

Globalising Projects of Social Sciences in Early Childhood Education 2026/2027

Code: 102016

Credits: 6

Degree programme	Type	Course
Early Childhood Education	OP	4

Contact lecturer

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Prerequisites

It is recommended to have passed and approved the Didactics of Natural and Social Science I and II.

Group languages

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

Objectives

This is a fourth-year elective course focused on a specific didactic approach to the teaching of Social Sciences. It is framed within a globalised perspective, which is considered the most appropriate for fostering learning in the early childhood education stage. Students who have successfully completed the two compulsory courses on the didactics of social and natural environment understanding are eligible to enrol, in the final semester of the degree, in the elective course *Globalised Project Approaches in Social Sciences for Early Childhood Education*.

In the context of early childhood education, it is common to address content through globalised project-based learning, often using the area of social and cultural understanding as a meaningful and integrative framework. For this reason, it is entirely justified to develop the teaching competences required for such approaches through the didactics of Social Sciences

Training objectives

- Analyzing globalizing projects in order to assess their appropriateness for childhood education.
- Proposing innovations to already applied globalizing projects.
- Learning how to design globalizing teaching practices for childhood education, with discovery as the main actor.
- Developing specific teaching skills related to the existing teaching resources activated with a globalizing project.
- Developing teamwork skills and digital skills.

Learning outcomes

1. Demonstrate thorough knowledge of basic social thought that has a direct impact on the learning situations and globalizing projects in infant education.
2. In educational proposals, effectively and consistently specify the systematic perspective of science and consistent guidance with a model of sustainable society.
3. Consider the promotion of interest and respect for the environment to be an important item of globalizing projects.
4. Including effective scenarios and digital resources in the designs for globalising projects, both in terms of their development and of communicating with the family, and in evaluating projects.
5. Express in classroom activity the necessary capacity for dialogue, reflection, empathy and conflict resolution as required for competent teaching.
6. Participating actively and reflectively in the organisation of tasks intrinsic to the development of an overall project.
7. Demonstrate in the analysis of globalizing projects sufficient skills regarding the educational implications of ICT and especially television in early childhood.
8. Demonstrate in the analysis of globalizing projects sufficient skills regarding the educational implications of ICT and especially television in early childhood.
9. Displaying thoughtfulness in the analysis and design of globalising projects, a necessary requirement for the innovative and improving capacity of teaching work.
10. Master the habits and skills of cooperative work, both in relation to work on the subject, and in their application to the globalised projects being designed.
11. Master habits and skills for independent learning.
12. Displaying an attitude of thoroughness and respect for the agreements made at the time of establishing a work team: timing, completeness, effort and rigour.
13. Demonstrating a collaborative attitude in the development of teamwork and with teams.
14. Projecting an attitude of respect for the project in order to promote values, behaviours and sustainable practices in the different tasks associated with the subject.
15. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.

Contents

1. Models of globalization projects in the area of discovery of the social environment.

1.1. The project method and its particularization at the stage of infant education.

1.2. Basic components and contributions of the globalizing projects in the infant education, from the Social Sciences.

1.3 Gender focus in teaching and learning applied to the design of globalization projects.

1.4. Analysis of different models of globalization projects applied to the schools of infant education. Typology, strengths and weaknesses, social knowledge

2. Preparation of innovative didactic proposals from the focus of globalization projects.

2.1 Framing, intentionality, situation of learning and timing.

2.2. Organization of the tasks of the teaching team.

2.3. Curriculum interrelation: selection and sequencing of contents, objectives and capacities.

2.4. Activities, materials, children's grouping.

2.5. Follow-up of the experience.

2.6. Implication of families in the e-process.

2.7. Evaluation system

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
The teacher lessons and inductive dialogue	25	1	3, 7, 9, 11, 13, 15
Analysis of materials and classroom experiences from globalizing approaches	23	0.92	6, 7, 9, 11, 14
Reading and analysis of texts and other materials proposed.	28	1.12	1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 14, 15
Development of collaborative work environment globalizing projects	25	1	1, 2, 4, 6, 10, 11, 12, 13, 14, 15
Analysis of projects	25	1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Information research and development of teaching resources	20	0.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15

A teaching approach is proposed that enables students to experience, within their own learning process, that learning is both a social and a personal act, engaging both rational and emotional dimensions. An interactive dynamic and a supportive, relaxed environment will be fostered to encourage participation and personal commitment to one's own learning as well as to that of fellow group members. In this context, the teacher's role is conceived as that of a facilitator of the teaching and learning process.

Particular emphasis will be placed in this course on the design and implementation of learning situations in early childhood education classrooms. These will be critically and systematically analysed to ensure that they respond to globalised and integrated approaches within the field of social sciences.

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
Making a critical reflexion	30%	2	0.08	1, 4, 5, 6, 9, 11, 12, 14
Elaboration of a didactic activity like a Porject. In group	50%	1	0.04	2, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15
Critical analysis of didactic proposals. Individualli	20%	1	0.04	1, 3, 4, 8, 9, 11, 14, 15

The instructions to pass this course. Students must demonstrate strong general communication skills, both oral and written, as well as a solid command of the Catalan language. All activities-whether individual or group-based-will be Tassessed for linguistic accuracy, writing quality, and formal presentation. Students are expected to express themselves fluently and accurately and to show a high level of understanding of academic texts. This is a mandatory requirement for the assessment of all coursework.

A proactive attitude will be valued, especially during oral participation activities (as specified in each activity's instructions).

