



## Information about the subject

**Degree:** Master's Degree in Secondary Teacher Training, Baccalaureate, Vocational Training and Language Teaching

**Faculty:** Faculty of Teaching and Educational Sciences

**Code:** 1020020

**Name:** Didactics of Social Sciences

**Credits:** 6 ECTS

**Year:** 1 **Semester:** 1

**Module:** Specific of Social Sciences Education

**Subject Matter:** Learning and teaching of subjects

**Type:** Basic formation

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

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

**Language(s) in which it is taught:** spanish

### Lecturer/s

Remedios Moril (**Responsible Lecturer**)

e-mail [remedios.moril@ucv.es](mailto:remedios.moril@ucv.es)



## Module organization

### BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Complements for disciplinary training	6	The Social Sciences Curriculum. Geography and History in Compulsory Secondary Education and Baccalaureate	6	1/1
Learning and teaching of the corresponding subject	12	Didactics of Social Sciences	6	1/1
		Didactic Resources for Teaching Social Sciences	6	1/2
Innovation in teaching and introduction to educational research	6	Innovation and Research in Didactics of Social Sciences	6	1/2



## Recommended Knowledge

Not required

## Learning outcomes

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

Code	Learning outcomes
R1	The student recognises and correctly applies the curricular and legal framework (the general objectives, contents and evaluation criteria of the curricular design) of the areas of Social Sciences, Geography and History in the ESO and Baccalaureate stages in the Valencian Community.
R2	The student is able to identify the characteristics of the specific didactics of the Social Sciences, Geography and History with respect to that of other sciences.
R3	The student knows and applies different specific techniques of the CCSS, assessing the determining factors for their correct use in teaching practice.
R4	The student adequately prepares a didactic programme of a subject or subject of Social Sciences, Geography and History of ESO and the Baccalaureate according to the official curriculum in the Valencian Community.
R5	The student knows and develops different teaching strategies for Social Sciences, Geography and History.
R6	The student knows how to analyse and elaborate didactic materials related to the teaching-learning process of Social Sciences, Geography and History.
R7	The student designs and carries out complementary activities in the teaching-learning process, taking the environment, interdisciplinarity and social problems as references.
R8	The student learns to propose theoretical-practical strategies for integrating ICT into the dynamics of the classroom in the areas of Social Sciences, Geography and History at the ESO and Baccalaureate stages in the Valencian Community.
R9	The student develops and applies both group and personalised teaching methodologies, adapted to the diversity of the student body.



## Competences

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

Code	General	Weighting			
		1	2	3	4
G5	Knowledge of the curricular contents of the subjects related to the respective teaching specialisation, as well as the body of didactic knowledge about the respective teaching and learning processes. For professional training, this includes knowledge of the respective professions.			x	
G6	Planning, developing and evaluating the teaching and learning process, promoting educational processes that facilitate the acquisition of the competences of the respective courses, taking into account the level and previous training of the students as well as their orientation, both individually and in collaboration with other teachers and professionals of the centre.				x
G7	To look for, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process			x	
G8	Fleshing out the curriculum that will be implemented in a school participating in collective planning of the same, develop are implement teaching methodologies both groups and individually adapted to the diversity of students				x
G9	Design and develop learning spaces with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.			x	



Code	Specific	Weighting			
		1	2	3	4
CE16	To be familiar with theoretical and practical developments in the teaching and learning of the relevant subjects.				x
CE17	To transform the educational plan in work activities				x
CE18	Acquire selection criteria and elaboration of educational materials.			x	
CE19	Promoting a climate that facilitates learning and values student contributions.		x		
C20	Integrate audiovisual communication and multimedia training in the teaching-learning process.			x	
C21	To learn strategies and evaluation techniques and to understand the evaluation as a tool to regulate and encourage the effort..				x



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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R6, R7, R8	40%	Process evaluation: portfolios, presentation of work, guides, oral and written evidence of all types of activities.
R5, R9	10%	Oral presentation of individual and group works.
R4, R6, R7	40%	Summative and final theoreticalpractical test with open and closed questions.
R1, R2, R3, R4, R6, R7, R8	10%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical-practical classes.

**Mention of Distinction:** 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.

**Single assessment:** Exceptionally, students may opt for this assessment system if, for a justified and accredited reason, they are unable to undergo the continuous assessment system and request it to the Coordination of the speciality within the first month of teaching.

According to UCV assessment regulations, the single assessment consists of a set of assignments and/or exam(s) that allow the student to assess the acquisition of all the competences of the subject by the student, and must be agreed upon by the teaching team of the subject.

In each specific case, the timetable for the presentation of assignments and/or exam(s) will be agreed with the student, as well as the tutorials to monitor the subject.



