



DEGREE CURRICULUM
**DIDACTICS OF SOCIAL
SCIENCES**

Coordination: LLONCH MOLINA, NAYRA

Academic year 2021-22

Subject's general information

Subject name	DIDACTICS OF SOCIAL SCIENCES			
Code	100876			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	3	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	4	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	4	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		5
Coordination	LLONCH MOLINA, NAYRA			
Department	SPECIAL DIDACTICS			
Teaching load distribution between lectures and independent student work	60 hours face-to-face class (as of July 9, 2021, a virtual teaching part is planned). 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 BILINGÜE 4.2 ECTS CAFE 3 ECTS DIP 4.2 ECTS DUAL 3.8 ECTS TARDA 3.8 ECTS			
	Clara López Basanta BILINGÜE 1.8 ECTS DIP 1.8 ECTS			
	Verónica Parisi Moreno CAFE 3 ECTS			
	Jesús Sauret Vidal DUAL 2.2 ECTS TARDA 2.2 ECTS			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
LLONCH MOLINA, NAYRA	nayra.llonch@udl.cat	19	On request by writing to nayra.llonch@udl.cat
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Subject's extra information

The teaching team of the subject will continue working on its conceptualization during the first semester; For this reason, this teaching guide will be reviewed at the beginning of the second semester and the modifications that the teaching team deems appropriate will be made.

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 to develop critical thinking regarding the teaching of the subject, taking into account, among other things, the gender perspective.
- 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.
- Familiarize the students with the teaching of the sources of the past, the educational potential of heritage and some educational resources such as teaching suitcases or school museums.
- Carry out a collaborative project to work on the educational potential of the sources.
- Show the inter and transdisciplinarity of the Soc Sci.

Competences

Basic

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

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 tolerance, solidarity, justice and non-violence and to 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 through the elimination of discrimination against women, whatever their circumstances or condition, in any of the areas 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, that derived from sexual orientation or that caused by a disability.

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

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 appropriate teaching and learning.

CE4. Encourage the reading and critical comment of texts from the 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 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 students.

CE16. Selectively discern audiovisual information that contributes to learning, to the civic training and cultural wealth.

Transversal

CT3. Implement new technologies and information and communication technologies.

CT5. Apply essential notions of scientific thought.

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; Preschool and Primary Education; Dual Primary Education and Primary Education *Tarda*). This index of contents is indicative and does not correspond to closed topics, as several of these points can be worked on in an interrelated way. In addition, priority will be given to in-depth work and the acquisition of skills over excess content.

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. School Museum and teaching suitcases as literacy educational resources from primary sources

Methodology

As already mentioned, at the closing date of this teaching guide (February 5, 2022), the subject will be done in person. The most used methodologies will be the following:

- Discussion spaces
- Expert Seminars
- Flipped classroom
- Group and collaborative work
- Individual tests / exams
- Individual work
- Oral exposition of the teaching staff
- Oral presentations (with the support of new technologies)
- Practical lessons
- Practical workshops
- Tutoring

- Visit to heritage facilities (as long as circumstances and health and safety measures allow it)

A fundamental work tool for the follow-up of the subject for both students who do continuous assessment and those who do single assessment will be the "Lessons" space of the virtual campus.

Development plan

At the closing date of the teaching guide of the subject on February 5, 2022, the subject will be displayed as follows (there may be slight variations according to the groups and throughout the course of the subject):

Week 1. Inaugural session: educational visit to the CdA de la Noguera (February 8 Bilingual morning, Primary afternoon - CAFE; February 10 Dual morning, Primary Afternoon group afternoon; February 11 morning Double Infant-Primary Grau).

Week 2. Presentation sessions and introduction to the subject.

Weeks 3-4. Sessions and work related to the contents The CS and its didactics: a big mixed bag; Teach CS and history through needs and abilities; Teaching to think historically: teaching through the method of historians and the analysis of primary sources; Classification of primary sources and teaching that history is made with sources, and Teaching how to formulate hypotheses about the past.

Weeks 5-7. Sessions and work related to the contents Objects speak to us: analysis of object sources and Teaching the inductive method through the didactics of the object and other sources. Start working on group activity 1.

Week 7. Educational outing at the Salàs de Pallars Museum Shops (March 22 morning Bilingual and Dual Grade Infant - Primary; March 23 morning Dual and afternoon Primary Afternoon and Primary - CAFE).

Week 9. Tutoring for group activity 1 and test (April 5 Bilingual, Double Grade Infant - Primary and Primary - CAFE; April 6 Primary Afternoon, and April 7 Dual).

Weeks 6-10. Group activity work 1.

Week 10. Delivery and presentation group activity 1.

Weeks 10-15. Sessions dedicated to the contents School Museum and didactic suitcases as literacy educational resources from primary sources and work in group activity 2.

Week 15. Delivery and presentation of the group activity 2.

Final exam (June 1). Check official calendar.

Reassessment (June 22). Check official calendar.

Evaluation

The evaluation of the subject will be carried out from 3/4 pieces of evidence. The involvement of students throughout the development of the subject will be taken into account.

Continuous assessment

Individual evidence 50%

- Test (20%)
- Final exam (30%)

Group evidence 50%

- Group activity 1 (25%)
- Group activity 2 (25%)

*Dual group

Individual evidence 50%

- Test (20%)

- Final exam (30%)

Group evidence 50%

- Group activity 1 (20%)

- Group activity 2 (30%)

Alternative assessment for students who have requested it and have been granted it by the undergraduate studies commission

- Final exam (50%)

- Group activity 1 (25%) (which will be individual)

- Group activity 2 (25%) (which will be individual)

Students with NESE (Special Educational Needs)

Teachers will include the necessary measures to guarantee the access of all the students to the learning and, if necessary, will make the pertinent modifications of the system of evaluation, always following the recommendations and guidelines of the committee of Attention to Diversity of the UdL.

Important information regarding the assessment:

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

To pass the subject it is essential to pass the final exam. For this reason, it is the evidence with the greatest weight (computes 30% of the final grade for the subject) and is entitled to recovery.

They will be recorded as **NOT PRESENTED**:

- The evidences presented **not presented** or **outside the established term**.
- **Those evidences that**, according to the instructions, **must be presented through the virtual campus and are not presented through this tool**.

The **sources of information consulted** for the realization of the evidence must be **appropriate** 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.educaguia.com/historia.asp>

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

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