.1. G4.2.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group. Design of didactic resources and learning situations for Early Childhood Education that incorporate the principles of Natural, Social, and Cultural Sciences didactics (Group-based).	45%	4.5	0.18	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Individual. Monitoring, evaluation of participation and involvement in group work, and development of digital teaching competence.	15%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Individual. Reflective evaluation and presentation (oral/written) of the design of a didactic resource and learning situation about the natural and social environment (Individual)	40%	5.5	0.22	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

The evaluation of the subject will be carried out throughout the academic semester through a variety of activities that combine individual and collective work, and the continuous evaluation with the final.

To pass this subject, the student must show a good general communicative competence, both orally and in writing, and a good command of the language or languages spoken in the teaching guide. In all the activities (individual and in group) will take into account, therefore, the linguistic correction, the writing and the formal appearances of presentation. Students must be able to express themselves fluently and correctly, and must show a high degree of comprehension of academic texts. An activity may be returned (not assessed) or suspended if the teacher considers that it does not meet these requirements

Throughout the subject, it is necessary to show an attitude compatible with the educational profession as a requirement to pass the subject. Some competencies can be: active listening, respect, participation, cooperation, empathy, kindness, punctuality, not judging, arguing, using the right mobile, etc. This attitude will be evaluated throughout the development of the group work and can condition the note of this one.

Class attendance is mandatory: students must attend a minimum of 80% of the practical classes (seminars), otherwise it will be considered not presented. Receipts presented in case of absence are used only to explain this absence, in no case are they exempt from attendance.

To pass the subject, it will be necessary to obtain a minimum grade of 5 in each of the assessment activities, so that the average of the activities' grades can be calculated to obtain the final grade for the subject. In the event of failing the subject, in order to be eligible for the recovery process, a minimum grade of 3.5/10 in the set of continuous assessment activities is required. The recovery process will consist of an individual and / or collective test, as the case may be, to assess that the student has achieved the objectives and competencies set out in the course. The suspension of one of the activities may lead to the suspension of the entire subject. If you choose to retake one of the activities, the final grade chosen is a 5.

The grades of each of the assessment tests will be made public on the virtual campus within a period of 3 weeks after their delivery. The student who wants to revise the note will have to do it in the date communicated by the teachers of this subject, having requested time of consultation by email.

Following the regulations of the Faculty of Education Sciences in relation to criteria and general evaluation guidelines (Agreement of the Academic Planning Commission, 4 June 2014). Copying or plagiarism, both in the case of assignments and in the case of exams, may mean suspending 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 one's own without citing the sources, regardless of whether the original sources are on paper or in digital format.

The dates for submitting assessment activities:

Individual assessment: Individual reflective assessment of the educational resource and the learning situation; it will be submitted after the group work submission. (First week of June)**

Individual assessment: Monitoring and participation in group work based on the application of didactic content of the environment, and evaluation of digital teaching competence. (Continuous assessment throughout the course.)

Group assessment: Design of educational resources - Didactic Space of Natural Environment(*) and Learning Situation of Social Environment.- (Last week of May)**

(*). Attention: The group assessment activity for Natural Environment will involve participation in the Exhibition of Didactic Spaces for working on sciences in Early Childhood Education. Participation in this assessment activity may require the student to change the usual day/time of the course. This information will be presented at the beginning of the course.

(**). Due to the complexity of the group assessment for natural environment (science fair), we reserve the possibility of exchanging the dates of individual and group assessments. This will be specified on the first day of class.

Reassessment: Recovery of the individual assessment of the course. (First week of July)

The requirements of the single evaluation contemplated by the subject are the following:

The single evaluation implies that I must deliver, on a single date, the necessary number of evaluation evidences to accredit and guarantee the achievement of the objectives and learning outcomes established in the subject.

The tests that are established for the single evaluation have the same level of demand as the continuous evaluation.

-You will have to present the same evaluation activities as the rest of the students, but with an adjustment in the percentage of the activities to include an interview. The evaluation interview aims to ensure that all the work presented is your own and that the bibliography and content of the subject are mastered.

-It is necessary to attend class a minimum of 80% of the sessions, as established. Otherwise, you can present yourself to the recovery of the activity that you have determined, provided that you have delivered at least 66% of the evaluation activities. If you have not submitted any assessment activity, you would not be able to take up for recovery.

-Single assessment activities must be submitted towards the end of the teaching period, specifically on the same date as the evaluation of the individual reflection activity, scheduled in the timeline for the first session. (First week of June)

It should be noted that if you follow this modality, you also have the right to reassessment (first week of July)

-Design of didactic resources and learning situations of EI that incorporate the principles of the didactics of the Natural, Social and Cultural Environment. (45%) (Single)

-Reflective evaluation and presentation (oral/written) of the design of a didactic resource and a learning situation about the natural and social environment (40%)(Single)

-Evaluation interview (15%) (Single)

Bibliography

Bibliography elaborated with perspective of gender:

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Calaf, R., Gutiérrez, S., & Suárez, M. A. (2016). Desvelar competencias vinculadas con el conocimiento escolar de las CCSS mediante la evaluación educativa del museo. *Enseñanza de las Ciencias*, 15, 89-98.