## Learning activities

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

M1	Group of oral and/or written tests used during initial, formative or additive assessment.
M2	Groupal preparation of readings, problem solving, seminars, papers, reports, ect. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring. Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )
M3	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )
M4	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.
M5	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity
M6	Supervised monographic sessions with shared participation
M7	Application of interdisciplinary knowledge



Activity	Learning Outcomes	ECTS
TEORICAL CLASS	R2, R3, R5, R6, R8, R9	0,52
PRACTICAL CLASS	R1, R2, R3, R4, R6, R8	0,52
GROUP WORK	R1, R2, R3, R4, R5, R6, R7, R8, R9	0,04
GROUP WORK EXHIBITION	R5, R9	0,04
INDEPENDENT WORK	R1, R2, R3, R4, R5, R6, R7, R8, R9	0,6
SEMINAR	R1, R2, R3, R4, R5, R6, R7, R8, R9	0,6
TUTORING	R1, R2, R3, R4, R6, R7, R8	0,04
ASSESSMENT	R1, R2, R3, R4, R5, R6, R7, R8, R9	0,04
<b>Total</b>		<b>2,4</b>

Activity	Learning Outcomes	ECTS
INDEPENDENT WORK	R1, R2, R3, R4, R5, R6, R7, R8, R9	1,44
GROUP WORK	R1, R2, R3, R4, R5, R6, R7, R8, R9	2,16
<b>Total</b>		<b>3,6</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
Block 1. Specific characteristics of the Didactics of Social Sciences.	<ul style="list-style-type: none"><li>• Specific characteristics of the didactics of Social Sciences in secondary education.</li><li>• The transition from scientific knowledge to taught knowledge.</li><li>• Principles of learning. Learning and knowledge. Previous ideas about the teaching task.</li><li>• Tasks of the Social Studies teacher in Secondary Education. Characteristics of a good teacher.</li><li>• Shared work: the department. The collaborating teacher. The teacher as a task scheduler.</li></ul>
Block 2. The planning of teaching-learning processes	<ul style="list-style-type: none"><li>• The planning of teaching-learning processes: didactic programming.</li><li>• Elements of a didactic classroom programme.</li><li>• Concept of learning situations.</li><li>• Design of learning situations.</li><li>• Organisation and timing of learning situations.</li><li>• Planning class sessions.</li></ul>
Block 3.- Programming by competences	<ul style="list-style-type: none"><li>• Origin and history of the concept of competences.</li><li>• Key competences in compulsory education: pedagogical principles.</li><li>• Programming in competences.</li><li>• Features and descriptors of competences.</li></ul>
Block 4.- Classroom management in learning processes	<ul style="list-style-type: none"><li>• Classroom management. Motivation.</li><li>• Active learning methodologies: Problem-based learning, Cooperative learning and its techniques, Case studies, Project-based learning, Service-learning, Gamification, Flipped Classroom, Thinking routines.</li><li>• Tasks and activities. Types.</li><li>• Learning strategies.</li><li>• Groupings.</li><li>• Didactic resources in the teaching of Social Sciences. Concept and typologies of resources in Social Sciences.</li></ul>



Block 5. - Learning assessment	<ul style="list-style-type: none"><li>• Evaluation. Key concepts.</li><li>• Assessment tools.</li><li>• Qualification criteria.</li><li>• Grading instruments.</li></ul>
Block 6. Teaching and Didactics of History	<ul style="list-style-type: none"><li>• Teaching history. Teaching through sources.</li><li>• Resources and criteria for the development of chronological axes.</li><li>• History and its protagonists: the use of photography.</li><li>• Oral history and historical memory.</li><li>• Local history.</li><li>• Historical cinema.</li><li>• Approach to archives and their documentary sources. The historical documentary.</li><li>• Historical novel.</li><li>• Graphic organisers: concept maps and mind maps. Criteria for making them.</li><li>• Gamification tolos</li></ul>
Block 7.- Teaching and Didactics of Geography	<ul style="list-style-type: none"><li>• Didactics of Geography. Objectives of its teaching and geographical principles: What to teach and how to teach it.</li><li>• Cartography in the teaching of geography.</li><li>• Audiovisual media in the teaching of Geography.</li><li>• Visits and didactic itineraries.</li><li>• Classroom-workshops</li><li>• Webquest</li><li>• Creation of digital magazines and digital murals</li></ul>
Block 8. Teaching and Didactics of Art History	<ul style="list-style-type: none"><li>• Methodologies for teaching Art History.</li><li>• Commentary and analysis of works of art.</li><li>• Education and museums.</li><li>• Heritage education.</li><li>• Visual Thinking</li></ul>



## Temporary organization of learning

BLOCK OF CONTENT/DIDACTIC UNIT	Number of sessions	Hours
Block 1. Specific characteristics of the Didactics of Social Sciences	1	2,5
Block 2. The planning of teaching-learning processes	4	10
Block 3.- Programming by competences	1	2,5
Block 4.- Classroom management in learning processes	2	5
Block 5.- Learning assessment	1	2,5
Block 6. Teaching and Didactics of History	2	5
Block 7.- Teaching and Didactics of Geography	2	5
Block 8. Teaching and Didactics of Art History	1	2,5

## References

ABADÍA, T. J. (2007). El laboratorio didáctico de las ciencias sociales. Zaragoza. Mira Editores.

