

Teaching Knowledge of the Natural and Social Environment in Early Childhood Education I

Code: 101989

Credits: 5

2026/2027

Degree programme	Type	Course
Early Childhood Education	OB	3

Contact lecturer

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Group languages

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

Prerequisites

Not required

Objectives

The course "Didactics of Knowledge of the Natural and Social Environment in Early Childhood Education I" is a compulsory subject, focused on a specific didactics shared by two knowledge areas: social sciences and science education. That is why the subject is designed with specific work moments for each area, and with moments where both areas are approached in an interdisciplinary manner.

This approach aims to address core themes present in the current Early Childhood Education curriculum, such as "*A child who explores their environment with curiosity*" or "*A child who is part of the diversity of the world around them*", establishing connections with the reference disciplines: the didactics of social sciences and the didactics of natural sciences. The course seeks to develop didactic criteria grounded in a sound understanding of the curriculum, as well as of theories, models, and principles related to teaching and learning in early childhood education. It also promotes a view of the natural and social world oriented toward identifying and addressing relevant social, scientific, and environmental phenomena and issues at this educational stage.

Learning objectives:

1. Identify and evaluate the contributions of the natural sciences and social sciences as cultural domains of Western society and their relevance in education.
2. Identify the characteristics of school- and classroom-level planning that integrates complexity within the framework of education for sustainability, equal opportunities, coeducation, and global citizenship.
3. Analyze the early childhood education curriculum.
4. Understand the most relevant theories, models, and principles related to the teaching and learning of natural and social sciences in early childhood education.
5. Analyze various learning situations in early childhood education settings, identifying the goals and content related to natural and social sciences, and assessing their appropriateness.

Learning outcomes

1. Understand the theory for the teaching and learning of experimental sciences and social sciences as governed by the early education curriculum.
2. Be able to perform small research studies that can be used in infant education.
3. Know about the evolution of thinking, customs, beliefs and social and political movements throughout history and how they have been used to target specific experiences in infant education.
4. Know about historical moments and relevant scientific facts and how they have been used to guide specific experiences in infant education.
5. Be able to use information and communications technology in the development of the subject.
6. Be able to organize both personal and group work to design and implement a joint project.
7. Be familiar with the curriculum on the open area within the ambit of child education.
8. Be able to make oral presentations using new technologies that are of use in the professional field.
9. Be able to analyse a learning situation and assess its relevance based on the theoretical framework developed in the subject.
10. Be able to read, interpret and use a program, project or instrument for scientific, social and environmental education in infant education.
11. Be able to engage in direct contact with the natural and social environment in a socially and environmentally responsible manner.
12. Analyse a situation and identify its points for improvement.
13. Propose new methods or well-founded alternative solutions.

Contents

1. Foundations and perspectives of educational intervention in environmental exploration, from the perspective of the reference sciences
 2. 1.1. Cultural relevance of the natural and social sciences for understanding the contemporary world
 3. 1.2. Theories, models, and principles of teaching and learning in early childhood education
 4. 1.3. Education for sustainability, equal opportunities, and critical thinking in early childhood education
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1. Foundations and perspectives of educational intervention in environmental exploration, from the perspective of the curriculum
 2. 2.1. The early childhood education curriculum in relation to environmental exploration
 3. 2.2. Educational goals of environmental exploration in early childhood education
 4. 2.3. Core content of environmental exploration in early childhood education

1. Content of environmental exploration and its didactic application in the early childhood classroom
2. 3.1. Space and time, gender perspective, and critical thinking in environmental exploration in early childhood education
3. 3.2. Living beings, materials, and energy in environmental exploration in early childhood education
4. 3.3. Analysis and implementation of educational interventions related to the content of environmental exploration

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Work of document analysis, case resolution, or laboratory work where there is a deepening in the content and themes worked on in the large group.	12	0.48	
Continuous assessment	6	0.24	
Presentations by the teaching staff and guided outings to work on the basic content and issues of the syllabus and develop the digital teaching competence.. This is carried out with the entire class group and/or individually and autonomously.	30	1.2	
Perform recommended reading, searching for information to carry out the work entrusted, write texts, prepare presentations and oral exam	77	3.08	

The teaching methodology is based on three main pillars:

- (a) providing students with direct experiences of contact with the natural and social environment and its educational potential for the early childhood stage, through field trips and didactic laboratory activities;
- (b) designing learning situations that allow students to develop new ways of approaching educational work related to the social and natural environment;
- (c) encouraging students to engage with key readings and reflect on core ideas that represent relevant cultural milestones.

