

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **DIDÁCTICA DEL MEDIO AMBIENTE EN EDUCACIÓN INFANTIL**

Code: 100759

Degree/Master: **GRADO DE EDUCACIÓN INFANTIL**

Year: 3

Name of the module to which it belongs: APRENDIZAJE DE LAS CIENCIAS DE LA NATURALEZA, DE LAS CIENCIAS SOCIALES

Field: DIDÁCTICA DEL MEDIO AMBIENTE EN EDUCACIÓN INFANTIL

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform:

LECTURER INFORMATION

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

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INTENDED LEARNING OUTCOMES

CE1	To know the objectives, curriculum contents and assessment criteria of the Nursery Education.
CE2	To promote and make easier the learning in early childhood, from a globaliser and integrative point of view of the different cognitive, emotional, psychomotor and volitional dimensions.
CE3	To design and regulate learning spaces in contexts of diversity which deal with the singular educational needs of students, gender equality, equity and respect for Human Rights.
CE4	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.
CE7	To know the educational implications of the new information and communication technologies and, specifically, of television in early childhood.
CE11	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.
CE13	To create an updated view of the natural and social world.
CM8.1	To know the scientific, mathematical and technological basis of the curriculum of this stage as well as the theories about the acquisition and development of the corresponding learning.
CM8.2	To know the teaching strategies to develop numerical representations and spatial, geometric and logical development notions.
CM8.4	To know the scientific methodology and to promote scientific thinking and experimentation.
CM8.7	To develop educational proposals concerning scientific interaction, techniques, society and sustainable development.
CM8.8	To promote the interest and respect for the natural, social and cultural environment through the appropriate didactic projects.
CM8.9	To promote introductory experiences to the information and communication technologies.

OBJECTIVES

- To understand and analyze the complexity of the concept of environment.
- To know the integration of the environmental approach in the organization of the contents on the different levels of curricular application.
- To acquire the skills in the preparation and exposition of experiences suited to the level of development of the child trying to motivate the creativity and curiosity to discover, observe and learn.
- To know and value the natural, cultural, and historical patrimony of Andalusia, in order to identify the basic features that characterize it in the map of the Autonomous Communities

CONTENT

1. Theory contents

Block 1. The environment.

Block 2. Origins and development of environmental education.

Block 3. The environmental problems, the sustainable development, and its didactics.

Block 4. The environment through the landscape. Current and future challenges.

Block 5. The environmental values from the Early Childhood Education.

Block 6. Didactics of the environment in the school curriculum.



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2. Practical contents

- Didactic resources related to the units of the subject.
- Study and commentary of basic documents.
- Analysis, exposition and debates of specific topics.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education
 Gender equality
 Reduced inequalities
 Sustainable cities and communities
 Responsible consumption and production

METHODOLOGY

General clarifications on the methodology (optional)

It will be based on constructivism, so the teaching-learning process will depart from the previous knowledge of the students. Both, individual and group work will be developed. The methodology is going to be active and participative in practical and theoretical lessons.

It is also intended to raise awareness among students about the different socio-environmental problems that the environment presents, whether it is near or far.

Likewise, an attitude of respect between men and women will be considered, both in written texts and in behavior in the classroom and with the rest of the university community. The training of students in equality is a fundamental issue, in order to develop in students the ability to filter materials, promote their sense of criticism and respect, etc

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

Students enrolled part-time must communicate this to the responsible teachers at the beginning of the course of the subject, in order to establish the follow-up mechanisms that are considered appropriate. The methodology will be adapted to part-time students and special education need.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	-	2
<i>Debates</i>	2	2	4
<i>Excursions</i>	-	3	3
<i>Group presentation</i>	2	2	4
<i>Group work (cooperative)</i>	6	6	12
<i>Lectures</i>	30	-	30
<i>Text analysis</i>	3	2	5
Total hours:	45	15	60

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Off-site activities

Activity	Total
Exercises	5
Group work	25
Information search	10
Reference search	5
Self-study	45
Total hours	90

WORK MATERIALS FOR STUDENTS

Case studies

Coursebook - López Fernández, J.A. y Alcántara Manzanares, J. (Ed.) (2022): *Didáctica del Medioambiente en Educación Infantil*. Síntesis. Madrid.