ADELL, J. (2004). "Internet en el aula: las WebQuest". Edutec. Revista Electrónica de Tecnología Educativa, 17. <[http://www.uib.es/depart/gte/edutec-e/revelec17/adell\\_16a.htm](http://www.uib.es/depart/gte/edutec-e/revelec17/adell_16a.htm)>

AGUARED, J.I. y CABERO, J. (2002): Educar en red. Internet como recurso para la educación. Málaga. Ed. Aljibe

BARBA, C. (2002) "La investigación en Internet con las WebQuest". Comunicación y Pedagogía, 185: 62-66.

BATLLORI I OBIOLS, R. I ALTRES (eds.) (2004). De la teoria a l'aula: formació del professorat i ensenyament de les ciències socials. Bellaterra. Universitat Autònoma de Barcelona.

BLANCO SUÁREZ, S. (2001) "Estudio de caso: uso de WebQuest en educación secundaria". En La novedad pedagógica de Internet. I Congreso Internacional de Educared, Madrid, 18-20 de enero de 2001. [CD ROM].

BLOOD, R. (2005). Universo del weblog. Consejos prácticos para crear y mantener su blog. Barcelona. Gestión2000

BENEJAM, P., BERGES, L., HERNÁNDEZ, X., et al. (2002). Las ciencias sociales: concepciones y procedimientos. Barcelona: Ed. Graó.

BENEJAM, P. y PAGÉS, J. (1997): Enseñar y aprender Ciencias Sociales, Geografía e Historia. Barcelona. ICE. Universitat de Barcelona/Horsori



BREU, RAMÓN (2010): El documental como estrategia educativa. Barcelona. Ed. Graó

BRIONES, G. (2006). Epistemología y teorías de las ciencias sociales y de la educación, Sevilla. Ed. Trillas.

CALAF, R. y otros (1997). Aprender a enseñar Geografía. Barcelona. Oikos-Tau.

CARRETERO, M.; POZO, J. I., ASENSIO, M. (2002). La enseñanza de las Ciencias Sociales. Madrid: Ed. Visor.  
DOMINGUEZ GARRIDO, M<sup>a</sup> C. (2004). Didáctica de las ciencias sociales. Madrid. Pearson Educación.

ESTEPA, J. (2017). Otra didáctica de la historia para otra escuela, Huelva.

GARCIA RUIZ, A. L. (1997). Didáctica de las Ciencias Sociales. Geografía e Historia en la Enseñanza Secundaria. Granada, Grupo Editorial Universitaria.

GARCÍA RUIZ, C. R., ARROYO DORESTE, A., ANDREU MEDIERO, B., eds. (2016). Deconstruir la alternidad desde la Didáctica de las Ciencias Sociales: educar para una ciudadanía global, Las Palmas. GONZALEZ, I. (Director) (2002) La geografía y la historia, elementos del medio. Madrid. MECD.

HERNANDEZ CARDONA, F. X. (2005). Didáctica de las ciencias sociales, geografía e historia. Barcelona: Ed. Graó.

GÓMEZ CARRASCO, C.J., ORTUÑO MOLINA, J.y MIRALLES MARTÍNEZ, P. (2018). Enseñar con métodos activos de aprendizaje. Reflexiones y propuestas a través de la indagación.

HERNÁNDEZ CARDONA, F.X. (2002): Didáctica de las Ciencias Sociales, Geografía e Historia. Barcelona. Graó.

HERNÁNDEZ CARRETERO, A.M., GARCÍA RUÍZ, C.R., DE LA MONTAÑA CONCHIÑA, J.L., eds. (2015). Una enseñanza de las ciencias sociales para el futuro: recursos para trabajar la invisibilidad de personas, lugares y temáticas, Cáceres.

ITURRATE, G.; BARDAVIO, A., BOU N., PEREZ X. (1996). Les fonts en les ciències socials. Barcelona. Ed. Graó.

JIMÉNEZ RODRÍGUEZ, M.A.(Coord.) (2019). Programar al revés. El diseño curricular desde los aprendizajes. Madrid. Ed. Narcea.

JIMÉNEZ RODRÍGUEZ, M.A.(Coord.) (2019). El diseño de unidades didácticas hoy. La alineación del currículo al servicio de los aprendizajes. Valencia. Ed. Tirant Humanidades.

LICERAS RUIZ, A. (2003). Observar e interpretar el paisaje. Estrategias Didácticas. Granada. Grupo Editorial Universitario.

