



DEGREE CURRICULUM
**DIDACTICS OF SOCIAL
SCIENCES II**

Coordination: BALLESTE ESCORIHUELA, MARC

Academic year 2023-24

Subject's general information

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| 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 | 6 | | 5 |
| Coordination | BALLESTE ESCORIHUELA, MARC | | | |
| Department | EDUCATION SCIENCES | | | |
| 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 | Clara López Basanta: DUAL T 3 ECTS & CAFE 3,3 ECTS Guillem Roca Cabau: DUAL T 3 ECTS Mariona Roure Blavia: BILINGÜE 3 ECTS & DIP 3 ECTS Jesús Sauret Vidal: DUAL M 2,6 ECTS & CAFE 2,7 ECTS Marc Ballesté Escorihuela: DUAL M 5,2 ETCS, BILINGÜE 3 ECTS & DIP 3 ECTS | | | |

| Teaching staff | E-mail addresses | Credits taught by teacher | Office and hour of attention |
|---------------------------------|-------------------------|---------------------------|------------------------------------------------|
| BALLESTE ESCORIHUELA, MARC | marc.balleste@udl.cat | 11,2 | On request by writing to marc.balleste@udl.cat |
| LOPEZ BASANTA, CLARA INMACULADA | clara.lopez@udl.cat | 6,3 | On request by writing to clara.lopez@udl.cat |
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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.

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 Soc Sci and its didactics: a great mixed bag
2. Teach Soc Sci and History through needs and abilities
3. The new curriculum of the area of Knowledge of the Natural, Social and Cultural Environment
4. Question the facts: the causes and motives

5. We work space and time: changes and continuities
6. Teaching to think historically: teaching through the method of the historian and the analysis of primary sources
7. Classification of primary sources and teaching that History is made with sources
8. Objects speak to us: analysis of objectual sources
9. Teaching the inductive method through the didactics of the object and other sources
10. Teach to formulate hypotheses about the past
11. School museum and didactic suitcases as literacy educational resources from primary sources
12. Critical analysis of sources
13. Teaching with written sources
14. Teaching with oral sources
15. Teaching with visual sources: paintings, sculptures, photographs...
16. Teaching with audiovisual sources
17. Stepping on the scenes of the past: teaching through monumental heritage, landscape, urbanism...

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 and introduction session in the subject

Work sessions related to the contents:

- CS and its didactics: a big mixed bag
- Teach CS and History through needs and abilities

Weeks 2 and 3

Explanation of Block 1

Work sessions related to the contents:

- The new curriculum of the area of Knowledge of the Natural, Social and Cultural Environment
- Interrogate the facts: the causes and motives
- We work on space and time: changes and continuities

Weeks 4 and 5

Block 1 Monitoring

Work sessions related to the contents:

- Teach to think historically: teach through the method of historians and the analysis of primary sources
- Classification of primary sources and teaching that history is made with the sources
- Objects speak to us: analysis of object sources

Weeks 6 and 7

Oral presentation and written delivery of Block 1

Work sessions related to the contents:

- Teach the inductive method through the teaching of the object and other sources
- Teach to formulate hypotheses about the past

Week 9 (After Easter)

Explanation of Block 2

Work sessions related to the contents:

- School Museum and didactic suitcases as educational literacy resources from primary sources

Weeks 10-12

Oral presentation and written delivery of Block 1 (DUAL)

Block 2 Monitoring

Sessions dedicated to content:

- School Museum and didactic suitcases as educational literacy resources from primary sources
- Critical analysis of sources

Weeks 13-16

Oral presentation and written delivery of Block 2

Sessions dedicated to content:

- Teach with written sources; Teach with oral sources; Teaching with visual sources; Teaching with audiovisual sources
- Step on the scenes of the past: teach through monumental heritage, landscape, urban planning...

June 3rd

Block 3: Written exam

June 17 or 19

Exam Recovery

Evaluation

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

CONTINUOUS ASSESSMENT

Block 1 (30%) GROUP

*Activity 1 (20%) - Analysis of an object and proposal of educational activities *DUAL*

Activity 2 (10%) - Oral presentation of Activity 1

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

Block 2 (30%) GROUP

Activity 1 (20%) - Creation of an educational proposal in the form of a didactic suitcase

Activity 2 (10%) - Oral presentation of Activity 1

Block 3 (40%) INDIVIDUAL - Final exam

ALTERNATIVE ASSESSMENT

(Only for students who have requested it and the Degree Studies Committee has granted it)

Block 1 (30%) INDIVIDUAL - Analysis of a cultural object and proposal of educational activities.

Block 2 (30%) INDIVIDUAL - Creation of an educational proposal in the form of a didactic suitcase.

