Teaching and Learning of the Natural, Social and Cultural Environment

Code: 102046
ECTS Credits: 10

2024/2025

Degree	Type	Year
2500798 Primary Education	OB	2

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

Non prerequisites

Objectives and Contextualisation

- To analyse the Primary Education curriculum related to Natural, Social and Cultural Environment Education.
- To interpret the curriculum in terms of several criteria to select, organise or order school contents related to natural and social education.
- To identify and value the contributions of experimental sciences to teaching and learning, for a definition of a school science.
- To identify and value the contributions of social sciences, geography and history to teaching and learning, for the building of a geographical space, historical time and social studies in the school
- To value equality between all human beings.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Developing and evaluating content of the curriculum using appropriate teaching resources and promoting the acquisition of basic skills by students.
- Know the basic curriculum of the social sciences.
- Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge regarding the respective procedures of education and learning.
- Know the school curriculum for these sciences.
- 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.
- Understanding the basic principles and fundamental laws of the experimental sciences (physics, chemistry, biology and geology).
- Understanding the basic principles of the social sciences.

Learning Outcomes

1. Apply models for teaching social sciences in developing the curriculum on knowledge of the Environment.
2. Apply models of experimental sciences to the development of the curriculum on knowledge of the pec.
3. Being able to apply scientific knowledge in order to interpret and act on the phenomena in everyday life.
4. Being able to develop basic skills from the Environmental Studies curriculum in the students.
5. Being able to use basic models of the experimental sciences in order to interpret and act on the phenomena in everyday life.
6. Correctly relating the contents of Environmental Studies with the possible contributions in the corresponding skills.
7. Demonstrate that attitudes regarding gender equality are identified, practiced and defended.
8. Demonstrate that attitudes regarding human rights as knowledge and tools for coexistence are identified, practiced and defended.
9. Demonstrate that attitudes regarding sustainability of the natural environment are identified, practiced and defended.
10. Explain the explicit or implicit code of practice of one's own area of knowledge.
11. Identifying and analysing aspects of interdisciplinarity present in the curriculum, taking into account aspects of the content, of the methodology of teaching and of the processes for learning the social and experimental sciences.
12. Identifying the purposes, content and structure of the experimental sciences in the nature studies curriculum in primary education.
13. Identifying the purposes, content and structure of the social sciences in the social environment curriculum in primary education.
14. Knowing how to design didactic sequences and evaluate them, based on consistent teaching resources.
15. Knowing how to interpret the contents of Environmental Studies and assess the learning using curriculum materials and relevant resources.

Content

Content

- The goals of teaching and learning natural and social sciences through the environment in primary education
- The evolution, structure, and characteristics of the "Environmental Knowledge" area within the Primary Education Curriculum

- The competencies approach to the curriculum in primary education: The competencies in the area of natural and social science
- Content typology and selection criteria within natural science education
- Content typology and selection criteria within social science education
- Introduction to models on the teaching of historical time
- The sequence of activities: The learning cycle
- Assessment in the "Environmental Knowledge" area of primary education curriculum
- Teaching and learning science in primary education: School Science
- Modelling teaching approach in school science
- Introduction to teaching models of geographic space
- Globalization, interdisciplinariety, and transdisciplinariety in the teaching of natural and social sciences through the environment. Outdoor activities and field work
- Promoting Scientific inquiry in primary education
- The contributions of social sciences to the teaching and learning: School Social Studies

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
(Seminars) Work spaces in reduced groups (1/3 out of the whole group) supervised by the professor. These sessions are devoted to deepen the contents tackled in whole group sessions. In these seminars, students work in groups to analyse and elaborate report	25	1	
(Whole group sessions) Presentations about basic content knowledge carried out by the professor. These sessions are offered to the whole group and allow discussing main contents promoting students' active participation.	43	1.72	2, 14
(Whole group) Field trip Outdoor activity	15	0.6	
Type: Supervised			
Tutorials and assessment of students' reports and papers (case studies, posters, oral presentations, lab reports, field trip...)	42	1.68	
Type: Autonomous			
Students' elaboration of papers, seminar reports, and tasks related to the whole group sessions. Students' search for information and materials, study and preparation of exams, readings.	125	5	

This subject has been planned taking into account that there will be:

- expositions by the teaching staff of the contents and basic issues of the
- debates and discussions in small groups by students to analyze and pr
- cooperative learning by the students to deepen the content and themes
- Use of digital tools for completing various activities conducted during le

- A day field trip to Ampurias for groups 21 and 31 on April 29, 2025, and for groups 41 and 71 on May 6, 2025. A

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 reports and tasks about contents tackled (Block 3, group)	25%	0	0	1, 2, 7, 9, 8, 10, 11, 12, 13, 6, 14, 15, 3, 5, 4
Group work about the field trip, outdoor visits and interdisciplinariety (Block 2, group)	25%	0	0	1, 2, 7, 9, 8, 10, 11, 12, 13, 6, 14, 15, 3, 5, 4
Individual assessment about knowledge developed (Written exam about content knowledge. Block 1, individual)	50%	0	0	1, 2, 10, 11, 12, 13, 6, 14, 15, 3, 5, 4

Evaluation is the process established to assess the achievement of learning outcomes based on the evidence defined in the course guide. The subject's evaluation will be carried out throughout the academic year through the proposed activities (the program released at the beginning of the course will specify the activities and submissions to be completed).

