

Teaching the Social Sciences from a Gender Perspective

Code: 106077
ECTS Credits: 6

2025/2026

Degree	Type	Year
Primary Education	OT	4

Contact

Name: Mariona Massip Sabater
Email: mariona.massip@uab.cat

Teaching groups languages

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

Prerequisites

None

Objectives and Contextualisation

This optional subject aims to show the importance of the gender perspective in primary schools and classrooms. Future teachers must know what the foundations of co-education are, and what it means to apply the gender perspective in education. They must be able to identify the elements that, in an educational relationship, can be transmitters of inequality, from knowledge to spaces, relationships and methodologies, as well as acquire resources to reverse it and be able to apply the knowledge to design educational projects based on justice, equality and equity. And to do so, we will have to deconstitute some of the ideas we have learned, recover and review our own education and conceptions of gender and power relations. Although the subject is based on knowledge of the social and cultural environment, its applicability involves all areas of education and life in the school.

Specific objectives

Recognize the principles of the gender perspective in educational environments, in order to be able to review and design educational proposals.

Analyze social problems and realities from feminist scientific perspectives, in order to project learning situations with a gender perspective.

Critically analyze media, literary and playful resources, in order to be able to select quality resources for the classrooms.

Design proposals for teaching social sciences from a gender perspective, in order to be able to make real curricular decisions that involve incorporating the gender perspective into the classroom.

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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

Learning Outcomes

1. Analyse teaching sequences that favour the construction of social discourse to promote the values of a critical and democratic population.
2. Critically analyse the principles, values and procedures that govern the exercise of the profession.
3. Propose new methods or well-founded alternative solutions.
4. Using the resources of the environment in order to design teaching and learning activities that develop autonomy and cooperative work in primary school pupils.
5. 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.
6. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

Coeducation and gender perspective: concepts and implications

The gender perspective in school culture: knowledge, spaces, relationships and methodologies

Feminist perspectives in the social sciences and their didactic transposition

The treatment of gender in social representations and relevant social problems

Elaboration and design of co-educational educational proposals based on relevant social problems

Communication, dialogue and interactive methods for training in equitable and egalitarian values, and socially democratic in primary education.

Reading and interpreting the image in the study of society from a gender perspective

Image and photography for a global citizenship: Photography, advertising, the press, film and television as sources of information and strategies in social and gender studies

Review, innovate and evaluate with a gender perspective.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analyse history, geography and social sciences from their contributions to the understanding of our society and the solution of social problems.	0.5	0.02	1, 4
Analyse the contributions of the teaching of history, geography and other social sciences to the solution of relevant social issues and for the understanding of our society.	0.5	0.02	1, 4
Use the resources of the environment to design teaching and learning activities.	0.5	0.02	4
Type: Supervised			
Analyse teaching units which favour the construction of a social discourse to promote	0.5	0.02	1, 4

the values of a critical, democratic and co-educational citizenship

Demonstrate that human rights are identified, practiced and defended as instruments for coexistence	0.5	0.02	1
Develop models of teaching units for primary school, especially those which develop the understanding of democratic plurality, cultural diversity and critical thinking.	0.5	0.02	4
Develop models of teaching units related to historical, geographical and social thinking for primary school level, in the context of a critical paradigm	0.5	0.02	1
Interpret educational innovation in the teaching of social sciences, from the wide range of different reference disciplines.	0.5	0.02	1
Interpret research and innovation from the perspective of information and communication technologies in the teaching of social sciences at primary education level.	0.5	0.02	1
Know how to encourage communication, personal interaction and social skills when designing a teaching sequence	0.5	0.02	4
Use the resources of the environment to design teaching and learning activities which develop autonomy and cooperative work in primary school students.	0.5	0.02	4
Type: Autonomous			
Assess the contributions to educational innovation in the teaching of history, geography and other social sciences.	0.5	0.02	4
Assess the contributions to educational innovation of PBL (Project-based learning) to study the society starting from relevant social issues	1	0.04	1
Be able to defend our own convictions by accepting and valuing the existence of different opinions or judgments.	0.5	0.02	4
Carry out a research in primary school on social sciences teaching-learning with a gender perspective.	1	0.04	4
Design models of teaching units related to social, critical and creative thinking for primary school level.	0.5	0.02	1
Identify, describe and analyse investigations in social science teaching and its contribution to innovation in relation to content, strategies or communication today.	0.5	0.02	1
Know and be able to use images and simulation as resources for teaching and learning social sciences.	0.5	0.02	4

