



Universitat de Lleida

**DEGREE CURRICULUM
DIDACTICS OF SOCIAL
SCIENCES**

Coordination: LLONCH MOLINA, NAYRA

Academic year 2020-21

Subject's general information

Subject name	DIDACTICS OF SOCIAL SCIENCES					
Code	100876					
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION					
Typology	Degree	Course	Character	Modality		
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	4	COMPULSORY	Attendance-based		
	Bachelor's Degree in Primary Training	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	5	4			
Coordination	LLONCH MOLINA, NAYRA					
Department	SPECIAL DIDACTICS					
Teaching load distribution between lectures and independent student work	60 hours face-to-face class (as of February 14, 2021, a 100% virtual teaching is argued). We will adjust at all times to the indications and measures taken by the UdL and the FEPTS. 90 hours of independent student work					
Important information on data processing	Consult this link for more information.					
Language	catalan					
Distribution of credits	Nayra Llonch Molina 3,9 ECTS Clara López Basanta 4 ECTS Professor/a pendent assignació 9,9 ECTS Jesús Sauret Vidal 8 ECTS					

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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Subject's extra information

The programme planification of the subject is flexible and adaptable to the particularities of the class groups and coordination with other subjects, as well as to the circumstances derived from the evolution of the coronavirus disease pandemic 2019-20.

If the circumstances are favorable, making trips to various learning spaces will be considered.

This subject is developed in the 3rd year of the Primary Education grade in the *Tarda*, Dual and Bilingual groups, and in the 4th year of the double grade in Primary Education - CAFE; therefore, it is subject to the particularities of the calendar and organization of each group.

Information about the transmission and recording of personal data of the teachers and students of the University of Lleida as a result of teaching at the UdL facilities and remotely

During the course, the image, voice or, where appropriate, the physical environment chosen by teachers and students can be transmitted, recorded and used, with the aim of teaching at the UdL facilities or remotely. In accordance with the UdL regulations, these personal data will be used exclusively for the purposes inherent to the teaching of the subject. In particular, the recording fulfills the following functions:

- Offer the possibility of accessing content online and, where appropriate, as an asynchronous training.
- Guarantee access to content for students who, for technological, personal or health reasons, among others, have not been able to participate.
- Constitute a study material for the preparation of the evaluation

The use of transmitted data and recordings for other purposes, or in areas outside the Virtual Campus, where they will remain archived, in accordance with the intellectual and industrial property policy of all content included on websites owned by the UdL, is absolutely prohibited.

If any, the recordings will be kept for the time stipulated by the teaching staff who teach the subject, in accordance with strictly academic criteria, and will be eliminated at the end of the current academic year.

Learning objectives

- Provide students with knowledge and skills to teach Social Sciences (Soc Sci).
- Help develop critical thinking about teaching the subject.
- Learn to prepare teaching-learning activities in Soc Sci.
- Obtain useful knowledge about Soc Sci and History in particular.
- Learn and experience some methods of historical discipline.
- To familiarize the students with the teaching of the sources of the past.
- Design, create and energize a collaborative virtual museum to work on the educational potential of the sources.
- Show the inter and transdisciplinarity of the Soc Sci.

Competences

Subject's specific skills:

- Know the Primary Education's curriculum regarding the area of social and cultural environment and work it cross-disciplinarily in the other areas.
- Learn to value the importance of teaching Social Sciences in the period 6 to 12 years of age.
- Understand and be able to explain social, cultural, economic, political, ideological and technological contexts from the present and the past.
- Learn to value the importance of the cultural and patrimonial legacy from the past and promote its respect among students.
- Promote the critical treatment of information sources, both from the past and the present: object, written, graphic, audiovisual, etc.
- Learn to relate family history with local and with more general contexts.
- Promote the importance of the historical method.
- Understand, value and know how to make others reflect on the importance of changes and continuities and the causes and consequences of historical facts and processes.
- Correctly use communication, both oral and written.

Degree's specific skills:

- Know Primary Education's curricular areas, their cross-disciplinary relationship, the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.
- Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school centre.
- Design and regulate learning spaces in diversity contexts that address gender equality, equity and respect for the human rights that constitute the values of citizen education.
- Collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of teaching and promote the democratic education for an active citizenship.
- Keep a critical and autonomous attitude towards the knowledge, values and social institutions both public and private.
- Reflect on the classroom practice to innovate and improve the teaching. Acquire habits and skills for an autonomous and cooperative learning and promote it among students.
- Know the information and communication technologies and apply them in the classrooms. Selectively choose audiovisual information to contribute the learning, the civic education and cultural richness. Understand the function, possibilities and limits of education in modern society and the fundamental skills that affect the primary education schools and their professionals. Know quality improving models applicable to school centres, promoting the continuity between cycles and the educational stages at the school environment and other socio-educational contexts, family and community, paying particular attention to the characteristics of the rural world.

Degree's general skills:

- Express oneself correctly both orally and in writing.
- Master Information and Communication Technologies (ICT).
- Respect the fundamental rights regarding equality between men and women and promote the Human Rights and the values for a culture of peace and democratic values.
- Effectively communicate with the different educational agents in the different educational scenes: the classroom,

the teaching team and the educational community.

