



DEGREE CURRICULUM

DIDACTICS OF SOCIAL SCIENCES I

Coordination: STOEBER , KAREN

Academic year 2023-24

Subject's general information

Subject name	DIDACTICS OF SOCIAL SCIENCES I			
Code	100875			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	2	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	3	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	1.8	4.2	
	Number of groups	6	5	
Coordination	STOEBER , KAREN			
Department	EDUCATION SCIENCES			
Teaching load distribution between lectures and independent student work	50% Lectures 50% Independent student work			
Important information on data processing	Consult this link for more information.			
Language	Catalan; except Primària Bilingüe: 3 ECTS in Catalan, 3 ECTS in English.			
Distribution of credits	50% Geography 50% History			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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STOEBER , KAREN	karen.stober@udl.cat	0	
STOEBER , KAREN	karen.stober@udl.cat	3	

Subject's extra information

The schedule of this module is flexible and adaptable to the particularities of the different groups.

The possible realization of excursions to various learning spaces is contemplated, as and when the circumstances allow it.

Learning objectives

1. Provide students with knowledge and skills to teach the social sciences (CCSS).
2. Gain useful knowledge about the CCSS and geography and history in particular.
3. Effectively apply the reading and critical commentary of texts related to the teaching/learning of the social sciences.
4. Resolve in team contents and learning study tasks.
5. Critically incorporate technological innovations..
6. Critically incorporate educational innovations in the primary education classroom.
7. Know and understand different cultural contexts.
8. Know and understand different social media.
9. Show the inter and transdisciplinarity of the CCSS.

Competences

Basic

CB2. Apply their knowledge to their work or vocation in a professional manner and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the problem solving within your area of study

CB3. Gather and interpret relevant data (usually within your study area) to issue judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

General

CG1. Promote democratic values, with special emphasis on those of tolerance, solidarity, justice and non-violence and know and value human rights.

CG2. Know the intercultural reality and develop attitudes of respect, tolerance and solidarity towards different social and cultural groups.

CG3. Know the right to equal treatment and opportunities between women and men, in particular by eliminating discrimination against women, whatever their circumstances or condition, in any area of life.

CG4. Know the measures that guarantee and make effective the right to equal opportunities of people with disabilities.

CG5. Develop the ability to critically analyze and reflect on the need to eliminate all forms of discrimination, direct or indirect, in particular racial discrimination, discrimination against women, derived from sexual orientation or caused by a disability.

CG6. Assume the commitment of personal and professional development with oneself and the community. Adapt learning proposals to the most significant cultural developments.

Specific

CE1. Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the procedures of respective teaching and learning.

CE4. Encourage reading and critical commentary on texts from various scientific domains and cultural content in the school curriculum.

CE5. Design and regulate learning spaces in contexts of diversity and that attend to equality of gender, equity and respect for human rights that conform the values of the citizen education.

CE14. Reflect on classroom practices to innovate and improve teaching.

CE15. Acquire habits and skills for autonomous and cooperative learning and promote it among students.

CE16. Selectively discern the audiovisual information that contributes to learning, to the civic education and cultural richness.

Transverse

CT3. Implement new technologies and information and communication technologies.

CT5. Apply essential notions of scientific thought.

Subject contents

The subject is structured on the basis of fundamental contents that in practice are adapted to the characteristics of each of the groups in which it is taught (Doble Grau Infantil-Primària; Primària Bilingüe; Doble Grau PrimàriaCAFE and Primària Dual).

This index of contents is indicative and does not correspond to definite topics.

-The perception of space

-What does it mean to teach about space in Primary School?

- Didactic models for the concept of geographical space in the classroom.

-Tools for teaching about different types of spaces

-What is time? Teaching about the times of history and temporal categories

-What is historical thinking?

-Causality in history

-What history should we teach?

Methodology

During the course, various methodologies will be combined depending on the pedagogical needs of each moment.

Below is an indicative list of the different methodologies that will be used.

- Face-to-face classes
- Fieldwork
- Visits to Exhibitions
- Autobiographical narrative
- Readings
- Teamwork
- Individual work
- Concept map
- Research-Creation

Development plan

CONTENTS

WEEK 1	Presentation of the subject	Evaluation CONTINUOUS ASSESSMENT
WEEK 2 - 13	Presentation of theoretical content and development of didactic activities	
WEEK 14 and 15	Presentation of group projects	
Evaluation activity		% in the final grade
BLOC 1 - Individual activity relating to the Didactics of History		25 %
BLOC 2 - Individual activity relating to the Didactics of Geography		25 %
BLOC 3 - Group activity 1		20%
BLOC 4 - Group activity 2*		30%

* The group activity BLOC 4 will be linked to the integration activity for the DUAL groups; for the BILINGÜE group this activity will be in English.

- In order to pass the course, the student must complete all the activities and assignments required during the course in order to measure learning outcomes.
- All assessment activities must be submitted virtually in the activities section of the 2020-21 virtual campus at the set time and day. All those evaluation activities that are presented outside the established term and / or the specified means will be considered NOT PRESENTED.
- The projects and / or evidences that are realized in the development of the matter will always incorporate a bibliography with a minimum of 10 documents coming from books and / or academic journals. Bibliographic references extracted from links are not accepted (Web bibliography).
- An indispensable requirement is the linguistic and formal correction in written productions following the work guide that you will find at <http://www.fce.udl.cat/Recursos/guies/guatreballs.pdf>.
- Papers with more than 20 misspellings or incorrectly presented will be graded as NOT EVALUABLE.
- Student productions must be original. Plagiarism or copying on a single piece of evidence is sufficient reason to suspend the evidence and may lead to the suspension of the matter. Teachers will be able to use the anti-copying and anti-plagiarism tools and criteria they deem appropriate.

ALTERNATIVE ASSESSMENT

Students who combine their studies with a full or part-time job (which coincides with their classes) have the right to request an alternative assessment within 5 days of the beginning of the semester. For more information, send an email to fepts.secretariacentre@udl.cat or contact the Secretary of the Faculty.

PLAGIARISM

In the event of any manifestation of plagiarism, the provisions of the Regulations for the evaluation and qualification of teaching in the degrees and master's degrees of the UdL will apply.

Students with NESE

The teaching staff of the subject will include the necessary measures to guarantee the access of all students to learning and, if necessary, will make the relevant modifications to the evaluation system, always following the recommendations and guidelines of the commission of Attention to Diversity of the UdL. It will be an essential condition to come from the UdLxTothom.

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