

**Globalising Projects of Social Sciences in early
childhood education**

Code: 102016
ECTS Credits: 6

2025/2026

Degree	Type	Year
Early Childhood Education	OT	4

Contact

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Teaching groups languages

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

Prerequisites

It is recommended to have passed and approved the Didactics of Natural and Social Science I and II.

Objectives and Contextualisation

This is a fourth-year elective course focused on a specific didactic approach to the teaching of Social Sciences. It is framed within a globalised perspective, which is considered the most appropriate for fostering learning in the early childhood education stage. Students who have successfully completed the two compulsory courses on the didactics of social and natural environment understanding are eligible to enrol, in the final semester of the degree, in the elective course *Globalised Project Approaches in Social Sciences for Early Childhood Education*.

In the context of early childhood education, it is common to address content through globalised project-based learning, often using the area of social and cultural understanding as a meaningful and integrative framework. For this reason, it is entirely justified to develop the teaching competences required for such approaches through the didactics of Social Sciences

Training objectives

- Analyzing globalizing projects in order to assess their appropriateness for childhood education.
- Proposing innovations to already applied globalizing projects.
- Learning how to design globalizing teaching practices for childhood education, with discovery as the main actor.
- Developing specific teaching skills related to the existing teaching resources activated with a globalizing project.
- Developing teamwork skills and digital skills.

Competences

- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- Acquire knowledge of the evolution of thinking, customs, beliefs and social and political movements throughout history.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Consider classroom practical work to innovate and improve teaching.
- Demonstrate knowledge of the evolution of the educational implications of the information and communications technology and in particular of television in early childhood.
- Develop educational proposals in relation to the interaction between science, technology, society and sustainable development.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Promote coexistence in and outside of the classroom and address the peaceful resolution of conflicts.
- Promote interest and respect for the natural, social and cultural environment through appropriate educational projects.
- Promoting experiences of initiation into information and communication technologies.
- Reflect in groups on the acceptance of rules and respect for others.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Consider the promotion of interest and respect for the environment to be an important item of globalizing projects.
2. Demonstrate in the analysis of globalizing projects sufficient skills regarding the educational implications of ICT and especially television in early childhood.
3. Demonstrate thorough knowledge of basic social thought that has a direct impact on the learning situations and globalizing projects in infant education.
4. Demonstrating a collaborative attitude in the development of teamwork and with teams.
5. Displaying an attitude of thoroughness and respect for the agreements made at the time of establishing a work team: timing, completeness, effort and rigour.
6. Displaying thoughtfulness in the analysis and design of globalising projects, a necessary requirement for the innovative and improving capacity of teaching work.
7. Express in classroom activity the necessary capacity for dialogue, reflection, empathy and conflict resolution as required for competent teaching.
8. In educational proposals, effectively and consistently specify the systematic perspective of science and consistent guidance with a model of sustainable society.
9. Including effective scenarios and digital resources in the designs for globalising projects, both in terms of their development and of communicating with the family, and in evaluating projects.
10. Master habits and skills for independent learning.
11. Master the habits and skills of cooperative work, both in relation to work on the subject, and in their application to the globalised projects being designed.
12. Participating actively and reflectively in the organisation of tasks intrinsic to the development of an overall project.
13. Projecting an attitude of respect for the project in order to promote values, behaviours and sustainable practices in the different tasks associated with the subject.
14. 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

1. Models of globalization projects in the area of discovery of the social environment.
 - 1.1. The project method and its particularization at the stage of infant education.
 - 1.2. Basic components and contributions of the globalizing projects in the infant education, from the Social Sciences.
 - 1.3. Gender focus in teaching and learning applied to the design of globalization projects.

1.4. Analysis of different models of globalization projects applied to the schools of infant education. Typology, strengths and weaknesses, social knowledge

2. Preparation of innovative didactic proposals from the focus of globalization projects.

2.1 Framing, intentionality, situation of learning and timing.

2.2. Organization of the tasks of the teaching team.

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2.3. Curriculum interrelation: selection and sequencing of contents, objectives and capacities.

2.4. Activities, materials, children's grouping.

2.5. Follow-up of the experience.

2.6. Implication of families in the e-process.

2.7. Evaluation system

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed			
Analysis of projects	25	1	
Theacher lessons and inductive dialogue	25	1	8, 2
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Type: Supervised			
Analysis of materials and classroom experiences from globalizing approaches	23	0.92	
Development of collaborative work environment globalizing projects	25	1	
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Type: Autonomous			
Information research and development of teaching resources	20	0.8	8
Reading and analysis of texts and other materials proposed.	28	1.12	3
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A pedagogical approach is proposed that enables students to experience, within their own learning process, that learning is both a social and personal act, engaging both rational and emotional dimensions. The course aims to foster an interactive dynamic and a relaxed atmosphere that encourages participation and personal commitment to one's own learning as well as to that of peers. The role of the teacher is conceived as that of a facilitator in the teaching and learning process.

