

Teaching Geography and History

Code: 44315

ECTS Credits: 15

2025/2026

Degree	Type	Year
Formación de Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas	OP	1

Contact

Name: Maria de las Neus Gonzalez Monfort

Email: neus.gonzalez@uab.cat

Teachers

Antoni Santisteban Fernandez

Maria Ballbe Martinez

Jordi Castellvi Mata

Myriam Gonzalez Sanz

Juan Llusà Serra

Teaching groups languages

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

Prerequisites

None

Objectives and Contextualisation

- To train the future secondary school teacher so that they can teach the content of History, Art History, and Geography by integrating disciplinary knowledge and the didactics of Social Sciences.
- To train future Social Sciences teachers to acquire basic knowledge and self-training skills that help them improve throughout their teaching career.

Learning Outcomes

1. CA24 (Competence) Adopt an ethical behaviour of commitment and respect towards society, students and the teaching profession, the educational community and the school institution within the framework of the profession's code of ethics.
2. CA25 (Competence) Cooperate as a team to co-create joint proposals for the learning of Social Sciences, History, Geography and Art History.
3. CA26 (Competence) Build the professional identity of a future social sciences teacher who is committed to an education that contributes to the development of a sustainable, equitable, diverse and just society that respects human rights.
4. KA17 (Knowledge) Select the basic aspects of the curriculum for the areas of knowledge in the field of social sciences to develop professionally as a teacher.
5. KA18 (Knowledge) Recognise the characteristics of the students, their relationships with peers and with their family and social environment, in order to interpret their social representations and their learning processes in the social sciences.
6. KA19 (Knowledge) Identify a humanist vision that integrates historical, geographical, political, social, economic and artistic knowledge in the interpretation of reality to promote the formation of critical-social thinking.
7. KA20 (Knowledge) Remember the curricular contents of the subjects of history, geography and art history in relation to the knowledge of the teaching of social sciences in the teaching and learning processes.
8. SA24 (Skill) Apply the gender perspective from an intersectional perspective in decision-making as a teacher in the social sciences classroom.
9. SA25 (Skill) Base teaching actions on evidence with the aim of improving social science teaching and learning processes and teachers' professional development.
10. SA26 (Skill) Master oral and written expression both in academic discursive practice and in the teaching practice of social sciences.
11. SA27 (Skill) Critically reason decision-making in response to relevant social problems in order to support stances, opinions, paradigms and proposals considering their implications and consequences.

Content

44315 Teaching Geography and History (15 credits)

BLOCK 1. Learning and Teaching of Social Studies, History, Geography, and Art History

- Introduction to the Teaching of Social Studies.
- Teaching of History.
- Teaching of Geography.
- Teaching of Art History and Heritage.

BLOCK 2. Learning and Teaching of Education for Critical and Global Citizenship

- Education for Citizenship, Human Rights, and Global Justice.
- Current Perspectives in the Teaching of Social Studies.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
<hr/>			
Type: Directed			
Attendance and participation in large group classes, field trips, lectures, workshops with guest speakers, among others, as well as the completion	97.5	3.9	CA24, CA25, CA26, KA17, KA19, KA20,

of related classroom activities.	SA24, SA26, SA27, CA24
----------------------------------	---------------------------

Type: Supervised

Completion, review and evaluation of the work carried out (reports, case studies, problem solving, exhibitions, laboratory practices, fieldwork ...)	75	3	CA24, CA25, CA26, KA17, KA18, KA19, KA20, SA24, SA25, SA26, SA27, CA24
--	----	---	--

Type: Autonomous

Critical analysis of readings and teaching proposals, preparation of reports, design of activities, and analysis and resolution of cases.	202.5	8.1	CA24, CA26, KA19, KA20, SA24, SA25, SA26, SA27, CA24
---	-------	-----	--

The hours indicated for each of the training activities are approximate and may be slightly modified due to unforeseen circumstances that may arise during the course.

In classroom activities, small group work will be proposed to maximise the participation of all students.

All sessions will be designed following the socio-constructivist learning cycle and applying inclusion measures.

The methodologies and strategies applied in the sessions will vary depending on the stage of the subject, the content to be taught, the established objectives, and the learning outcomes to be developed.

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
Completion of a competency-based written exam in which one of the topics covered during the course is developed (individual).	40	0	0	CA24, KA17, KA19, KA20, SA24, SA26, SA27
Design of a group field trip (group)	40	0	0	CA24, CA25, CA26, KA17, KA18, KA19, KA20, SA24, SA25, SA26, SA27
Oral defense and theoretical justification of the content selected in the written exam (individual).	20	0	0	CA24, KA17, KA19, KA20, SA24, SA25, SA26, SA27

The assessment of this course will take place throughout the academic year through the assigned activities (the syllabus provided at the beginning of the course will specify the activities and deadlines for submission).