The sessions of this subject could be exploratory, manipulative or theoretical depending on the different Health scenario. Anyway, both individual and group work will be required.

The aim is that the student could experiment his/her own formative process, and understand that learning is a social and personal act, which bring into play rational and emotional aspects. Efforts will be made to maintain an interactive dynamic and a climate that encourages participation. Personal commitment is required. The role of the teacher should be to facilitate the teaching and learning process of the students.

Learning activities

Depending on the type of teaching required in case of lock-down, activities could be exploratory, analytical, autonomous, supervised and directed.

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
Activities of co-construction of knowledge in the classroom	30% (I)	42	1.68	2, 1, 6, 3, 4, 5
Design and co-evaluation of a learning situation with a gender perspective	30% (I)	42	1.68	2, 1, 6, 3, 4, 5
Group work: Preparation of a training proposal for teachers	20% (G)	28	1.12	2, 6, 3, 5
Individual evaluation of the elaboration of an artistic work that analyzes social dynamics with a gender perspective.	20% (I)	28	1.12	2, 1, 6, 3, 4, 5

The evaluation of the subject will be carried out throughout the academic year through the proposed activities. The evaluation is understood as formative and formative, and is closely linked to the participation in the day-to-day activities of the classroom.

Requirements

Approving the subject means having achieved the main learning objectives.

To pass this subject, the student must show a good general communicative competence, both orally and in writing, and a good command of the Catalan language. In all activities (individual and group) linguistic correction, 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. It is a requirement to be able to evaluate the activities.

The evaluation activities help us to learn, and also to check if the students have achieved the competencies and objectives required. The use of AI in assessment activities, if used, must be explained, with transparency and honesty. The lack of transparency or improper use of this implies the cancellation of the evaluation test. If it is considered that the use of AI does not allow to identify the competence achievement of the students, they may be asked to repeat part of the activity.

The subject is face-to-face and, to pass it, it is necessary to have attended a minimum of 80% of the sessions. To pass the subject it will be necessary to have passed the different competences. The weighted average will not be applied to the numerical grades if it is not considered that all the objectives have been approved. There will be no final summary test.

Assessment Calendar

The co-construction of knowledge activities will be developed during the different sessions.

The evaluation activities that require a delivery are expected for Thursdays 23/10/25, 11/12/2025. The co-evaluation of a learning situation is expected on Thursday 04/11/2025.

If the recovery is necessary, it is expected for Thursday 29/01/25 at 6 p.m. The recovery will consist of a test, the nature of which will depend on the competencies and objectives that have been suspended.

In case of opting for single assessment, all evaluation activities must be submitted individually on 12/11/2024, as well as a personal interview on 12/11 at 3 p.m. The recovery of the single evaluation will also be on 29/01 at 6 p.m., with the same test style that the students of continuous evaluation will have.