Students need to demonstrate responsibility and rigour in independent work, actively participate in classes, show critical thinking, and exhibit behaviours that promote a friendly and positive environment, democratic and respectful of differences.

This subject includes activities for the development of Digital Teaching Competence.

Attendance

Attendance in face-to-face classes is mandatory at 80% to be eligible for continuous evaluation. Justifications provided for absences only explain the absence and do not exempt attendance. If someone cannot meet the established attendance percentage, they cannot opt for continuous evaluation and must present themselves for the make-up evaluation, provided they have previously submitted 66% of the evaluation activities.

Students can choose between continuous and single evaluation in this subject.

Continuous Evaluation

Continuous evaluation includes:

1. Final Exam of the 1st Semester on 21/01/2025 (Individual - 25% of the subject): It will consist of two parts, one related to natural environment content and the other to social and cultural environment content.

2. Final Exam of the 2nd Semester on 8/04/2025 (Individual - 25% of the subject): It will include questions on didactic design and interdisciplinarity related to the natural, social, and cultural environment.

3. Seminars (Group - 25% of the subject): Throughout the course, the teacher will assign tasks related to the seminars to be submitted on the Virtual Campus. Late submissions will be graded as 0 and averaged with the other submissions.

4. Ampurias Project (Group - 25% of the subject): To be presented in May 2024, it includes the grading of the written work and its oral presentation, as well as the completion of activities before, during, and after the visit to Ampurias.

To pass the subject through continuous evaluation, it is necessary to:

- Attend 80% of the sessions related to seminars, laboratories, and field trips.

- Obtain a score of 5 or higher in both the Seminars and the Ampurias Project, or in exceptional and justified cases, submit equivalent tasks agreed upon with the subject's teachers.

- Have an average score of 5 or higher between the two exams (1st and 2nd semesters). Otherwise, a single make-up exam for the subject will be held on 17/06/2025, including content from both semesters. The maximum score for this make-up exam is 5.

- Avoid fraudulent or unethical practices in task completion and comply with safety regulations in the laboratory or on field trips.

In the recovery assessment, the maximum grade that can be obtained is 5 out of 10.

Single and Synthesis Evaluation

The evaluation for single and synthesis assessment of the subject will take place on 8/04/2025 and will include three sections:

1. Single Exam (Individual - 50% of the subject): It will have three parts: natural environment content, social environment content, and didactic design and interdisciplinarity content. The overall score for the exam must be 5 out of 10, with a minimum score of 4 out of 10 in each part.

2. Seminars (Individual - 25% of the subject): It includes the submission of all tasks requested by the teachers throughout the course in a single document. The grading criteria will be equivalent to those used in the continuous evaluation format, but with an added short oral presentation to demonstrate the authorship and authenticity of the learning.

3. Ampurias Project (Individual - 25% of the subject): It includes the grading ofthe written work and its oral presentation, as well as graphic evidence of the visit to Ampurias before the work submission date.

To pass the subject through single evaluation, it is necessary to:

- Pass each of the three sections separately (Exam, Seminars, and Ampurias Project). If the exam is not passed, the student may opt for the make-up exam on 17/06/2025, along with the continuous evaluation students.

- Avoid fraudulent or unethical practices in task completion and comply with safety regulations in the laboratory or on field trips.

In the recovery assessment, the maximum grade that can be obtained is 5 out of 10.

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Software

non

Language list

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	211	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	212	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	311	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	312	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	411	Catalan	annual	afternoon
(PLAB) Practical laboratories	412	Catalan	annual	afternoon
(PLAB) Practical laboratories	711	English	annual	afternoon
(PLAB) Practical laboratories	712	English	annual	afternoon
(SEM) Seminars	211	Catalan	annual	morning-mixed
(SEM) Seminars	212	Catalan	annual	morning-mixed
(SEM) Seminars	311	Catalan	annual	morning-mixed
(SEM) Seminars	312	Catalan	annual	morning-mixed
(SEM) Seminars	411	Catalan	annual	afternoon
(SEM) Seminars	412	Catalan	annual	afternoon
(SEM) Seminars	711	English	annual	afternoon
(SEM) Seminars	712	English	annual	afternoon
(TE) Theory	21	Catalan	annual	morning-mixed
(TE) Theory	31	Catalan	annual	morning-mixed
(TE) Theory	41	Catalan	annual	afternoon
(TE) Theory	71	English	annual	afternoon