Attendance

Attendance in the in-person classes for this course is mandatory at 80% in order to qualify for continuous assessment. Absence notes or justification documents only explain the absence; they do not exempt students from attending. If a student cannot meet the attendance requirement, they may not opt for continuous assessment and must take the make-up assessment instead.

Continuous Assessment

This course includes three assessment activities. These will be explained and justified on the first day of class. The activity that can be resubmitted is the "Design of a Field Trip." The maximum grade that can be earned for that resubmission is 5 out of 10.

Instructor deadlines for grading and returning assignments will follow the university's official guidelines.

Assessment Activities: submission, type, percentage, and due dates

Completion of a skills-based written exam on one of the main course topics (individual), 40%, February 18

Oral defense and theoretical justification of the topic selected in the written exam (individual), 20%, May 6

Design of a field trip (group), 40%, May 6. Make-up/resubmission: May 20

Single Assessment

Single assessment must be requested within the deadlines and according to the procedures established by the School of Education (please check the school's website).

The criteria for single assessment are the same as those for continuous assessment, but all activities must be completed or submitted on: May 20.

Make-Up/Resubmission

The resubmission/make-up date (for both continuous and single assessment) is: May 20.

To qualify for a make-up/resubmission, a minimum score of 3.5 out of 10 must have been earned on the original activity.

This course does not include a "final synthesis exam." Students may choose between continuous or single assessment.

Gender Perspective

This course incorporates a gender perspective in its instruction. This involves reviewing male-centered biases in academic fields, questioning gender stereotypes, including knowledge produced by women and other marginalized groups, and using critical approaches that challenge male-dominated viewpoints. This perspective also examines the social and cultural causes and mechanisms that maintain gender inequalities. Additionally, it involves identifying teaching practices and educational setups that may reproduce inequality, and using gender-inclusive language.

Students will be expected to incorporate a gender perspective by reflecting critically (and self-critically) on their own subjectivity and how it affects their teaching.

(For more information, see: Agud Morell, Ingrid; Amat, Meritxell; Bertran, Marta; [et al.]. (2020). Gender Perspective in Education: A Conceptual Framework. Barcelona: UAB. <https://ddd.uab.cat/record/226865>)

Ethical Commitment and Attitude

To pass this course, students must demonstrate attitudes aligned with the teaching profession, such as active listening, respect, participation, collaboration, empathy, kindness, punctuality, non-judgmental thinking, critical reasoning, and responsible use of digital devices. In addition, students must demonstrate accountability, rigor in independent work, active classroom participation, critical thinking, and behaviors that contribute to a positive, inclusive, and democratic learning environment where diversity is respected.

An ethical commitment to the professional code of conduct is also required. Students should consult the following resources:

Federació de Moviments de Renovació Pedagògica de Catalunya (2011). Ethical Commitment of Teaching Staff. <http://www.mrp.cat/inici/20/el-compromis-etic-del-professorat>

Official College of Doctors and Graduates in Philosophy, Letters, and Science of Catalonia (2011). Code of Professional Ethics for Educators. <https://www.cdl.cat/codi-deontologic-de-la-professio-docent>

Communication Skills

To pass this course, students must demonstrate strong general communication skills-both written and oral-as well as proficiency in the course's instructional language(s) as specified in the course guide. All assignments (individual and group) will be assessed for grammatical accuracy, proper formatting, and overall clarity.

Students must be able to express themselves clearly and correctly and demonstrate advanced understanding of academic texts. If a submission does not meet these standards, it may be returned without a grade or marked as failing.

Since the medium of instruction for both the master's program and secondary education is Catalan, oral and written assignments related to this course must be completed in Catalan.

Plagiarism and Cheating

Plagiarism and cheating are forms of intellectual theft and are serious academic offenses. Any proven instance will result in a grade of zero. In cases of suspected copying between two students, and where the source of copying cannot be identified, both students will receive the same penalty. Fraudulent use of artificial intelligence (AI) tools will also result in a grade of 0 for the concerned assignment.

Use of Artificial Intelligence

This course permits the use of Artificial Intelligence (AI) tools as part of the learning and creation process, provided that the final product clearly reflects meaningful personal analysis and critical thinking contributed by the student. Students must clearly identify which parts were generated using AI, specify the tools used, and include a short critical reflection on how the technology influenced their process and final outcome. Lack of transparency about AI use will be treated as academic dishonesty and may lead to grade penalties or more serious disciplinary action in severe cases.

Any questions related to grading or assessment that are not covered above will follow the academic regulations of the School of Education and the broader policies of UAB.

Bibliography

At the beginning of the master's degree, the updated bibliography will be provided.

Software

--

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
------	-------	----------	----------	------