Bibliography

- Agud, Ingrid; Amat, Meritxell; Bertran, Marta; Caravaca, Alejandro; Chamorro, Constanza; Corbella, Laura; Empain Joanna; Flores, Clara; Foradada, Mireia; Gavaldà, Xènia; Llos, Berta; López, Sara; Macià, Spei; Marbà, Anna; Prat, Maria; Puente, Sílvia; Rifà, Montserrat; Sánchez, Angelina. (2020) **Perspectiva de gènere en l'educació**. UAB. Barcleona
- Burguet i Arfelis, Marta; Guitart, Rosa M; Lomas, Carlos; Sainz Ibáñez, Milagros; Carrillo i Flores, Isabel.(2017). *Desfer la teranyina del gènere des de l'educació*. Barcelona: Eumo.
- De la Cruz Redondo, Alba; Díez Bedmar, MªConsuelo i García Luque, A. (2019). Formación de profesorado y reflexión sobre identidades de género diversas a través de los libros de texto de Ciencias Sociales. A M. Joao Hortas, A. Dias i N. de Alba (Eds). *Enseñar y aprender Didáctica de las Ciencias Sociales: la formación del profesorado desde una perspectiva sociocrítica*. (pp.273-287). Lisboa: AUPDCS i Politécnico de Lisboa.
- Díez Bedmar, MªConsuelo (2013). Indicadores para el seguimiento y la evaluación de la perspectiva de género en proyectos educativos de ciencias sociales: una apuesta real por la calidad. A J. Pagès Blanch i A. Santisteban Fernández (eds.). *Una mirada al pasado y un proyecto al futuro. Investigación e innovación en didáctica de las ciencias sociales (V.II)*. (pp.45-51). Bellaterra: AUPDCS i Universitat Autònoma de Barcelona
- Díez Bedmar, Mª Consuelo i Fernández Valencia, Antonia (2019). Enseñanza de las Ciencias Sociales con perspectiva de género. *CLIO. History and History Teaching*, 45, 1-10.
- Gavaldà, Antòni.; Santisteban, Antoni. (2003). La fotografia i la formació del pensament històric. L'Avenç. Papers del Museu d'Història de Catalunya. 283, 16-19.
- Guitart, Rosa M (2020). *Ser nena, ser nen. Com s'aprèn, com s'educa?* Barcelona: Graó
- Pineda, Montse. Toledo, Patsilí. (2016). *Marc conceptual sobre les violències sexuals. Violències sexuals: un marc conceptual, teòric i ètic*. Grup de recerca Antígona i Cración Positiva. Barcelona. UAB
- hooks, bell (2021). *La voluntat de canviar. Homes, masculinitat i amor*. Tigre de paper.
- Massip Sabater, Mariona; Castellví Mata, Jordi & Pagès, Joan (2019). Poder y diversidad. Aportes de la interseccionalidad a la didáctica de las ciencias sociales. *CLIO. History and History Teaching*
- Ortega Sánchez , Delfin., & Pagés Blanch , Joan. (2017). Literacidad crítica, invisibilidada social y género en la formación del profesorado de educación Primaria . *REIDICS*, 1, 2017, 1-16.

<https://doi.org/10.17398/2531-0968.01.102>

- Pagès, Joan. ; Santisteban,Antoni. (eds.) (2011). *Les qüestions socialment vives i l'ensenyament de les ciències socials*. Barcelona: Servei dePublicacions de la UAB.
- Rodó Zárate, María. *Interseccionalitat. Desigualtats, llocs i emocions*. Tigre de paper.
- Sánchez, Mercedes. (2020). *Pedagogías Queer ¿Nos arriesgamos a hacer otra educación?* Madrid. Catarata.
- Santisteban, Antoni. (2011). Paraules a la societat de la informació i de l'espectacle, en Santisteban, A. (coord.). *Paraules. Comunicació i aprenentatges*.Barcelona: Associació de Mestres Alexandre Galí / FMRPC / Diputació de Barcelona. 15-18.
- Solsona Pairó, Núria (2016). *Ni princeses ni pirates. Per educar nenes i nens en llibertat*. Barcelona: Eumo.
- Subirats Martori, Marina (2017). *Coeducación, apuesta por la libertad*. Madrid: Octaedro.
- Subirats Martori, Marina; Tomé González, Amparo, i Solsona Pairó, Núria (2019). Coeducar: posar la vida al centre de l'educació. **DOSSIER**, 4. Editorial Graó.

Software

No specific program 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	70	Catalan	first semester	afternoon