



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1410402 **Name:** Social Sciences and their Teaching

**Credits:** 4,50 **ECTS Year:** 4 **Semester:** 1

**Module:** Learning the natural sciences, social sciences and mathematics

**Subject Matter:** Learning of social sciences **Type:** Compulsory

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**



## Module organization

### Learning the natural sciences, social sciences and mathematics

Subject Matter	ECTS	Subject	ECTS	Year/semester
Learning mathematics	6,00	Mathematics and its Teaching	6,00	3/1
Learning of natural sciences	4,50	Natural Sciences and their Teaching	4,50	4/1
Learning of social sciences	4,50	Social Sciences and their Teaching	4,50	4/1

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Recognizes the basic principles of Social Sciences and reflects on their purpose and role in Early Childhood Education.
- R2 Demonstrates knowledge of Social Sciences, especially Geography, History and Art History, as contextualizing disciplines.
- R3 Uses resources for teaching spatial, temporal, social and cultural concepts for the early childhood education classroom.
- R4 Elaborates clear and well-structured presentations on scientific topics and science didactics including appropriate examples.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.				X
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.				X
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.				X
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				X
SPECIFIC		Weighting			
		1	2	3	4
E35	To know the scientific, mathematical and technological foundations of the curriculum of this stage as well as the theories on the acquisition and development of the corresponding learning.				X
E38	To know the scientific methodology and promote scientific thinking and experimentation.				X
E39	To acquire knowledge about the evolution of thought, customs, beliefs, and social and political movements throughout history.				X
E41	To elaborate didactic proposals in relation to the interaction between science, technology, society and sustainable development.				X
E42	To promote interest and respect for the natural, social and cultural environment through appropriate educational projects. Encourage experiences of initiation to information and communication technologies.				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	80,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3, R4	10,00%	Oral presentation of group and individual work.
R1, R2, R3	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

### Observations

The written test is divided into:

1. Final exam, which will account for 50% of the grade of the subject and is made up of two sections:
  - A first section of questions for theoretical-practical development (between 1 and 6 questions).
  - A second section of multiple-choice questions (from 10 to 30 questions).
2. Assignments, which will account for 15% of the grade of the subject.
3. Portfolio, which will account for 25% of the grade of the subject (with this instrument the individual monitoring of attendance at face-to-face sessions will also be evaluated).

The final grade will be the weighted average of the results obtained in each of the sections: written tests, oral presentation and individual monitoring, provided that all of them have been passed with a minimum grade of 5.

\*All works will have a specific execution and delivery date.

\*All oral and written production by students will be evaluated at a formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Bachelor's Degrees of Teacher in Early Childhood and Primary Education".

Single evaluation: Exceptionally, those students who, in a justified and accredited manner, cannot undergo the continuous evaluation system and request it within the first month of each semester to their professor, may opt for this evaluation system. In this case, it will be evaluated as follows: The exam/exams will have a weight of 60% in the total grade; oral presentation by 10% and works and portfolio by 30%.



## CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M4 APPRENTICESHIP CONTRACTS
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2, M3	R1, R2, R3, R4	18,60	0,74
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M1, M2, M3	R1, R2, R3, R4	10,70	0,43
Supervised monographic sessions with shared participation M1, M2, M3	R1, R2, R3, R4	3,20	0,13
Presentation in plenary. Application of interdisciplinary knowledge M1, M2, M3	R1, R2, R3, R4	5,40	0,22
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M2, M3	R1, R2, R3, R4	2,90	0,12
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M1, M2, M3	R1, R2, R3, R4	4,20	0,17
<b>TOTAL</b>		<b>45,00</b>	<b>1,80</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3	R1, R2, R3, R4	16,00	0,64
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3	R1, R2, R3, R4	51,50	2,06
<b>TOTAL</b>		<b>67,50</b>	<b>2,70</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Social Sciences: epistemological principles	Curriculum content of the subject
Introduction to History	Basic principles and sources. Oral narrative and family history
Introduction to Art History	Basic principles and sources. The image as a teaching resource
Introduction to Geography	Basic principles and sources. Space and environment
Teaching of time/history in Early Childhood Education	Family trees and time lines
Teaching of space/geography in Early Childhood Education	The representation of geographic space and its understanding
Teaching of art in Early Childhood Education	Maieutic with images: BIT Method





## Temporary organization of learning:

Block of content	Number of sessions	Hours
Social Sciences: epistemological principles	4,50	9,00
Introduction to History	3,00	6,00
Introduction to Art History	3,00	6,00
Introduction to Geography	3,00	6,00
Teaching of time/history in Early Childhood Education	3,00	6,00
Teaching of space/geography in Early Childhood Education	3,00	6,00
Teaching of art in Early Childhood Education	3,00	6,00



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