



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160304 **Name:** Teaching of Social Sciences

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: Teaching and learning social sciences

Subject Matter: Social Sciences and their Didactics **Type:** Compulsory

Field of knowledge: Social and Legal Science

Department: Mathematics, Natural Sciences, and Social Sciences applied to Education

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

1163A	<u>Maria Remedios Moril Valle</u> (Responsible Lecturer)	remedios.moril@ucv.es
1163B	Clara Isabel Senent Del Caño (Profesor responsable)	c.senent@ucv.es
1163G	<u>Vicente Gomar Escriva</u> (Responsible Lecturer)	vicente.gomar@ucv.es
116A3Z	<u>Vicent Francesc Zuriaga Senent</u> (Responsible Lecturer)	vicent.zuriaga@ucv.es
116D122	<u>Maria Remedios Moril Valle</u> (Responsible Lecturer)	remedios.moril@ucv.es
116OL3	<u>Vicent Francesc Zuriaga Senent</u> (Responsible Lecturer)	vicent.zuriaga@ucv.es
1413DZ	<u>Vicent Francesc Zuriaga Senent</u> (Responsible Lecturer)	vicent.zuriaga@ucv.es



142DA	<u>Juan Antonio Monzo Climent</u> (Responsible Lecturer)	juanantonio.monzo@ucv.es
143AD	<u>Maria Remedios Moril Valle</u> (Responsible Lecturer)	remedios.moril@ucv.es
143BD	<u>Guadalupe Perez Torregrosa</u> (Responsible Lecturer)	guadalupe.perez@ucv.es
CAOL	<u>Ana Isabel Carceles Medina</u> (Responsible Lecturer)	anaisabel.carceles@ucv.es
PR1AFD	<u>Vicente Gomar Escriva</u> (Responsible Lecturer)	vicente.gomar@ucv.es



Module organization

Teaching and learning social sciences

Subject Matter	ECTS	Subject	ECTS	Year/semester
Social Sciences and their Didactics	12,00	Fundamentals of Social Sciences	6,00	2/1
		Teaching of Social Sciences	6,00	3/2

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 Primary Education.
- R2 Distinguishes the levels of curriculum concretization as a reference for the development of teaching programming.
- R3 Proposes strategies to promote respect for gender, social, and cultural diversity.
- R4 Designs teaching-learning processes through different methodological strategies.
- R5 Uses appropriate information from various sources.
- R6 Knows how to use resources for teaching spatial, temporal, and other social concepts for the primary education classroom.
- R7 Adapts the contents of the area of Knowledge of the Environment, in its social and cultural aspects, to the different cycles of primary school.



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
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.				X
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X

SPECIFIC		Weighting			
		1	2	3	4
CE30	Know the school curriculum of social sciences.				X
CE51	Develop and evaluate curriculum content using appropriate didactic resources and promote the corresponding competencies in students.				X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4, R5, R6, R7	5,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5, R6, R7	5,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5, R6, R7	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4, R5, R6, R7	30,00%	Projects. Development and/or design works.

Observations

The evaluation will be carried out with the following instruments¹. Final exam, which 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 (10 to 30 questions).² Practical classroom tasks.³ Presentation of works. Observations: The final grade will be the weighted average of the results obtained in each of the sections: exam, classroom practices and oral presentation, provided that they have all been passed with a minimum grade of 5. All the oral and written production by the students will be evaluated at a formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Teacher Degrees in Early Childhood and Primary Education".

Single evaluation: Exceptionally, those students who, in a justified and accredited manner, cannot submit to 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; the oral presentation 20% and the projects 20%.



Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4, R5, R6, R7	15,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4, R5, R6, R7	5,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5, R6, R7	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5, R6, R7	30,00%	Projects. Development and/or design works.

Observations

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Single assessment:

Exceptionally, those students who, in a justified and accredited manner, are unable to undergo the continuous assessment system and request it within the first month of each semester to their teacher, may opt for this assessment system.

In this case, they will be assessed in the following way: According to UCV assessment regulations, the single assessment consists of a set of assignments and/or exam(s) that allow the acquisition of all the competences of the subject by the student to be assessed, agreed by the teaching team of the subject.



