UAB
Universitat Autònoma de Barcelona

Research and Innovation in Social Science Teaching

Code: 102041
ECTS Credits: 6

2025/2026

Degree	Type	Year
Primary Education	OT	4

Contact

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Teaching groups languages

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

Prerequisites

None. However, it is recommended to have passed two subjects: Teaching and Learning Natural, Social and
Cultural World; and Social Studies Education.

Objectives and Contextualisation

The main purpose of the subject is to deepen the relationship between educational innovation and research,
especially in the teaching and learning of the social sciences.L

-Analyze and assess the situation of research and innovation in teaching social sciences in primary education.
-Use research results and innovation projects to make decisions about teaching and learning in the social
sciences.
-Realise small research by formulating the problem, the assumptions, the objectives and the methodology, and
theoretically situate the research problem.
- Prepare research reports and share the results.
-To reflect on the role of research and innovation in the professional development of teachers.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Assume the educating dimension of the teacher's role and foster democratic education for an active population.
- 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.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Foster democratic education of the population and the practice of critical social thought.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Know and apply information and communication technologies to classrooms.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.

Learning Outcomes

1. Analyse history, geography and social sciences from their contributions to the understanding of our society and the solution of social problems.
2. Analyse teaching sequences that favour the construction of social discourse to promote the values of a critical and democratic population.
3. Analyse the contributions of the teaching of history, geography and other social sciences to solving important social problems and understanding the society in which we live.
4. Assessing the value of the contributions made by the teaching of history, geography and other social sciences to educational innovation.
5. Assessing the value of the contributions to educational innovation made by work done in projects to address the study of society based on relevant social problems.
6. Conducting research in primary schools on social science teaching and learning.
7. Critically analyse the principles, values and procedures that govern the exercise of the profession.
8. Demonstrate that attitudes regarding gender equality are identified, practiced and defended.
9. Demonstrate that attitudes regarding human rights as knowledge and tools for coexistence are identified, practiced and defended.
10. Design models of didactic sequences related to social, critical and creative thinking in primary schooling.
11. Interpreting existing research and innovation by applying information and communication technologies to the teaching of the social sciences in primary education.
12. Know and use images and simulation as resources for teaching and learning social sciences.
13. Knowing how to foster communication, personal interaction and social skills when designing a didactic sequence.
14. Produce models of didactic sequences for primary education, especially those that can facilitate understanding of democratic pluralism, cultural diversity and the development of critical thinking.
15. Produce models of didactic sequences related to historical, geographical and social thought in primary education in observance of a critical paradigm.
16. Propose new methods or well-founded alternative solutions.
17. Using the resources of the environment in order to design teaching and learning activities.
18. Using the resources of the environment in order to design teaching and learning activities that develop autonomy and cooperative work in primary school pupils.
19. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
20. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

1. Research and innovation in social science didactics: basic concepts.

   1.1. Didactic research and triangle: students and learning processes, school knowledge and educational proposals, and teachers and teaching processes.

   1.2. Phases and implications of educational research.

   1.3. The relationship between teachers, research and innovation.
2. Current lines of research in the teaching and learning of the social sciences.
3. The methodology of research in didactics of the social sciences, qualitative research in the school and the instruments of research in didactics of the social sciences.
4. Educational innovation: between media narratives and evidence. Do research to innovate, and innovate from research.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presentation and analysis of the fundamental lines of research on teaching and learning of social studies in primary education. Conducting a debate.	45	1.8	1, 3, 2, 12, 9, 8, 14, 13, 18, 4, 5
Type: Supervised			
Text analysis research and innovation in social studies education, individual or group level, and final examination.	30	1.2	1, 3, 2, 12, 9, 8, 10, 14, 15, 17, 11, 18, 4, 5
Type: Autonomous			
Making a small research. Presentation of results and writing an article.	60	2.4	1, 3, 2, 12, 9, 8, 17, 11, 20, 6, 18, 4, 5
Reading and writing text commentaries on social studies education research and innovation.	10	0.4	1, 3, 11, 4, 5
Valoration of the implications of innovation and research in DCS through a classroom diary	5	0.2	1, 3, 2, 12, 9, 8, 10, 14, 15, 11, 20, 13, 18, 4, 5

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

We are going to carry out different types of activities to ensure the acquisition of knowledge:

- Presentation of the main research lines on social studies education.
- Studies of social studies education research oriented to innovation.
- Readings and text commentaries, individual and group level, and a assesment activity.

- Presentation and discussion of research group projects, and monitoring of individual or group work on small research planning.
- Doing a small research to support innovation social studies primary classroom, and writing a scientific article.
- Creating a learning portfolio.

