



COURSE DETAILS

Title (of the course): DIDACTICA DEL MEDIO AMBIENTE EN EDUCACION PRIMARIA

Code: 100813

Degree/Master: GRADO DE EDUCACIÓN PRIMARIA

Year: 4

Name of the module to which it belongs: ENSEÑANZA Y APRENDIZAJE DE LAS CIENCIAS SOCIALES

Field: DIDÁCTICA DEL MEDIO AMBIENTE EN EDUCACIÓN PRIMARIA

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 6

Classroom hours: 45

Face-to-face classroom percentage: 30%

Study hours: 105

Online platform: SI

LECTURER INFORMATION

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Specifics of the course

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

None specified.

INTENDED LEARNING OUTCOMES

- | | |
|-----|--|
| CE1 | To know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, the body of didactic knowledge around the respective teaching and learning processes. In addition, to know and understand the contents that constitute these curricular areas and that allow the achievement of the basic competences in Primary Education. |
| CE2 | To design, schedule and evaluate teaching and learning processes, both individually and in cooperation with teachers and professionals at the centre. |
| CE3 | To effectively approach language learning situations in multicultural and multilingual contexts. To promote reading and critical commentary of texts from the different scientific dominions and cultural contents in the academic curriculum. |
| CE4 | To design and regulate learning spaces in contexts of diversity which address gender equality, equity and respect for Human Rights which satisfy the values of citizenship education. |
| CE5 | To foment harmonious relationships inside and outside the classroom and to tackle conflict resolution in a peaceful way. To know how to systematically observe apprenticeship and coexistence contexts as well as to reflect about them. |

- CE6 To know the organization of Primary Education schools and the range of diverse actions that are carried out. To play functions of tutoring with the students and their families, taking into account the individual needs of students. To assume that the development of the teacher role has to be improved and adapted to scientific, pedagogical and social changes throughout life.
- CE7 To cooperate with the different sectors of the educational community and the social environment. To assume the educational dimension of the role of the teachers and promote the democratic education for an active citizenship.
- CE8 To appreciate culture and knowledge, and maintain an autonomous and critical relationship with respect to knowledge, values and social institutions both private and public.
- CE9 To recognise the worth of the individual and collective responsibility in achieving a sustainable future and acquire the necessary training for the promotion of a healthy life.
- CE10 To think about the practices in the classroom in order to innovate and improve the educational work. To acquire habits and skills for the autonomous and cooperative learning and to promote it with students.
- CE11 To know and apply the technologies of the information and communication in classrooms . Selectively distinguish audiovisual information that contributes to the learning processes, civic formation and cultural richness.
- CE12 To understand the function, the possibilities and limits of education in the current society and the basic competences that concern primary education schools and their professionals. To know the models of improvement of the quality with application to educational institutions.
- CE14 To create an updated view of the natural and social world.
- CM4.2 To know the school curriculum of these Sciences.
- CM4.3 To consider and to solve problems which deal with sciences in daily life
- CM4.4 To recognise the worth of sciences as a cultural fact.
- CM4.5 To acknowledge mutual influence between science, society and technological development, as well as the pertinent civic conducts, in order to ensure a sustainable future.
- CM4.6 To develop and evaluate curriculum contents through appropriate didactic resources and promote the acquisition of basic competences among students.
- CM5.2 To know the school curriculum of Social Sciences.
- CM5.3 To integrate historical and geographical study from a cultural and instructive point of view.
- CM5.4 To encourage democratic and citizenship education and the practice of critical and social thinking.
- CM5.5 To recognise the worth of the relevance of public and private institutions for peaceful coexistence among peoples.

OBJECTIVES

To understand and analyze the complexity of the concept of environment.
 To analyze the footprint of human actions and the way they affect life quality.
 To know, value and respect the environment and its elements.
 To develop analysis to assess environmental problems from a critical point of view.
 To promote committed attitudes with the defense, conservation and improvement of the environment.

CONTENT

1. Theory contents

Block 1. The environment and human development.
 Block 2. Didactics of the environment in primary education.
 Block 3. Origins and development of environmental education.
 Block 4. Environmental education for teaching values.
 Block 5. Learning resources to promote environmental education in primary education.

2. Practical contents

- Fulfillment of didactic resources related to the thematic units programmed.
- Study and commentary of basic documents.
- Programming, exposition and debates of specific themes.

METHODOLOGY

General clarifications on the methodology. (optional)

La metodología que se desarrollará partirá de los conocimientos previos del alumnado para integrarlos en el proceso de enseñanza-aprendizaje. En ella se alternará, dependiendo de la actividad propuesta, el trabajo individual con el pequeño y gran grupo, con el objetivo de que la enseñanza sea activa y participativa en las clases teóricas, en las actividades prácticas y en las exposiciones y debates que se realicen. El papel del profesor será el de introducir y sistematizar los diferentes temas a desarrollar en clase, así como orientar y dirigir metodológicamente

los diferentes trabajos y actividades realizadas por los alumnos.

