



DEGREE CURRICULUM
**DIDACTICS OF SOCIAL
SCIENCES II**

Coordination: LLONCH MOLINA, NAYRA

Academic year 2022-23

Subject's general information

Subject name	DIDACTICS OF SOCIAL SCIENCES II			
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 90 hours of independent student work			
Important information on data processing	Consult this link for more information.			
Language	catalan			
Distribution of credits	Abraham Aranda Bueno: DIP 3 ECTS i DUAL T 3 ECTS Marca Castells Ribes: CAFE 3 ECTS Nayra Llonch Molina: BILINGÜE 3 ECTS i DUAL M 3 ECTS Clara López Basanta: BILINGÜE 3 ECTS; DIP 3 ECTS i DUAL T 3 ECTS Jesús Sauret Vidal: DUAL M 3 ECTS i CAFE 3 ECTS			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ARANDA BUENO, ABRAHAM	abraham.aranda@udl.cat	6	On request by writing to abraham.aranda@udl.cat
CASTELLS RIBES, MARC	marc.castells@udl.cat	3	
LLONCH MOLINA, NAYRA	nayra.llonch@udl.cat	6	Wednesday from 12am to 2pm Wednesday from 3.30pm to 5.30pm Arrange a day and time via email at nayra.llonch@udl.cat
LOPEZ BASANTA, CLARA INMACULADA	clara.lopez@udl.cat	9	On request by writing to clara.lopez@udl.cat
SAURET VIDAL, JESUS	jesus.sauret@udl.cat	6	On request by writing to jesus.sauret@udl.cat

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.

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 and Dual Primary Education). 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

The subject will be done in a presential way. The most used methodologies are the following:

- Bibliographic reading
- 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 heritage facilities (as long as circumstances and group characteristics allow it)

Development plan

The subject will unfold as follows (there may be slight variations depending on the groups and always in order to favor the learning process of the students):

Week 1. Presentation sessions and introduction to the subject with the deployment of and work on the contents CS and its didactics: a great catchall, and Teaching CS and history through needs and abilities.

Week 2. Sessions related to the introduction to work on the new curriculum in the area of Knowledge of the Natural, Social and Cultural Environment; Teaching to think historically: teaching through the method of historians and the analysis of primary sources, and Classification of primary sources and teaching that history is made with sources.

Weeks 3-5. 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 evidence 1.

Weeks 6-8. Sessions and work related to the contents Teaching to formulate hypotheses about the past and the School Museum and didactic suitcases as literacy educational resources from primary sources.

Tutorials and monitoring of the work linked to the evidence 1.

Week 9. Presentations in the classroom and delivery of the evidence 1.

Start working on evidence 2.

Weeks 10-14. Sessions dedicated to the contents of the School Museum and didactic suitcases as literacy educational resources from primary sources; Teaching with oral sources; Teaching with visual sources, and Teaching with audiovisual sources.

Tutorials and monitoring of the work linked to the evidence 2.

Week 15. Presentations in the classroom and delivery of the evidence 2.

Exam period. Evidence 3 (final test).

Evaluation

The evaluation of the subject will be carried out from 3 pieces of evidence.

CONTINUOUS ASSESSMENT

Evidence 1 30% GROUP Exploration of CCSS learning materials: analysis of an object and proposal of educational activities. * DUAL

Evidence 2 30% GROUP Creation of an educational proposal in the form of a didactic suitcase.

Evidence 3 40% INDIVIDUAL Final exam

***Dual Group. Evidence 1 will be linked to the integration activity (AFI).**

ALTERNATIVE ASSESSMENT for students who have requested it and the undergraduate studies commission has granted it (all activities are carried out INDIVIDUALLY)

Evidence 1 30% Exploration of CCSS learning materials: analysis of a cultural object and proposal of educational activities

Evidence 2 30% Creation of an educational proposal in the form of a didactic suitcase.

Evidence 3 40% Final exam

IMPORTANT INFORMATION REGARDING THE EVALUATION

Regarding the evidence that involves presentation in the classroom (EV. 1 AND 2 CONTINUOUS ASSESSMENT), it is necessary to attend the entire presentation session to have the option of approving the activity. Whoever does not make the presentation (unless they have a supporting document indicating that they could not attend due to major causes) will not pass the evidence.

All evidences are entitled to reassessment. In all cases, to have the right to take the reassessment test, it is necessary to have submitted the work on time and through the space indicated in the Sakai, as well as to have taken the ordinary exam. In the case of the exam, the maximum score for the reassessment is a 5.

There will be 15 days from the date of communication of the qualification to deliver the reassessment of evidences 1 and 2. Regarding the exam, the official calendar of the FEPTS exam period will be followed.

Both inappropriate use of technology and inappropriate behavior in the classroom will be penalized in the evaluation. If someone enters or leaves the class during its course, they must do so as discreetly as possible, without interrupting the session in progress.

In case of repeating the subject, no notes from previous courses will be saved.

It is necessary to carry out all the evidences again and they must be original.

In compliance with the regulations for the evaluation and qualification of teaching at the University of Lleida, specifically as established in section 3/3.1/10, in the case of PLAGIARISM: "The professor responsible for a subject that detects plagiarism in At the time of evaluating a test (work, practice, etc.) the student may fail the test, which will mean a fail grade (0) in the subject without the right to recovery. [...]"

They will be recorded as NOT SUBMITTED:

- Evidence not delivered or delivered after the established term.
- Those evidences that according to the instructions must be presented through the virtual campus and are not presented by 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 (<https://apastyle.apa.org/>)

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 of expression, reasoning and argumentation. Arguments based on authors and timely sources (duly cited and referenced) will also be taken into account.

Students with NESE

The teaching staff of the subject will include the necessary measures to guarantee access to learning for all students and, where appropriate, will make the pertinent modifications to the evaluation system, always following the recommendations and guidelines of the Commission for Attention to Diversity of the UdL. It will be an essential condition to be derived from the **UdLxTothom**.

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ALTRES RECURSOS

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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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