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
Analysis of the changes and continuities of the representations themselves and the implications of rececrca and innovation through a classroom diary (I)	15%	0	0	2, 12, 10, 14, 15, 17, 20, 16, 6, 13, 18
Conducting an educational research in SSE (G)	30%	0	0	1, 3, 9, 8, 11, 20, 6, 18
Design of innovative proposals based on conceptual models (I)	25%	0	0	7, 1, 3, 2, 12, 9, 8, 17, 20, 16, 13, 18, 4, 5
Dissemination and dissemination of research results in different communication formats (I+G)	20%	0	0	1, 3, 9, 11, 16, 6, 19
Papers analysis (I)	10%	0	0	7, 1, 11, 4

The evaluation of this subject is formative and training.
The evaluation is the process that is established to assess the achievement of the learning results from the evidences that are defined in the guide of the subject. The evaluation of the subject will be carried out throughout the academic year through the proposed activities (the program delivered at the beginning of the subject will specify the activities and deliveries to be carried out).

ORAL AND WRITTEN COMMUNICATIVE COMPETENCE

To pass this subject, the student must show, in the activities proposed to him, a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages that appear in the teaching guide. This competition is a requirement. In all the activities (individual and group), therefore, linguistic correctness, writing and formal aspects of presentation will 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.

AI, COPY AND PLAGIARISM

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the assignment, provided that the final result reflects a significant contribution from the student in their analysis and personal reflection. Students must clearly identify which components were generated with this technology, specify the tools used, and include a critical reflection on how they influenced the process and the final outcome of the assignment. Lack of transparency in the use of AI will be considered a breach of academic honesty and may result in a penalty in the assignment grade, or more severe sanctions in serious cases. The sanction will be decided specifically for each case.

Copying and plagiarism are intellectual robberies and therefore constitute a crime that will be sanctioned with the note "zero". In the case of copying between two students, if it is not possible to know who has copied who, the sanction will be applied to both students. The use of artificial intelligence fraudulently implies that the evaluation activity is considered suspended with a 0.

ONSITE

Attendance to the face-to-face classes of the subject is mandatory at 80%, in order to be able to carry out the continuous evaluation.

EVALUATION ACTIVITIES

The activities that will be evaluated as evidence of evaluation have to do with conceptualization, research, synthesis and communication, and application in innovation. It is necessary to pass all of them in order to pass the subject: numerical averages will not be applied on those activities that have not been passed, since we understand that all the teaching skills associated with these processes must be achieved.

This subject provides for the single assessment. The single assessment must be requested within the deadlines and the mechanism that the Faculty of Education Sciences has foreseen. It maintains the same approach as continuous assessment, although the nature of single assessment does not facilitate the regulatory function of evaluation. In this case, it will also be necessary to achieve all the competences associated with the research, synthesis-communication and application processes in innovation. The same activities are requested, in individual format, and their delivery will be in written, material and oral format on 01/12.

The final synthesis test:

A final summary test is allowed for repeat students. This test will be requested from the faculty at the beginning of the course. It will consist of the submission of an assignment (to be specified) and an exam.

ASSESSMENT CALENDAR

- Continuous evaluation:

- 20/10 - first phase of delivery of research.
- 10/11 - innovative proposals based on conceptual models.
- 15/12 and 12/01 - dissemination and dissemination of research results in different communication formats.
- Dietary and reading analysis will be delivered with a margin of between 0 and 14 days after class activity.
- Recovery: 01/26. The recovery test will depend on the competence field to be recovered.

- Single assessment:

- Delivery: 12/01
- Oral interview: 12/01
- Recovery: 01/26. The recovery test will depend on the competence field to be recovered.

Bibliography

Enseñanza de las Ciencias Sociales / REIDICS / Iber i revistes del Consorci INDEX210

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Jara, M.A. y Santisteban , A. (2018). Los retos de futuro en la enseñanza de las ciencias sociales, la historia y la geografía. En M.A. Jara y A. Santisteban (coords). *Contribuciones de Joan Pagès al desarrollo de la didáctica de les ciencias sociales, la historia y la geografía en Iberoamérica.* Universidad Nacional del Comanche y Universitat Autònoma de Barcelona .

Levstik, L. y Tyson, C.A. (eds.) (2008). *Handbook of Research in Social Studies Education.* Routledge, New York/London.

Martínez Medina, R., García-Morís, R., García Ruiz, C.R. (eds.) (2017). *Investigación en Didáctica de las Ciencias Sociales. Retos, preguntas y líneas de investigación.* AUPDCS.

Ortega Sánchez, D. (2023). *¿Cómo investigar en Didáctica de las Ciencias Sociales? Fundamentos metodológicos, técnicas e instrumentos de investigación.* Octaedro.

Pagès,J. y Santisteban, A. (2011). La investigación sobre la enseñanza y el aprendizaje en la educación primaria. En Santisteban, A. y Pagès, J. (coords.). *Didáctica del Conocimiento del Medio Social y Cultural.* Síntesis, p. 105-121.

Pagès, J. (2004). La investigación en didáctica de la historia. *Educación XX1,* 7, p. 63-83.

Software

-Use of the computer software necessary for the collection, analysis and communication of research data, and innovation proposals.

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	20	Catalan	first semester	morning-mixed