

Teaching Social Sciences

Code: 102042
ECTS Credits: 5

2025/2026

Degree	Type	Year
Primary Education	OB	3

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

It's recommended to have passed the second year subject: Teaching and learning from natural and social sciences in primary education.

Objectives and Contextualisation

- Analyze the main concepts of social sciences and the problems teachers of social sciences in primary education have to face.
- Analyze and assess critically didactic materials of the social science subject in primary education.
- Design a teaching unit to work in the Social Sciences classroom.

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.
- 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.
- Integrate the study of history and geography from an instructive and cultural perspective.

- 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.
- 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.
- Understand and appreciate the relevance of public and private institutions for peaceful coexistence among peoples.
- Understanding the basic principles of the social sciences.

Learning Outcomes

1. Carrying out educational proposals with participatory teaching and learning methodologies in order to develop social and critical thinking.
2. Design teaching and learning activities around knowledge related with history and geography and other social sciences from an integrated perspective.
3. Develop a competent approach based on properly relating the contents of the area of knowledge of the natural, social and cultural environment with their contributions to corresponding skills, and to critically select relevant teaching materials and resources.
4. Identify examples from the classroom to assess the role of public and private institutions in promoting peaceful coexistence among peoples.
5. Recognising the relevant social problems and their perspective, i.e. identifying various interpretations and their purposes, and projecting the problems and opportunities over time based on the past, present and future.
6. Selecting and analysing real cases in order to teach environmental, social and economic sustainability, and to defend human rights and gender equality.
7. Using social knowledge to create teaching and learning situations.
8. Using teaching models for working with temporality and building the geographical space in the classroom in order to create innovative didactic initiatives.
9. 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.

Content

1. Social, historical and geographical knowledge in the classroom
2. The process of teaching and learning social sciences
 - 2.1 Teaching units in the social sciences teaching and learning.
 - 2.2 Methodologies and strategies for the social sciences teaching and learning.
 - 2.3 Resources, didactical materials and TIC in the teaching of social sciences.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Field work - outdoor visit and study of the social and cultural knowledge. (big group)	7	0.28	2, 1, 7, 8
Teacher masterclasses about the contents and main questions of the subject. They are	25	1	4, 5, 6

taken with all the group class. The main contents are given with open participation. (big group)

Work groups supervised by the teacher. In reduced groups contents are work through the analysis and creation of curricular materials, problem solving, field activities and other activities. (small group)

Type: Supervised

Revision, supervision and evaluation of the work done through the subject (readings, writings, case studies, work field, materials design, presentation...)

Type: Autonomous

Reading and innovative experiences analysis, reports, activities design and problem solving.

This subject has been planned by considering this:

- There will be teacher exposition to introduce the contents and the main goals of the subject
- There will be debates and discussions in reduced groups in order to analyze and elaborate assessments, studies and / or problem solving.
- Cooperative learning by the students to understand the contents and topics worked in the master classes
- Visit to a natural and / or urban space and / or cultural facilities to work the didactic resources of the social and cultural environment (compulsory)
- Utilization of digital tools for working on the PSR and the design of the teaching proposal (information search, source identification and selection, digital databases).
- Incorporation of digital inclusion into the design of the teaching proposal.

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
1. Design, assessment and presentation of a teaching unit for the teaching, learning and evaluating social sciences. Group activity	35%	0	0	3, 4, 5, 6
2. Writing of an assessing and justifying report of a teaching unit. Individual activity.	35%	0	0	2, 1, 7, 8
3. Learning reflection. Individual activity	15%	0	0	3, 4, 2, 1, 5, 7, 8, 9
4. Outdoor visit: didactical design of a proposal, participation and attendance. Group activity.	15%	0	0	3, 1

Evaluation is the process established to assess the achievement of learning outcomes based on the evidence defined in the course guide.

The evaluation of the course will be carried out throughout the academic year through the proposed activities (the program provided at the beginning of the course will specify the activities and submissions to be completed).

It is essential for the student to demonstrate responsibility and rigor in independent work, actively participate in classes, show critical thinking, and exhibit behaviors that promote a friendly, positive, democratic environment where differences are respected.