Cañal de León, P. (2007). L'alfabetització científica a la infància. *Guix d'infantil*, 33, 5-9.

Cols, C. (2011). L'entorn, font de coneixements. *Infància*, 180, 14-20.

Cuenca, J. M., & Estepa, J. (2005). La caja genealógica: fuentes y tiempo en Educación Infantil. Una propuesta para trabajar con maestros en formación inicial. *Quaderns Digitals*, 37.

Cuenca, J. M. (2014). El papel del patrimonio en los centros educativos: hacia la socialización patrimonial. *Tejuelo*, 19, 76-96.

Feliu, M., & Jiménez, L. (Coords.). (2015). *Ciencias sociales y educación infantil. Cuando despertó el mundo estaba allí*. Graó.

Fontal, O., & Ibáñez, A. (2015). Estrategias e instrumentos para la educación patrimonial en España. *Educatio Siglo XXI*, 33(1), 15-32.

Fontal, O., & Marín, S. (2018). Nudos Patrimoniales. Análisis de los vínculos de las personas con el patrimonio personal. *Arte, Individuo y Sociedad*, 30(3), 483-500.

Fontal, O., Sánchez-Macías, I., & Cepeda, J. (2018). Personas y patrimonios: análisis del contenido de textos que abordan los enlaces identitarios. *Midas. Museos e Estudios Interdisciplinarios*, 9.

Fontal, O., & Castro, J. de. (2023). El patrimonio cultural en la educación artística: del análisis del currículum a la mejora de la formación inicial del profesorado en Educación Primaria. *Arte Avance en línea*, 1-23.

González-Monfort, N. (2007). El valor educativo y el uso didáctico del patrimonio cultural. Educación primaria. Orientaciones y recursos (6-12 años). En *Educación Primaria* (pp. 468/207-468/262). Wolters Kluwer España-Educación.

González-Monfort, N. (2008). Una investigación cualitativa y etnográfica sobre el valor educativo y el uso didáctico del patrimonio cultural. *Enseñanza de las Ciencias Sociales: Revista de Investigación*, 7, 23-26.

González-Monfort, N. (2011). La presencia del patrimonio cultural en los currícula de educación infantil, primaria y secundaria obligatoria en España. *Patrimonio Cultural de España*, 5, 58-75.

González-Monfort, N. (2019). La educación patrimonial, una cuestión de futuro. Reflexiones sobre el valor del patrimonio para seguir avanzando hacia una ciudadanía crítica. *El Futuro del Pasado*, 10, 123-144.

Martí, J. (2010). La construcció del coneixement científic dels tres als dotze anys. Què en sabem?. *Guix*, 369, 21-26.

Mèlich, J. C., Palou, J., Poch, C., & Fons, M. (2000). *La veu de l'altre: reflexions i experiències per educar en valors ètics*. ICE-UAB.

Palou, S. (2004). *Sentir y crecer. El crecimiento emocional en la infancia. Propuestas educativas*. Graó.

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Torruella, M. F. (2015). *Ciencias sociales y educación infantil (3-6): cuando despertó, el mundo estaba allí*. Graó.

Webs d'interès

Association Internationale Pikler (LÓCZY) <http://www.aipl.org/>

Centre de Documentació i Experimentació en Ciències i Tecnologia (Dept. d'Eensenyament):
www.xtec.es/cdec

Comunitat catalana de Webquest: <http://www.webquestcat.org/>

Diraya. Talleres de Expresión y Educación Creadora <http://www.dirayaexpresion.es/>

El safareig: educació infantil i natura (AAMM Rosa Sensat): www.elsafareig.org/

Senderi-Educació en Valors: <http://www.senderi.org>

Xtec-Xarxa Telemàtica Educativa de Catalunya: <http://www.xtec.es>

Zona Clic: <http://clic.xtec.net/ca/>

Revistes d'educació infantil:

Aula d'infantil. Revista de l'editorial Graó.

Guix d'Infantil. Revista de l'editorial Graó.

Infància. Revista de l'Associació de Mestres Rosa Sensat

Infància-Europa. Revista de l'Associació de Mestres Rosa Sensat

Viure família. Revista (per a pares i mares) de l'editorial Graó

Software

No specific software is required.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	611	Catalan	second semester	morning-mixed
(SEM) Seminars	612	Catalan	second semester	morning-mixed
(SEM) Seminars	613	Catalan	second semester	morning-mixed
(SEM) Seminars	621	Catalan	second semester	afternoon
(SEM) Seminars	622	Catalan	second semester	afternoon

(SEM) Seminars	623	Catalan	second semester	afternoon
(TE) Theory	61	Catalan	second semester	morning-mixed
(TE) Theory	62	Catalan	second semester	afternoon