Exercises and activities

Oral presentations

References

Clarifications

EVALUATION

Intended learning	Exams	Practice Book	Project
CE1	X	X	
CE11			X
CE13		X	
CE2		X	X
CE3		X	X
CE4	X	X	
CE7			X
CM8.1	X	X	
CM8.2	X	X	
CM8.4	X	X	X
CM8.7	X	X	X

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Intended learning	Exams	Practice Book	Project
CM8.8	X	X	
CM8.9	X	X	
Total (100%)	50%	30%	20%
Minimum grade	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

The evaluation of the subject will be carried out taking into account the evaluable practical works, elaborated throughout the course and the theoretical knowledge acquired during it. The practical exercises may be evaluated in practice reports as well as in the final exam. It is necessary to pass each and every one of the tests and evaluable works to pass the course. In this sense, to have enough data for the assesment, it is necessary to assist at least 80% of the practical lessons.

The grammatical, syntactic and spelling correction will be taken into account, and the lack of it may be penalized in all evaluable written tests. In other words, to pass the course, a good level of linguistic and communicative competence will be essential. The lack of correction in the preparation of oral or written texts may have a negative impact on the final grade.

Likewise, an attitude of respect between people will be taken into account, both in written texts and in classroom behavior and with the rest of the university community. The training of students in equality is a fundamental issue, in order to develop in students the ability to filter materials, promote their sense of criticism and respect, etc

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

For part-time students, the evaluation criteria will be the same as for full-time students. In any case, students with recognized disabilities and those who, according to the University's Rules of Permanence, hold the status of part-time students, have the right to have assessment methods adapted to their abilities and availability.

Thus, the teaching staff responsible for the subject will be able to establish the follow-up mechanisms they deem appropriate in relation to these students.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

The period of validity of the qualifications will be during all ordinary calls of the course in which the activities have been carried out and these qualifications have been obtained.

The evaluation of extraordinary calls will consist of an examination of theoretical and practical contents, in which it is necessary to get a rating of 5 out of 10.

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Qualifying criteria for obtaining honors:

Those established by the Rectorate of the University of Córdoba

BIBLIOGRAPHY

1. Basic Bibliography

- López Fernández, J.A. y Alcántara Manzanares, J. (Ed.) (2022): Didáctica del Medioambiente en Educación Infantil. Síntesis. Madrid.
- Freire, H. (2011): Educar en verde. Ideas para acercar a niños y niñas a la naturaleza. Ed. Graó de Irif, SL. Barcelona.
- García Gómez, J. y Nando Rosales, J. (2000): Estrategias didácticas en Educación Ambiental. Ed. Aljibe. Málaga.
- Kramer, F. (2002): Manual práctico de educación ambiental: técnicas de simulación, juegos y otros métodos educativos, Madrid.
- López Rodríguez, R.(2003): Educación ambiental y su didáctica, Lugo.
- Ludevid, M. (2003): Un vivir distinto, cómo el medio ambiente cambiará nuestras vidas, Madrid.
- Novo Villaverde, M. (2003): La Educación Ambiental. Bases éticas, conceptuales y metodológicas, Madrid.
- Ruiz Heredia, A. (2008): Educación, Medio Ambiente y Didáctica del Entorno. Teoría y prácticas, Ed. Popular, Madrid.
- Bamber, P. (Ed.). (2020). Teacher education for sustainable development and global citizenship: Critical perspectives on values, curriculum and assessment. Routledge.
- Barnes, M., Moore, D., & Almeida, S. C. (2021). Empowering teachers through Environmental and Sustainability Education: Meaningful change in educational settings. Routledge.
- Liceras, A. (2013) Didáctica del paisaje. Lo que es, lo que representa, cómo se ve, Iber. Didáctica de las Ciencias Sociales, Geografía e Historia, 74, 85-93.

2. Further reading

None

COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

SCHEDULE

Period	Assessment activities	Debates	Excursions	Group presentation	Group work (cooperative)	Lectures	Text analysis
1# Fortnight	0,0	1,0	0,0	0,0	0,0	4,0	1,0
2# Fortnight	0,0	0,0	0,0	0,0	2,0	4,0	1,0
3# Fortnight	0,0	1,0	0,0	1,0	2,0	4,0	0,0
4# Fortnight	0,0	0,0	0,0	0,0	2,0	5,0	1,0
5# Fortnight	0,0	1,0	3,0	1,0	2,0	5,0	1,0

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Period	Assessment activities	Debates	Excursions	Group presentation	Group work (cooperative)	Lectures	Text analysis
6# Fortnight	0,0	0,0	0,0	1,0	2,0	4,0	1,0
7# Fortnight	2,0	1,0	0,0	1,0	2,0	4,0	0,0
Total hours:	2,0	4,0	3,0	4,0	12,0	30,0	5,0

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.