LICERAS, A. (1997). Dificultades en el aprendizaje de las Ciencias Sociales. Una perspectiva psicodidáctica. Granada. Grupo Editorial Universitario.

LICERAS, A. (2000). El tratamiento de las dificultades de aprendizaje en Ciencias Sociales. Granada. Grupo Editorial Universitario.

LÓPEZ TORRES, E., GARCÍA RUÍZ, C. R., SÁNCHEZ AGUSTÍ, M., eds. (2018). Buscando formas de enseñar: investigar para innovar en Didáctica de las Ciencias Sociales, Valladolid.



- MARTÍNEZ MEDINA, R.; GARCÍA-MORÍS, R.; GARCÍA RUIZ, C. R., eds. (2017). Investigación en Didáctica de las Ciencias Sociales. Retos, preguntas y líneas de investigación, Córdoba.
- MORENO, A. y MARRÓN, M.J. (ed.) (1996): Enseñar geografía. De la teoría a la práctica. Madrid. Síntesis.
- PRATS, J. (Coord.) (2011): Geografía, Historia y otras ciencias sociales. Complementos de formación disciplinar. Barcelona. Ed. Graó
- PRATS, J. (Coord.) (2011): Geografía, Historia y otras ciencias sociales. Vol II. Barcelona. Ed. Graó
- PRATS, J. (Coord.)(2011): Geografía, Historia y otras ciencias sociales. Investigación, innovación y buenas prácticas. Barcelona. Ed. Graó
- RIVERO GARCÍA, P. y TREPAT CARBONELL, C. (2010) Didáctica de la historia y multimedia expositiva. Barcelona. Ed. Graó
- ROZADA, J.M. (1997). Formarse como profesor, Ciencias Sociales, Primaria y Secundaria Obligatoria. Madrid. Ed. Akal.
- SANZ CAMAÑES, P., MOLERO GARCÍA, J.M. y RODRÍGUEZ GONZÁLEZ, D. (Eds.) La historia en el aula. Innovación docente y enseñanza de la historia en la educación secundaria. Lleida. Ed. Milenio.
- SOUTO GONZÁLEZ, X. M. (1998). Didáctica de la geografía. Problemas sociales y conocimiento del medio. Barcelona: Ediciones del Serbal.
- TORRUELLA, M.F. y HERNÁNDEZ, F.X.(2011): 12 ideas clave. Enseñar y aprender historia. Barcelona. Ed. Graó.
- TREPAT, C. A. (1995). Procedimientos en historia. Un punto de vista didáctico. Barcelona. Ed. Graó.
- TREPAT, C. A. y COMES, P. (2007). El tiempo y el espacio en la didáctica de las ciencias sociales. Barcelona. Graó.
- TREPAT, C.A. y COMES, P. (1998): El tiempo y el espacio en la enseñanza de las Ciencias Sociales. Barcelona. Graó.
- TREPAT, C.A. (1995): Procedimientos en historia. Un punto de vista didáctico. ICE de la Universidad de Barcelona. Ed. Graó.
- VALLS, E. (1989): Los procedimientos: su concreción en el área de historia. Revista Cuadernos de Pedagogía, nº 168 . Ed. Fontalba. Barcelona.
- VV. AA. (1997). La formación del profesorado y la didáctica de las ciencias sociales. Sevilla. Ed. Diada.
- VV. AA. (1999). Un currículo de ciencias sociales para el siglo XXI. Sevilla. Ed. Diada.
- VV. AA. (1999) III Jornades l'ensenyament de les ciències socials: reflexió i experiències. Ed. Rosa Sensat. Barcelona.
- VV. AA. (2007): Competencias en Ciencias Sociales, Geografía e Historia. Secundaria. Consejería de Educación y Ciencia (Asturias).

VV.AA. (2011): El aprendizaje por competencias en la educación obligatoria. Ed. Brief. ZARANDIETA, F. y ZARANDIETA, J. A. (2002): La educación por Internet. Madrid. Ed. Anaya.

*REVISTAS ESPECIALIZADAS:*

IBER: Revista de las Ciencias sociales, Geografía e Historia. Editorial Graó.  
<https://www.grao.com/es/iber>

ENSEÑANZA DE LAS CIENCIAS SOCIALES. REVISTA DE INVESTIGACIÓN. Barcelona: ICE de la Universidad Autónoma de Barcelona e ICE de la Universidad de Barcelona.  
<http://www.publicacions.ub.edu/revistes/eccss10/presentation.asp>

DIDÁCTICA DE LAS CIENCIAS EXPERIMENTALES Y SOCIALES. Valencia: Departament de Didàctica de les Ciències Experimentals i Socials. Universitat de Valencia. Bidual. (1er número 1988) <https://ojs.uv.es/index.php/dces>