Block 3 (40%) INDIVIDUAL - Final exam

IMPORTANT INFORMATION REGARDING THE EVALUATION

1. Requirements to pass the subject

You must submit the three blocks and pass the third (the exam) to pass the subject. An activity, block or subject is considered approved if it has a score **equal to or greater than 5**. That is, if the third block **has a grade lower than 5, the subject will be failed and the average of the three blocks will not be taken into account.** In accordance with the UdL Evaluation and Qualification Regulations, "in the event that the student **does not achieve the minimum necessary qualification established** in some of the evaluation blocks, **but the average for the subject is approved, the subject will be graded in the minutes. with a 4.9**".

In order to **pass activities nº2 of blocks 1 and 2 (CONTINUOUS ASSESSMENT), related to classroom presentations**, you must **attend all oral presentation sessions and in full time. Likewise, whoever does not make the presentation** (unless they have a receipt indicating that they could not attend for major reasons) **will not pass the activity.**

It is mandatory to follow the **instructions and the schedule for the delivery of activities.** They will be recorded as **NOT SUBMITTED:**

- Activities **not delivered** or **delivered after the established deadline.**
- **Those activities** that according to the instructions must be **presented through the virtual campus and are not presented through this tool.**

In case of repeating the subject, **it is necessary to do all the blocks/activities again and they must be original. NO notes from previous courses are saved.**

2. Evaluation review

In accordance with the UdL Evaluation and Qualification Regulations, the evaluation reviews of the different blocks will take place **between two and seven business days after the publication of the grades** without any coincidence between the review and other teaching and/or evaluation activities.

3. Reevaluation of the blocks

All the blocks have the right to re-evaluation (except for activities no. 2 of blocks 1 and 2, related to oral presentations, due to their face-to-face nature). In all cases, to be entitled to the reassessment, **it is necessary to have delivered the work on time and through the space indicated on the virtual campus, as well as to have taken the ordinary exam.** In the case of the exam, the maximum grade for the reassessment is a **5**. There will be **15 days** from the date of communication of the grade **to hand in the reassessment of blocks 1 and 2.** Regarding the exam, it will **follow the official calendar of the exam period of the FEPTS.**

4. Penalties, academic fraud and spontaneous copying

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 in the most discreet way possible, without interrupting the session. In this sense, the UdL Coexistence Regulations will apply, specifically Article 41, which considers it a **serious offense to "prevent the holding of teaching, research or knowledge transfer activities at the UdL".**

In the event of **academic fraud or spontaneous copying**, the provisions of the UdL Evaluation and Qualification Regulations will apply. According to Article 9 of said regulations:

Section 2. During the evaluation activities, the student **cannot use unauthorized means or fraudulent mechanisms**, a fact that is considered a disciplinary offense, since it is understood that this type of behavior is premeditated (Law 3/2022, of university coexistence). On the contrary, **spontaneous copying** is considered, among others, **the copy or attempted copy** of the results obtained by classmates or the communication between students in a **written test**.

Section 4. When there is **academic fraud**, the law establishes the opening of a disciplinary file that must be carried out according to the **disciplinary procedure** established in the Coexistence Regulations of the UdL. Article 43 of the UdL Coexistence Regulations describes the applicable sanctions, which include, among others and depending on the seriousness of the offense, **the loss of the right to be evaluated in the subject, the loss of enrollment for one semester or course or expulsion up to three years.**

Section 6. In an evaluation test, when students are detected spontaneously copying, a report will be made with the facts and measures proportionate to the behavior detected will be adopted, such as changing the student's place, **removing the part of the exam completed or the exam**. whole. The report must be sent to the coordination of the degree, the head of studies and the heads of the center. **If it is considered that the facts may lead to the loss of the right to be evaluated for the subject, a disciplinary file must be opened.**

5. Formal aspects

The **sources of information consulted** for the realization of the blocks 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 blocks, it will be taken into account that the **indications specified for each one 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.

UNIVERSAL MEASURES AND SUPPORTS AND STUDENTS WITH NESE

In general, the teaching staff of the subject will apply, to the extent possible, **universal measures and supports** for learning and will pay special attention to following the recommendations and guidelines of the UdL Diversity Attention Commission. Likewise, it will take special care to cover the needs of the students who have enrolled in the **UdLxTothom** program.

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OHTER RESOURCES

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/>

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

PAST WOMEN: <https://www.pastwomen.net/>

PROYECTO CLÍO. HACER HISTORIA EN LA HERA DIGITAL: <http://clio.rediris.es/>

RECURSOS WEB 2.0 PARA CIENCIAS SOCIALES: <http://reenciso2.blogspot.com/2010/11/unidad-didactica-sobre-la-litosfera.html>

XTEC XARXA TELEMÀTICA EDUCATIVA DE CATALUNYA: <http://www.xtec.cat/recursos/socials/index.htm>