Students may still access the resit opportunity, provided they have submitted at least two-thirds of the course

assignments. Marks for each assessment will be returned within 15 days of submission. Students wishing to review their grades must request an appointment within 7 days of the grades being published, by sending an email to arrange a meeting during the instructor's designated office hours.

To pass the course, all evaluation tasks must be submitted by 27/05/2027. If the average grade of the CA does not reach 5, assignments scored under 5 may be resubmitted on the resit date, 17/06/2027. The maximum grade obtainable through the resit is 5 out of 10.

It must be remembered that the activities will have to be presented in the recovery, but it will not be possible to obtain more than 5 out of 10 in each of them.

Regarding the single assessment, the instructions are as follows:

Regarding the assessment activities, you must present the same activities indicated in this guide on 27/05/2027 but all individually. And that same day he will have to do the evaluation interview.

The percentages of the assessment activities together with the interview, for the single assessment, are as follows:

- Critical analysis of teaching proposals individually: 15%
- Individual evaluation of the preparation of an individual critical reflexion: 35%
- Elaboration of a didactic activity using a written resource (story or illustrated album). Individually: 35%
- Evaluative interview: 15%

NON-ASSESSABLE. Students who have not provided sufficient assessment evidence (i.e., who have completed less than two-thirds of the required assessment activities) will be considered non-assessable. In such cases, they will not be eligible for the resit process.

RESIT. In accordance with UAB academic regulations, students must meet the following requirements in order to access the course resit process:

- All assessment activities in the course are eligible for resit, provided that the student has previously been assessed in the activity to be resat.
- However, to be eligible for the resit process, students must obtain a minimum average grade of 3.5 in the course. Otherwise, they will not be allowed to take the resit, and the course will automatically be failed.
- Students must have met the requirements established for the course assessment.
- Students must have complied with the transparency criteria regarding the use of AI*.
- Students must not have violated the regulations concerning copying or plagiarism**.
- The maximum grade that can be obtained through the resit process is 5 out of 10 for the activity being retaken. This grade will be averaged with the grades obtained in the other assessment activities.

The scheduled date for the resit process for both Continuous Assessment and Single Assessment is 17/06/2027.

*Use of Artificial Intelligence (AI):

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as bibliographic or information searches.

Students must clearly identify which parts have been generated using such technology, specify the tools used, and include a critical reflection on how these have influenced both the process and the final outcome of the activity. Lack of transparency in the use of AI in this graded activity will be considered a breach of academic integrity and may result in a partial or total penalty in the activity's grade, or more serious sanctions in severe cases.

** In accordance with UAB academic regulations, copying or plagiarism in any type of assessment activity constitutes an offence and will be penalized with a grade of 0 for the course, with no possibility of resitting, whether it is an individual or group assignment (in the latter case, all group members will receive a grade of 0). If, during an individual in-class assignment, the lecturer considers that a student is attempting to copy or discovers any document or device not authorized by the teaching staff, the assignment will be graded with a 0, with no possibility of resitting, and the student will therefore fail the course. An assignment, activity, or examination will be considered "copied" when it reproduces all or a significant part of another student's work. An assignment or activity will be considered "plagiarized" when part of a text by another author is presented as one's own without citing the sources, regardless of whether the original sources are in print or digital format.

Bibliography

Aranda, A. M. (2003). *Didáctica del conocimiento del medio social y cultural en educación infantil*. Madrid: Síntesis.

Battle, M. (2010). En busca de una educación de calidad: los ambientes. *Aula de Infantil*, 56, 32-35.

Boneta, N. & Hoyuelos, A. (2010). Encuentros: estar juntos en la escuela infantil Apuntes para un proyecto sobre interacción en el 0-3. *Aula de Infantil*, 57, 15-18.

Hannoun, H. (1977). *El niño conquista el medio*. Buenos Aires: Kapelusz.

Honoré, C. (2005). *Elogio de la lentitud*. Barcelona: RBA Ediciones.

López Torres, E. (2015). Aprendizaje Basado en Proyectos para el desarrollo de las competencias profesionales del maestro. *Didáctica de las ciencias experimentales y sociales*, 29, 25-41.

López Torres, E. & Velasco Sanz, A. M. (2017). Aprender viviendo el entorno. Tabanque: *Revista pedagógica*, 30.

Tonda, E. (2001). *La didáctica de las ciencias sociales en la formación del profesorado de Educación Infantil*. Alicante: Publicaciones de la Universidad de Alicante.

Torruella, M. F. & Jiménez Torregrosa, L. & Arqué i Bertrán, M. T. (2014). El trabajo cooperativo en el grado de educación infantil. *Enseñanza de las ciencias sociales: revista de investigación*, 13.

Tonucci, F. (1997). *La ciutat dels infants*. Barcelona: Barcanova.

Algunes pàgines web:

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

Comunitat catalana de Webquest: <http://www.webquestcat.org/>

Diraya. Talleres de Expresión y Educación corporal <http://www.dirayaexpresion.es/>

El Safareig <http://www.xtec.es/~ccols/>

Girasol <http://www.martagrauges.com/> Una altra pàgina personal interessant, en la qual hi podeu trobar altres links

Recursos educatius: educació infantil <http://www.xtec.es/~mmontene/web/Educaci%F3%20Infantil%202.htm>

Recursos per a l'educació infantil <http://www.xtec.es/~aperez83/infantil.htm> Pàgina personal d'Anna Pérez linkada amb altres pàgines per a infantil

Senderi-Educació en Valors: <http://www.senderi.org>

Un dia a l'aula d'educació infantil <http://www.xtec.es/~ragusti/>

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

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

Software

No specific software is used.

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	1	Catalan	second semester	afternoon