This course places particular emphasis on the design and implementation of learning situations in early childhood classrooms, critically and analytically examined, in line with globalised educational approaches.

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
Critical analysis of didactic proposals. Individually	30%	1	0.04	8, 1, 2, 3, 11, 10, 9, 6, 4, 5, 12, 13
Elaboration of a didactic activity like a Project. In group	40%	1	0.04	8, 1, 2, 3, 11, 10, 7, 9, 6, 4, 5, 13
Making a critical reflexion	30%	2	0.08	8, 1, 2, 3, 11, 10, 7, 9, 6, 4, 5, 12, 13, 14

To pass this course, students must demonstrate strong general communication skills, both oral and written, as well as a solid command of the Catalan language. All activities-whether individual or group-based-will be assessed for linguistic accuracy, writing quality, and formal presentation. Students are expected to express themselves fluently and accurately and to show a high level of understanding of academic texts. This is a mandatory requirement for the assessment of all coursework.

A proactive attitude will be valued, especially during oral participation activities (as specified in each activity's instructions).

Students must attend at least 80% of sessions to be eligible for assessment. If this attendance requirement is not met, students may still access the resit opportunity, provided they have submitted at least two-thirds of the course assignments.

Marks for each assessment will be returned within 15 days of submission. Students wishing to review their grades must request an appointment within 10 days of the grades being published, by sending an email to arrange a meeting during the instructor's designated office hours.

To pass the course, all evaluation tasks must be submitted by 18/06/2026. If the average grade of the CA does not reach 5, assignments scored under 5 may be resubmitted on the resit date, 02/07/2026. The maximum grade obtainable through the resit is 5 out of 10.

It must be remembered that attendance is still mandatory at 80%. If this is not the case, the activities will have to be presented in the recovery, but it will not be possible to obtain more than 5 out of 10 in each of them. The date is the same as for the rest. The evaluation interview will be on June 18, 2026

Regarding the single assessment, the instructions are as follows:

Regarding the assessment activities, you must present the same activities indicated in this guide on 26/06/2025, but all individually. And that same day he will have to do the evaluation interview.

The percentages of the assessment activities together with the interview, for the single assessment, are as follows:

- Critical analysis of teaching proposals individually: 15%
- Individual evaluation of the preparation of an individual critical reflexion: 35%
- Elaboration of a didactic activity using a written resource (story or illustrated album). Individually: 35%
- Evaluative interview: 15%

- Use of Artificial Intelligence (AI):

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as bibliographic or information searches.

Students must clearly identify which parts have been generated using such technology, specify the tools used, and include a critical reflection on how these have influenced both the process and the final outcome of the activity.

Lack of transparency in the use of AI in this graded activity will be considered a breach of academic integrity and may result in a partial or total penalty in the activity's grade, or more serious sanctions in severe cases.

Bibliography

Aranda, A. M. (2003). *Didáctica del conocimiento del medio social y cultural en educación infantil*. Madrid: Sintesis.

Batlle, M. (2010). En busca de una educación de calidad: los ambientes. *Aula de Infantil*, 56, 32-35.

Boneta, N. & Hoyuelos, A. (2010). Encuentros: estar juntos en la escuela infantil Apuntes para un proyecto sobre interacción en el 0-3. *Aula de Infantil*, 57, 15-18.

Hannoun, H. (1977). *El niño conquista el medio*. Buenos Aires: Kapelusz.

Honoré, C. (2005). *Elogio de la lentitud*. Barcelona: RBA Ediciones.

López Torres, E. (2015). Aprendizaje Basado en Proyectos para el desarrollo de las competencias profesionales del maestro. *Didáctica de las ciencias experimentales y sociales*, 29, 25-41.

López Torres, E. & Velasco Sanz , A. M. (2017). Aprender viviendo el entorno. Tabanque: Revista pedagógica, 30.

Tonda, E. (2001). *La didáctica de las ciencias sociales en la formación del profesorado de Educación Infantil*. Alicante: Publicaciones de la Universidad de Alicante.

Torruella, M. F. & Jiménez Torregrosa, L. & Arqué i Bertrán, M. T. (2014). El trabajo cooperativo en el grado de educación infantil. *Enseñanza de las ciencias sociales: revista de investigación*, 13.

Tonucci, F. (1997). *La ciutat dels infants*. Barcelona: Barcanova.

Algunes pàgines web:

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

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

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

El Safareig <http://www.xtec.es/~ccols/>

Girasol <http://www.martagrauges.com/> Una altra pàgina personal interessant, en la qual hi podeu trobar altres links

Recursos educatius: educació infantil <http://www.xtec.es/~mmontene/web/Educaci%F3%20Infantil%202.htm>

Recursos per a l'educació infantil <http://www.xtec.es/~aperez83/infantil.htm> Pàgina personal d'Anna Pérez linkada amb altres pàgines per a infantil

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

Un dia a l'aula d'educació infantil <http://www.xtec.es/~ragusti/>

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

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

Software

No specific software is used.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TE) Theory	1	Catalan	second semester	afternoon