Methodological adaptations for part-time students and students with disabilities and special educational needs

No hay adaptaciones metodológicas deiferentes al resto de alumnos.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	-	2
<i>Debates</i>	-	1	1
<i>Excursions</i>	-	4	4
<i>Group presentation</i>	-	1	1
<i>Group work (cooperative)</i>	-	8	8
<i>Lectures</i>	28	-	28
<i>Text analysis</i>	-	1	1
Total hours:	30	15	45

Off-site activities

Actividad	Total
<i>Exercises</i>	15
<i>Group work</i>	30
<i>Information search</i>	15
<i>Reference search</i>	15
<i>Self-study</i>	30
Total hours:	105

WORK MATERIALS FOR STUDENTS

Case studies
Exercises and activities

EVALUATION

Intended learning outcomes	Tools				
	Attendance sheets	Essay tests	Group work	Oral presentations	Short answer tests
CE1		X	X		X
CE10			X	X	
CE11			X	X	
CE12			X		
CE14		X	X		X
CE2			X	X	
CE3			X		
CE4		X	X		X
CE5	X	X	X	X	X
CE6		X			X
CE7		X			X
CE8			X	X	
CE9		X	X	X	X
CM4.2		X			X
CM4.3		X	X		X
CM4.4		X			X
CM4.5		X	X		X
CM4.6			X		
CM5.2			X		
CM5.3		X	X		
CM5.4			X		
CM5.5			X		
Total (100%)	10%	25%	30%	10%	25%
Minimum grade.(*)	8	5	5	5	5

(*) Minimum grade necessary to pass the course

General clarifications on instruments for evaluation:

La evaluación de la asignatura se realizará teniendo en cuenta los trabajos prácticos evaluables elaborados a lo largo del curso y de los conocimientos adquiridos durante el mismo.

Es necesario superar todas y cada una de las pruebas y trabajos evaluables para aprobar la asignatura.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

La evaluación de la asignatura se realizará teniendo en cuenta los trabajos prácticos evaluables elaborados a lo largo del curso y de los conocimientos adquiridos durante el mismo. En el caso de existir alumnos a tiempo parcial se evaluarán de los contenidos de la asignatura en el examen oficial establecido por la Facultad.

Es necesario superar todas y cada una de las pruebas y trabajos evaluables para aprobar la asignatura.

Qualifying criteria for obtaining honors: *Para optar a matrícula de honor será necesario tener májns de un 9 en la calificaciÃ³n final de la asignatura, ajustÃ¡ndose a la normativa vigente de la Universidad de CÃ³rdoba*

¿Hay exámenes/pruebas parciales?: No

1. Basic Bibliography:

- AA. VV. (2001): *Guía de recursos para la educación ambiental*, Madrid.
- ANTÓN LOPEZ, B. (2002): *Educación Ambiental, conservar la naturaleza y mejorar el medio ambiente*. Madrid.
- ARAMBURU, F. (2000): *Medio ambiente y educación*. Síntesis Educación. Madrid.
- BALLAR, M / PANDYA, M (recop.) (2004): *Conocimientos básicos en educación ambiental*, Graó, Barcelona.
- BELTZ MARTINEZ, J. (2002): *Materiales didácticos para la educación ambiental*, Barcelona.
- CAMIÑO HERRERA, U. A. (2009): *Educación y Medio ambiente: conservación de la biodiversidad*, Málaga.
- CARMEN, L. del (1991): *Investigación del medio y aprendizaje*. M.E.C. Madrid.
- GARCÍA GÓMEZ, J. y NANDO ROSALES, J. (2000): *Estrategias didácticas en Educación Ambiental*. Ed. Aljibe. Málaga.
- GIOLITTO, P. (1984): *Pedagogía del medio ambiente*. E. Herder. Barcelona.
- HANNOUN, H. (1977): *El niño conquista el medio*. Ed. Kapeluz. Buenos Aires.
- KRAMER, F. (2002): *Manual práctico de educación ambiental: técnicas de simulación, juegos y otros métodos educativos*, Madrid.
- LICERAS RUÍZ. A. (2003): *Observar e interpretar el paisaje. Estrategias didácticas*. Granada.
- LÓPEZ RODRÍGUEZ, R. (2003): *Educación ambiental y su didáctica*, Lugo.
- NOVO VILLAVERDE, M. (2003): *La Educación Ambiental. Bases éticas, conceptuales y metodológicas*, Madrid.
- SOUTO, X. M. (1999): *Didáctica de la Geografía: problemas sociales y conocimiento del medio*. Ediciones Serbal. Barcelona.
- TREPAT, C. A. y COMES, P. (2000): *El tiempo y el espacio en la didáctica de las Ciencias Sociales*. Barcelona.

2. Further reading:

None.

COORDINATION CRITERIA

- Common evaluation criteria
- Common learning outcomes