

Degree	Type	Year
2500797 Early Childhood Education	OT	4
2500798 Primary Education	OT	4

Contact

Name: Antonio Manuel Santisteban Fernandez

Email: antoni.santisteban@uab.cat

Teachers

Mariona Massip Sabater

Teaching groups languages

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

Prerequisites

There is not

Objectives and Contextualisation

1. To value the treatment of controversial subjects of the current society in primary education.
2. Identify critical thinking skills when we work with Socially Acute Questions.
3. Evaluate the importance of the critical thinking education in school and in democracy.
4. Develop Digital Critical Literacy for the interpretation of digital media and for social action.
5. Make inequalities and injustices visible in digital media and social networks.

Competences

Early Childhood Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Promoting and cooperating in initiatives, inside and outside of the school, organised by families, municipalities and other institutions with an emphasis on civic education.

Primary Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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.

Learning Outcomes

1. Analyse and apply the contributions of history, geography and social science to the teaching of human rights.
2. Identifying, describing and analysing didactic models, strategies and curricular material on political culture and civic culture.
3. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.

Content

Block 1

1. The development of critical thinking skills in the analysis of social issues.
2. The critical thinking education and social change.

Block 2

3. Work with controversial issues in school and democratic education: origin, traditions and trends.
4. The work process with controversial issues in primary education: representations, time, space, case studies and decision making.

Block 3

5. Digital critical literacy: critical interpretation of digital media and social networks against sexism, homophobia, racism, aporophobia and any form of social discrimination.
6. Work with hate speech and build counterspeech for social justice education and human rights.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Case study from mass media and digital tools	45	1.8
Type: Supervised		
Attendance and virtual activities	7.5	0.3
Tutorials	22.5	0.9
Type: Autonomous		
Reference comments, websites, practical activities, and oral presentation.	75	3

The protagonist in the teaching-learning process is always the student. It is under this premise that this subject methodology has been planned.

Teachers are going to present the theoretical framework and give the students the responsibility to build their knowledge from the references, curricular materials, and didactic proposals.

It is highly important to use digital tools, virtual contexts, human rights websites about democratic education.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Journal of thematic ideas from formal and non formal education (individual work)	30%	0	0	1, 2, 3
Journal on readings and reflection on materials, websites and digital tools (individual work)	30%	0	0	1, 2, 3
Lesson Plan Design (team work)	40%	0	0	1, 2, 3

To obtain a pass in the final mark for this module it is essential to pass (minimum mark of 5 out of 10) each of the assessment blocks: group work, written exam and individual work.

First delivery last week of February and correction second week of March.

Second delivery first week of May and correction third week of May

Third delivery first week of June and correction third week of June.

The partial qualifications of each work or exam will be available within 15-20 days after their submission.

Attendance to field trips is compulsory. Students must attend a minimum of 80% of seminars; otherwise, they will be deemed as "absent".

To pass this subject, students need to perform the proposed activities with a good communicative competence, both orally and in written papers in the languages specified in this teaching guide.

In accordance with UAB regulations, plagiarism or copy of any paper will be punished with a grade of 0 on that paper, losing any possibility of remedial task.

The subject provides for a single assessment (compulsory attendance 80% of classes). The activities will be the same as those of the continuous assessment and will be individual.

For the recovery it is necessary to have presented 66% of the assessment activities. The same recovery system as for continuous assessment will be applied

The single assessment must be requested within the deadlines and regulations of the Faculty.

Assessment and recovery dates:

-06/16/2025: final assessment (same for the ordinary assessment as for the single assessment)

-06/30/2025: recovery (of the ordinary assessment and the single assessment)

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Journals

- Revista Íber Didáctica de las Ciencias Sociales, Geografía e Historia, núm. 99. Monogràfic: Interpretar problemas y conflictos contemporáneos. 2020.

Websites

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- Som crítics (Fundació Jaume Bofill), <https://www.fbofill.cat/som-critics?lg=es>
- Pensamiento Crítico. Universidad de Salamanca: <http://www.pensamiento-critico.com>
- Council of Europe. Hate Speech Movement. <https://www.coe.int/en/web/no-hate-campaign/coe-work-on-hate-speech>

Software

There is no specific software

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	20	Catalan	second semester	morning-mixed