Field trips organized as part of the course may take the following forms (specific activities will be detailed at the start of the course):

- Visits to museums, science centers, or other institutions related to the course content, during the opening hours of the institution (morning or afternoon);
- and/or Interdisciplinary activities involving direct and experiential exploration of the natural and social environment, during the regular course schedule.

These field trips are mandatory and may require travel (within Barcelona and/or surrounding areas), as well as a cost of up to €10, to be covered by the student. If a student is unable to attend on the scheduled date/time for justified reasons, an alternative individual arrangement will be offered on another day/time, and evidence of completion must be submitted.

This course includes activities designed to support the development of Digital Teaching Competence.

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Individual field trip task: interdisciplinary activity related to environmental exploration.	15%	0	0	2, 3, 4, 5, 8, 10, 12
Individual reflective task on the content and the readings covered and/or suggested in the course	40%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Group task related to assignments developed during the didactic seminars	45%	0	0	1, 2, 3, 4, 5, 6, 8, 11, 13

The continuous assessment of the course is carried out throughout the teaching period and consists of 55% for individual assessment and 45% for group assessment. It is structured through the submission of three assessment tasks of different types, distributed throughout the course as follows:

1. Individual reflective task (40% of the final grade). This is a written assessment activity based on the reflection and in-depth analysis of the course content and assigned readings. It will take place on the following dates:

a) Group 61 (Tuesday morning): 15/12/2026

b) Group 62 (Friday afternoon): 08/01/2027

2. Individual field trip task (15% of the final grade). This is a practical assessment activity linked to the designated field trip and, from an interdisciplinary perspective, must be connected to the exploration of the environment. The individual task must be submitted on the following dates:

a) Group 61 (Tuesday morning): one week after completing the "Field Trip Block"

b) Group 62 (Friday afternoon): one week after completing the "Field Trip Block"

3. Group seminar project task (45% of the final grade). This task involves the creation of group projects linked to the activities developed in the didactic seminars. The objective is to reflect on and/or apply didactic resources related to teaching natural and social sciences in early childhood education. The group projects will be submitted on the following dates:

a) Group 61 (Tuesday morning): one week after completing each seminar requiring submission; and for the overall project, at the final didactic seminar.

b) Group 62 (Friday afternoon): one week after completing each seminar requiring a report/documentation; and for the overall project, at the final didactic seminar.

The course allows for a single assessment option, which consists entirely of individual evaluation (100%). It is structured through the submission of four assessment tasks:

1. Reflective task (35% of the final grade). A written reflection based on the course content and readings.
2. Field trip task (10% of the final grade). A practical task related to the field trip, approached from an interdisciplinary perspective and linked to environmental exploration.
3. Seminar project task (40% of the final grade). Development of projects based on the activities from the didactic seminars.

4. Oral argumentation task (15% of the final grade). An individual oral interview to defend and explain the three previous tasks and demonstrate mastery of the course content.

Submission dates for single assessment tasks:

a) Group 61 (Tuesday morning): 15/12/2026

b) Group 62 (Friday afternoon): 08/01/2027

All instructions and criteria related to these tasks will be explained at the beginning of the course. Feedback and grades will be returned within 20 working days according to the academic calendar. Students wishing to review their grades may do so in a specific feedback session scheduled by the teaching team.

Requirements and Criteria to Pass Continuous or Single Assessment:

- Students must have passed each of the 3 (continuous assessment) or 4 (single assessment) evaluation activities (after the resit process, if applicable), with a minimum grade of 5 out of 10, in order for the average of the activities to be calculated and the final grade for the course to be obtained.
- Attendance of at least 80% of sessions is required. Practical sessions (seminars and field trips) are mandatory. Failure to meet attendance requirements will result in a "Not Assessed" status. Justifications explain the absence but do not exempt attendance.
- Students must demonstrate general communicative competence, both orally and in writing, and a solid command of Catalan. All tasks will be evaluated for language correctness, grammar, spelling, writing quality, and formal presentation. A task may be graded as "Not Assessed" or failed if it does not meet these standards.
- Students must demonstrate an attitude compatible with the teaching profession: active listening, respect, participation, cooperation, empathy, kindness, punctuality, appropriate use of mobile devices, etc. In group activities, inappropriate attitudes may affect the individual grade.
- All assessment tasks must meet the formal standards of academic work, including correct citation using APA 7 style.