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 Participatory Master Class
- M3 Project-based Learning
- M4 Learning Contracts
- M5 Seminar Work
- M6 Problem-based Learning
- M7 Cooperative/Collaborative Work
- M9 Group and Individual Tutoring
- M10 Individual Tutoring
- M11 Participatory Master Class



- M13 Seminar Work
- M15 Project-based Learning
- M16 Learning Contracts
- M17 Problem-based Learning
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M3, M7, M9	R1, R2, R3, R4, R5, R6, R7	12,50	0,50
Theoretical Class M1, M3, M6, M7	R1, R2, R3, R4, R5, R6, R7	27,00	1,08
Practical Class M3, M4, M6, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7	12,50	0,50
Tutoring M3, M4, M6, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7	5,00	0,20
Evaluation M3, M6	R1, R2, R3, R4, R5, R6, R7	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M4, M6, M7	R1, R2, R3, R4, R5, R6, R7	27,00	1,08
Individual work M3, M4, M6	R1, R2, R3, R4, R5, R6, R7	63,00	2,52
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M15, M17, M18, M19, M20	R1, R2, R3, R4, R5, R6, R7	24,75	0,99
Practical class (e-learning mode) M15, M17, M18, M19, M20	R1, R2, R3, R4, R5, R6, R7	17,50	0,70
Seminar (e-learning mode) M11, M13, M17, M18, M19	R1, R2, R3, R4, R5, R6, R7	3,75	0,15
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4, R5, R6, R7	1,00	0,04
Evaluation (e-learning mode) M13, M15, M17, M18	R1, R2, R3, R4, R5, R6, R7	3,00	0,12
TOTAL		50,00	2,00

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M15, M17, M18, M19, M20	R1, R2, R3, R4, R5, R6, R7	77,00	3,08
Group Work (e-learning mode) M15, M17, M18, M20	R1, R2, R3, R4, R5, R6, R7	10,00	0,40
Discussion Forums (e-learning mode) M15, M17, M18	R1, R2, R3, R4, R5, R6, R7	1,50	0,06
Asynchronous Tutoring (e-learning mode) M18, M19, M20	R1, R2, R3, R4, R5, R6, R7	1,50	0,06
Theoretical-Practical Class (distance mode) M13	R1, R2, R3, R4, R5, R6	10,00	0,40
TOTAL		100,00	4,00



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
SOCIAL SCIENCES: EDUCATIONAL PURPOSES	The purpose of this content block is for students to understand what the Social Sciences are, what the teaching of the social sciences means, and what the purpose of learning these sciences is in the Primary Education stage.
THE SOCIAL SCIENCES CURRICULUM IN PRIMARY EDUCATION. SOCIAL AND CULTURAL CULTURAL CONTENTS	This block of contents intends to familiarize the student with the levels of curricular concretion of the Social Sciences in the Primary School. The Royal Decree of minimum teachings and the Autonomous Decree of the Area destined to the learning of Social Sciences are worked on. The student must demonstrate knowledge of the elements of the Curriculum.
THE CONCEPT OF TIME IN THE DIDACTICS OF SOCIAL SCIENCES. HISTORY IN PRIMARY EDUCATION.	This block of contents aims to make the student aware of the importance of learning the notions of time and history in the Primary Education stage. The characteristics of the specific didactics for the learning of this type of knowledge will also be studied in depth.
THE CONCEPT OF SPACE IN THE DIDACTICS OF SOCIAL SCIENCES. GEOGRAPHY IN PRIMARY EDUCATION. EDUCATION. THE ENVIRONMENT AS A KNOWLEDGE ENHANCER	This block of contents aims to make the student aware of the importance of learning spatial notions and geography (physical and human) in the Primary Education stage. The characteristics of the specific didactics for the learning of this type of knowledge will also be studied in depth.



Temporary organization of learning:

Block of content	Number of sessions	Hours
SOCIAL SCIENCES: EDUCATIONAL PURPOSES	2,00	4,00
THE SOCIAL SCIENCES CURRICULUM IN PRIMARY EDUCATION. SOCIAL AND CULTURAL CONTENTS	3,00	6,00
THE CONCEPT OF TIME IN THE DIDACTICS OF SOCIAL SCIENCES. HISTORY IN PRIMARY EDUCATION.	13,00	26,00
THE CONCEPT OF SPACE IN THE DIDACTICS OF SOCIAL SCIENCES. GEOGRAPHY IN PRIMARY EDUCATION. THE ENVIRONMENT AS A KNOWLEDGE ENHANCER	12,00	24,00



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- ÁVILA, R.M, CRUZ, A. y DÍEZ, C., eds. (2008). Didáctica de las Ciencias Sociales, Currículo Escolar y Formación del Profesorado. La didáctica de las Ciencias Sociales en los nuevos planes de estudio. Jaén.
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