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

Attendance

Attendance in face-to-face classes for the course is mandatory at 80% in order to participate in continuous assessment. The justifications sometimes presented for absences only explain the absence and are in no case an exemption from attendance. If someone cannot meet the established attendance percentage, they cannot participate in continuous assessment, and it will be necessary to take the final exam, provided they have submitted 66% of the evaluation activities beforehand.

Evaluation

In this course, students can choose between continuous evaluation and single evaluation.

Continous evaluation:

In this course, four evaluation activities must be completed. They will be explained and justified on the first day of class.

1. Design, assessment, and presentation of a didactic unit on teaching, learning, and evaluation in social sciences. Group activity: 35%
2. Elaboration of an evaluative and justificatory report on a didactic unit (exam). Individual activity: 35%
3. Individual reflection on learning. Individual activity: 15%
4. Field trip: design of a didactic proposal, participation, and attendance. Groupactivity: 15%

It is a requirement to obtain positive final grade for the subject to pass activities 1 and 2. If these two activities are passed, an average will be calculated with the grades of the other activities. The maximum grade (in the recovery) that can be obtained is a 5 out of 10.

Recovery is not possible for activity 1.

Attendance is mandatory for this type of assessment.

Single Evaluation:

This course offers a single evaluation option.

The single evaluation must be requested within the deadlines and according to the mechanisms established by the Faculty of Education Sciences (refer to the faculty's website). Students opting for single evaluation will complete all evaluation activities individually.

The course includes four evaluation activities that must be completed. They will be explained and justified on the first day of class.

The evaluation activities are:

1. Design, assessment, and presentation of a didactic unit on teaching, learning, and evaluation in social sciences. Individual activity: 35%

2. Elaboration of an evaluative and justificatory report on a didactic unit (exam). Individual activity: 35%
3. Individual reflection on learning. Individual activity: 15%
4. Field trip: design of a didactic proposal, participation, and attendance. single activity: 15%

Recovery is not possible for activity 1.

It is a requirement to pass activities 1 and 2 in order to approve the subject. The maximum grade that can be obtained in the recovery exam is 5 out of 10.

The deadline for submission will be the same as the continuous assessment, which will be presented at the beginning of the course.

In this case, attendance (80%) is essential for evaluation purposes.

Exam dates:

Groups 21, 41, and 71: June 3rd

Group 31: June 2st

Delivery dates for the other activities:

1. Design, assessment, and presentation of a didactic unit on teaching, learning, and evaluation in social sciences. By the last month of the course.
2. Individual reflection on learning. By the last month of the course.
3. Field trip: design of a didactic proposal, participation, and attendance. By the last month of the course.

Recovery exam dates:

Groups 21, 41, and 71: July 1st

Group 31: June 29th

Observations

In this course, the use of artificial intelligence (AI) technologies is permitted as an integral part of the development of coursework, provided that the final outcome demonstrates a significant contribution from the student in terms of personal analysis and reflection. Students must clearly identify which parts have been generated using such technologies, specify the tools employed, and include a critical reflection on how these tools have influenced both the process and the final result of the activity. Failure to disclose the use of AI will be considered a breach of academic integrity and may result in a grade penalty for the activity or more severe sanctions in serious cases. Individuals or work teams who fail to comply with this guideline may face penalties, ranging from being required to redo the submitted work to receiving a deduction in their mark.

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Compulsory Bibliography:

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Recommended Bibliography

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Software

-None

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
(SEM) Seminars	211	Catalan	second semester	morning-mixed
(SEM) Seminars	212	Catalan	second semester	morning-mixed
(SEM) Seminars	311	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan	second semester	morning-mixed
(SEM) Seminars	411	Catalan	second semester	afternoon
(SEM) Seminars	412	Catalan	second semester	afternoon
(SEM) Seminars	711	English	second semester	afternoon
(SEM) Seminars	712	English	second semester	afternoon

(TE) Theory	21	Catalan	second semester	morning-mixed
(TE) Theory	31	Catalan	second semester	morning-mixed
(TE) Theory	41	Catalan	second semester	afternoon
(TE) Theory	71	English	second semester	afternoon