NOT ASSESSED. Students will be considered "Not Evaluable" if they have not provided sufficient evidence of assessment (i.e., have not submitted at least two-thirds of the required assessment tasks). In such cases, students will not be eligible for the resit process.

RESITS. According to UAB academic regulations, access to the resit process requires:

- All assessment tasks are eligible for resubmission, provided the student was previously assessed.
- However, in order to access the resit process, students must have obtained a minimum average grade of 3.5 in the course. If this requirement is not met, the student will not be eligible for recovery, and the course will automatically be considered failed.
- Students must meet all evaluation criteria.
- Students must comply with transparency requirements regarding AI use.*
- Students must not have committed academic misconduct such as plagiarism or cheating.**
- The maximum grade obtainable for a resubmitted task is 5/10, which will be averaged with the other grades.

Resit dates:

a) Group 61 (Tuesday morning): 17/01/2027 (from 6:00 p.m. onwards due to Practicum III)

b) Group 62 (Friday afternoon): 29/01/2027 (from 6:00 p.m. onwards due to Practicum III)

* In this course, the use of artificial intelligence (AI) technologies is only permitted in the field trip task and the seminar project task. AI may only be used for support purposes (e.g., information search, proofreading, or translation). If used, students must clearly indicate which parts were generated using AI, the tools employed,

and include a critical reflection on its impact. Lack of transparency will be considered academic dishonesty and may result in partial or full penalties, or more severe sanctions.

** According to UAB academic regulations, plagiarism or cheating in any assessment activity is a serious offence and will be penalized with a grade of 0 for the entire course, without the right to resubmission. This applies to both individual and group work. Any unauthorized materials or devices discovered during a task will also result in a 0, and the course will be failed. Copying significant parts of another student's work or presenting uncredited text as one's own, in any format, constitutes academic misconduct.

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Webs of general interest

ARC. A space designed to support teachers and educators with high-quality teaching proposals. <https://apliense.xtec.cat/arc/>

Association Internationale Pikler (LÓCZY) <http://www.aipl.org/>

Centre de Documentació i Experimentació en Ciències i Tecnologia (Dept. d'Eensenyament): www.xtec.es/cdec

El safareig: educació infantil i natura (AAMM RosaSensat): www.elsafaeig.org/

Senderi-Educación Valores: <http://www.senderi.org>

Tallers d'expressió i educació creadora: Diraya. <http://www.dirayaexpresion.es/>

Tresor de recursos. Resources for formative assessment and meaningful learning. <https://tresorderecursos.com/>

Xtec-Xarxa Telemàtica Educativa de Catalunya: <http://www.xtec.es>

Zona Clic: <http://clic.xtec.net/ca/>

Child Education Magazine

Graó 0-6. Revista de l'editorial Graó.

Infància. Revista de l'Associació de Mestres Rosa Sensat

Infància-Europa. Revista de l'Associació de Mestres Rosa Sensat

Viure en família. Revista (per a pares i mares) de l'editorial Graó

Software

No specific software is required.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	61	Catalan	first semester	morning-mixed
(TE) Theory	62	Catalan	first semester	afternoon
(PLAB) Practical laboratories	611	Catalan	first semester	morning-mixed
(SEM) Seminars	611	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	612	Catalan	first semester	morning-mixed
(SEM) Seminars	612	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	613	Catalan	first semester	morning-mixed
(SEM) Seminars	613	Catalan	first semester	morning-mixed
(PLAB) Practical laboratories	621	Catalan	first semester	afternoon
(SEM) Seminars	621	Catalan	first semester	afternoon
(PLAB) Practical laboratories	622	Catalan	first semester	afternoon
(SEM) Seminars	622	Catalan	first semester	afternoon
(PLAB) Practical laboratories	623	Catalan	first semester	afternoon
(SEM) Seminars	623	Catalan	first semester	afternoon