- Manage the appropriate information to develop the profession's own duties. Know and understand the changing social reality developed by the teaching. Recognise the changes in society and evolve with them. Be able to change.
- Assume the commitment with oneself and the community to personal and professional development.
- Adapt the learning proposals to the most significant cultural evolutions.

Subject contents

The subject is structured around fundamental contents that in practice are adapted to the characteristics of each of the groups in which it is taught (Bilingual Primary Education; Primary Education-CAFE; Dual Primary Education and Primary Education *Tarda*). This content index is indicative and does not correspond to closed topics, since it will be adapted to the conditions and interests of the class group:

1. The Social Sciences and its didactics: a great tailor's drawer
2. Teaching Soc Sci and History through needs and abilities
3. Teaching to think historically: teaching through the historian's method and the analysis of primary sources
4. Teaching hypotheses about the past
5. Classification of primary sources and teaching that history is made with sources
6. Objects speak to us: analysis of object sources
7. Teaching the inductive method through objects and other sources
8. Teaching with oral sources
9. Teaching with visual sources: paintings, sculptures, photographs ...
10. Teaching with audiovisual sources
11. Teaching with written sources
12. Critical analysis of sources
13. Questioning the facts: the causes and motives
14. Working space and time: changes and continuities
15. Treading the scenarios of the past: teaching through monumental heritage, landscape, urban planning ...
16. History pandemics

Methodology

As already mentioned, at the closing date of this teaching guide, the subject will be carried out in a 100% virtual manner and the indicated methodologies will be adapted to this format.

- Practical lessons
- Discussion spaces
- Oral exposition of the teaching staff
- Flipped classroom
- Expert Seminars
- Practical workshops
- Individual work
- Group and collaborative work
- Tutoring
- Synchronous sessions
- Asynchronous sessions

- Oral presentations with the support of new technologies
- Visit to heritage facilities (as long as circumstances and health and safety measures allow it)

Development plan

The course will developed as follows:

Weeks 1-3 sessions and work related to the introduction to the subject and the content The Social Sciences and its didactics: a big tailor's drawer; Teaching Soc Sci and History through needs and abilities; Teaching to think historically: teaching through the method of historians and the analysis of primary sources, and Teaching to formulate hypotheses about the past.

Weeks 4-6 sessions and work related to the content Classification of primary sources and teaching that history is done with sources; Objects speak to us: analysis of object sources, and Teaching the inductive method through objects and other sources, and The school museum as a container for objects and other sources.

Weeks 7-9 sessions and work related to content Teaching with oral sources; Teaching with visual sources: paintings, sculptures, photographs ...; Teaching with audiovisual sources, and Teaching with written sources.

Contents Critical analysis of sources; Questioning the facts: the causes and motives, and Working with space and time: changes and continuities will be latent throughout the course.

The content Treading the scenarios of the past: teaching through the monumental heritage, the landscape, urban planning ... **would be carried out as long as the circumstances surrounding the situation derived from the COVID-19 disease pandemic allow it.**

Weeks 6-15 sessions and work related to the development of the subject project (**the project will begin to develop around week 6**). It is planned to be **an innovation and teaching improvement project that will entail the creation of a collaborative Virtual School Museum to document the experiences derived from the 2019-2020 coronavirus disease pandemic.**

Evaluation

The evaluation of the subject will be carried out based on 5/6 evidences. Despite the blended nature of the subject during the 2020-21 academic year, the involvement of students throughout the course will be taken into account.

Continuous assessment*

Individual evidence 40% - 60%

Group evidence 60% - 40%

Alternative valuation **

4/5 evidence all individual

Important information regarding the assessment:

* To pass the course **the average of the individual evidence must be equal to or greater than 5 out of 10.**

** To pass the course **the average of the evidence must be equal to or greater than 5 out of 10.**

In compliance with the regulations for the evaluation and qualification of teaching at the University of Lleida, specifically in what is established in section 3 / 3.1 / 10, **plagiarism (either from sources of consultation or works from previous years) will result in failing of the evidence and a score of zero.**

No evaluation evidence is recoverable.

All evaluation evidence must be presented virtually in the activities section of the **virtual campus** or any other indicated place in the virtual campus.

They will appear as **NOT PRESENTED**:

- Evidence **presented after the established deadline**.
- Evidence that is **not presented through the virtual campus**.

The **sources of information** consulted for the realization of the evidence will have **to be useful** both to the subject and to the university level, and must be **cited and referenced in APA 7th edition** format.

To evaluate the evidence, it will be taken into account that the **indications specified for each evidence are followed**, as well as the **linguistic and grammatical correctness**, the **format** (cover, index, pagination, etc.) and the **capacity for expression, reasoning and argumentation**.

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ALTRES RECURSOS D'INFORMACIÓ

DIDÁCTICA DE LAS CIENCIAS SOCIALES Y TIC: <http://diegosobrino.com/>

DIDÀCTICA DEL PATRIMONI CULTURAL: <http://didcticadelpatrimonicultural.blogspot.com.es/>

EDUCAGUIA: <http://www.educaguiia.com/historia.asp>

GEOGRAFÍA E HISTORIA. RECURSOS EN INTERNET: <http://perso.wanadoo.es/gesu/>

HISTODIDÁCTICA: <http://www.ub.edu/histodidactica/>

MUSEU DE LA VIDA CONFINADA. Objectes i imatges d'un confinament, curs 2020-2021:
<https://objectespandemics.wordpress.com/>

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