UAB
Universitat Autònoma de Barcelona

Teaching Innovation and Introduction to Educational Research on Teaching Social Science

Code: 45579
ECTS Credits: 10

2025/2026

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

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Teachers

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Teaching groups languages

You can view this information at the of this document.

Prerequisites

Objectives and Contextualisation

-Develop the professional competencies required to perform teaching duties in secondary education as a teacher specialized in Geography, History, and Social Sciences, as well as serving as a tutor.
-Provide the knowledge and skills necessary to teach the subjects related to the specialization in Geography, History, and Social Sciences offered in secondary education and high school.
-Connect the various courses in the master's program with the practicum in order to frame teaching practice within a reflective approach.
-Apply the knowledge and competencies acquired in the master's program to a master's thesis (capstone project) that enables reflection on teaching practice using evidence and theoretical frameworks from educational research.

Learning Outcomes

1. CA27 (Competence) Create social science learning situations based on relevant social problems, with an inclusive competency-based perspective.
2. CA28 (Competence) Build educational and training assessment into the design of learning situations in the social sciences as a tool to verify and regulate learning.
3. CA29 (Competence) Manage the teaching action to promote self-regulation and metacognition of learning.
4. CA30 (Competence) Incorporate digital teaching resources in the social sciences classroom.
5. CA31 (Competence) Cooperate as a team to co-create joint proposals for the learning of Social Sciences, History, Geography and Art History.
6. KA21 (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.
7. KA22 (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. SA28 (Skill) Incorporate inclusive measures in the social sciences teaching-learning process.
9. SA29 (Skill) Master oral and written expression both in academic discursive practice and in the teaching practice of social sciences.
10. SA30 (Skill) Apply the curricular contents of history, geography and art history from a critical education perspective.

Content

BLOCK 1. Teaching Innovation in Social Sciences Didactics in the Classroom

-Design and experimentation of Social Sciences Learning Situations in secondary classrooms.

-Selection, organization, and sequencing of the competencies and content intended to be taught.

-Analysis, evaluation, and critical reflection on the process of developing and experimenting with the Learning Situations.

BLOCK 2. Introduction to Educational Research in Social Sciences Didactics

-Acquisition of inquiry skills regarding the phenomena occurring in the classroom.

-Research context.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Individual written assessment of a case study	65	2.6	KA21, KA22, SA28, SA29, SA30, KA21
Type: Supervised			

Design of a teaching proposal (group)	170	6.8	CA27, CA28, CA29, CA30, CA31, KA21, KA22, SA28, SA29, SA30, CA27
Type: Autonomous			
Oral defense and theoretical justification of the case analysis carried out in the written test (individual)	15	0.6	KA21, KA22, SA29, SA30, KA21

The methodology of this course is based on an active and participatory approach aimed at fostering students' critical, social, and civic thinking. The teaching and learning process combines instructor-led sessions on key concepts and foundational issues with practical activities and group dynamics. Emphasis will be placed on debate, small-group discussions, case study analysis, and cooperative learning to encourage reflection and collective knowledge construction. A variety of teaching resources and materials will be used, along with digital tools and ICTs, in order to enrich and update the learning experience and connect course content to current social and educational realities. Activities will focus on the resolution of meaningful social issues, the design of educational proposals, and the critical evaluation of materials and methodologies, always promoting the transfer of the skills developed to real-world teaching practice.

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
Design of a Group Teaching Proposal	50%	0	0	CA27, CA28, CA29, CA30, CA31, KA21, KA22, SA28, SA29, SA30
Individual written assessment of a case study	40%	0	0	CA27, CA28, KA21, KA22, SA29, SA30
Oral defense and theoretical justification of the case analysis carried out in the written test (individual).	10%	0	0	KA21, KA22, SA29, SA30

The course will be assessed throughout the academic year via the proposed activities. The syllabus distributed at the beginning of the course will provide detailed information about the activities and submission deadlines.

Attendance
Attendance to in-person classes is mandatory at 80% in order to qualify for continuous assessment. Absence notes provided in case of missed sessions only explain the absence and do not exempt students from the attendance requirement. If a student is unable to meet the required attendance percentage, they cannot be assessed through continuous evaluation and must attend the make-up assessment.

Continuous Assessment
This course includes 3 required assessment activities. These will be explained and justified on the first day of class. The recoverable activity is the "design of a learning situation." The maximum grade that can be obtained

in the make-up submission is 5 out of 10.
Deadlines for instructors to return corrected assessments follow the rules set by university policy.

Assessment Activities: Submission, Type, Percentage, Dates

- Design of a Learning Situation (group), January 9 [recoverable activity]

- Written Case Analysis (individual), February 6

- Oral Defense and Theoretical Justification of the Case Analysis (individual), May 22

Single Assessment
Single (final) assessment must be requested within the deadlines and according to the procedures determined by the Faculty of Education Sciences (check faculty website).
Criteria are the same as for continuous assessment, but all assignments must be submitted by May 29.

Make-up Assessment
The make-up date (for both continuous andsingle assessment) is June 5.
To participate in the make-up process, students must have obtained at least 3.5 out of 10.
This course does not include a "synthesis exam." Students may only pursue either continuous or single assessment.

Gender Perspective
A gender perspective will be integrated in the course instruction. This includes examining androcentric biases in academic disciplines, questioning gender stereotypes, incorporating knowledge produced by women and other marginalized groups, and applying critical perspectives that reveal social and cultural mechanisms underlying gender inequality. It also involves identifying teaching methodologies or use of space that reproduce inequalities and advocating for non-sexist language.

Ethical Commitment and Attitude
To pass this course, students must demonstrate behavior aligned with the teaching profession (active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgmental attitudes, reasoning, appropriate use of electronic devices...). Responsibility, rigor in independent work, critical thinking, and behavior that fosters a democratic, positive, inclusive learning environment are also required.

Communication Skills
To pass the course, students must demonstrate strong general communication skills, both oral and written, and a solid command of the course language(s), as outlined in the syllabus. Linguistic accuracy, writing quality, and formal presentation will be evaluated in all assignments (individual and group). Fluency and correctness in expression and high comprehension of academic texts are required. Assignments may be returned ungraded or marked as failed if they do not meet these standards.
As the official language of the Master's program is Catalan, all assessment tasks must be conducted in that language.

Plagiarism and Copying
Plagiarism and copying are considered intellectual theft and will result in a failing grade ("zero"). In cases where mutual copying is suspected and it's unclear who copied whom, the penalty will apply to both students. Fraudulent use of AI tools will also result in the activity receiving a score of 0.

Use of Artificial Intelligence (AI)
The use of AI technologies is permitted in this course as part of students' academic work, provided the final result reflects substantial personal analysis and reflection. Students must clearly indicate which sections were AI-generated, state which tools were used, and include a critical reflection on how they influenced the process and final outcome. Failure to be transparent in the use of AI will be considered academic dishonesty and may lead to penalties or serious academic sanctions.

Digital Teaching Competency
This course includes activities aimed at developing students' Digital Teaching Competency.

Bibliography

At the beginning of the course, a required and an optional bibliography will be provided. The readings will be contextualized, discussed, and analyzed in class.

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.