

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **DIDÁCTICA DE LAS CIENCIAS SOCIALES EN EDUCACIÓN PRIMARIA**

Code: 100811

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

Year: 3

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

Field: DIDÁCTICA DE LAS CIENCIAS SOCIALES EN EDUCACIÓN PRIMARIA

Character: OBLIGATORIA

Duration: ANUAL

ECTS Credits: 9.0

Classroom hours: 90

Face-to-face classroom percentage: 40.0%

Study hours: 135

Online platform: SI

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	Knowledge of the curricular areas of primary education, the interdisciplinary relationship between them, evaluation criteria and the body of knowledge on teaching methods regarding procedures.
CE2	To design, schedule and evaluate teaching and learning processes, both individually and in cooperation with teachers and professionals at the centre.
CE3	Effectively address language learning situations in multicultural and multilingual contexts. Foment reading and the critical analysis of texts of various scientific domains and cultural content in the school curriculum domains
CE4	Design and regulate learning spaces in contexts of diversity that address gender equality, equity and respect for human rights which form part of educational values.
CE5	Promote peaceful coexistence inside and out of the classroom, solve discipline problems and contribute to the peaceful resolution of conflicts. Encourage and value the effort, perseverance and personal discipline in the students.
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.
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	Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for independent and cooperative learning and foster them in students.
CE11	Knowledge of and ability to apply information and communication technologies in the classroom. Ability to selectively distinguish audiovisual information that contributes to learning, civic education and cultural wealth.
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.
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.
CM5.1	Understand the basic principles of the social sciences
CM5.2	To know the school curriculum of Social Sciences.
CM5.3	Integrate the study of history and geography from an educational and cultural perspective.
CM5.4	Promote democratic education among citizens and the practice of critical social thinking.
CM5.5	To recognise the worth of the relevance of public and private institutions for peaceful coexistence among peoples.
CM5.7	To develop and evaluate curriculum contents through appropriate didactic resources and promote the acquisition of relevant competences among students (in social sciences).

OBJECTIVES

- To know and analyze the dominant theoretical models in the Social Sciences and their incidence in the educational practice.
- To determine the purpose of teaching Social Sciences in Primary Education.
- To adapt the object or objects of knowledge and the disciplines methodology that integrate this area to the teaching process.



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- To define and to determine the psycho-pedagogical conditions in which the teaching-learning processes of the area in Primary Education have to be developed.
- To analyze the current curricular design of the area of Social Sciences within Primary Education.
- To put students in contact with the most appropriate teaching materials and resources for the teaching of the Social Sciences, in such a way that they not only know their use, but are also capable of developing their own material.
- To promote the research attitude of the future teachers regarding all the elements that intervene in the teaching-learning process of Social Sciences in Primary Education.

CONTENT

1. Theory contents

Block 1: The current epistemological status of Social Sciences: contributions to the different teaching-learning models.

Block 2: Learning Social Sciences.

Block 3: Strategies and development of skills, techniques and resources for the teaching of Social Sciences.

Block 4: Social Sciences in Primary Education. Social problems in today's world and basic criteria of didactic programming.

2. Practical contents

- Realization of didactic resources related to the programmed thematic units.
- Study and comment on basic documents.
- Planning and development of activities outside the classroom to work on Social Sciences.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

Gender equality

Sustainable cities and communities

Peace, justice and strong institutions

METHODOLOGY

General clarifications on the methodology (optional)

Lessons will be based on the established programme. Therefore, the theoretical, conceptual and methodological framework of the subject will be developed as well as practical and complementary activities carried out by the students, using the different didactic resources of the discipline. The role of the teachers will be to introduce and systematize the different topics and to guide methodologically the different works and activities of the students.

Likewise, an attitude of respect between men and women will be promoted, both in written texts and in classroom behaviour, as well as in outdoor activities and with the rest of the University community. The training of students in matters of equality is a fundamental issue, in order to promote their critical thought.

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

The teaching methodologies will have enough flexibility to meet the needs of part-time and disabled students.

Students enrolled part-time must communicate this at the beginning of the course to the teaching staff responsible for the subject, in order to establish appropriate adaptations.

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Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	6	2	8
<i>Debates</i>	4	2	6
<i>Excursions</i>	-	8	8
<i>Group presentation</i>	-	2	2
<i>Group work (cooperative)</i>	2	14	16
<i>Lectures</i>	42	-	42
<i>Text analysis</i>	6	2	8
Total hours:	60	30	90

Off-site activities

Activity	Total
<i>Exercises</i>	5
<i>Group work</i>	40
<i>Information search</i>	15
<i>Reference search</i>	15
<i>Self-study</i>	60
Total hours	135

WORK MATERIALS FOR STUDENTS

Case studies
Exercises and activities
Lessons summary
Oral presentations
References

EVALUATION

Intended learning	Exams	Placement reports	Project
<i>CE1</i>	X	X	X
<i>CE10</i>		X	

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Intended learning	Exams	Placement reports	Project
CE11			X
CE12	X		
CE2			X
CE3		X	X
CE4		X	X
CE5	X		
CE6	X		
CE8		X	X
CE9	X		
CM4.5	X		
CM5.1	X		
CM5.2		X	X
CM5.3	X		
CM5.4		X	X
CM5.5		X	X
CM5.7		X	X
Total (100%)	60%	10%	30%
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.

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Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

The evaluation of the subject in the ordinary calls will be carried out taking into account the assessable practical work carried out throughout the course and the theoretical knowledge acquired during it. It is necessary to pass each and every one of the tests and assessable works to pass the course.

A good level of grammar, syntactic and spelling correction will be essential; mistakes may have a negative impact on the final grade. The behavior of the students in class will be taken into account, as well as the maintenance of an attitude of respect between men and women, both in written texts and in classroom behaviour, as well as in outdoor activities outside and with the rest of the university community.

Partial grades will be saved only in ordinary calls. The evaluation of the subject in the extraordinary calls will be carried out by an exam about the theory and the practical contents developed during the course. This exam will constitute 100% of the qualification.

In reference to students who do not regularly attend lessons (both theoretical and practical) for justified reasons, the teaching staff of the subject may establish complementary evaluation activities to pass the subject.

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

Students with recognized disabilities have the right to have the assessment methods adapted to their abilities and availability. Likewise, students enrolled part-time must communicate it at the beginning of the course to the teaching staff, in order to establish the appropriate mechanisms for assessment.

It is necessary to pass each and every one of the tests and assessable work to pass the course.

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

The evaluation of the subject in the extraordinary calls will be carried out by an exam about the theory and the practical contents developed during the course. This exam constitutes the 100% of the qualification.

Qualifying criteria for obtaining honors:

Those established by the current regulations of the University of Córdoba

BIBLIOGRAPHY

1. Basic Bibliography

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- CAMBIL HERNÁNDEZ, M^a. E. y TUDELA SANCHO, A. (Coords.) (2017). *Educación y patrimonio cultural. Fundamentos, contextos y estrategias didácticas*. Madrid. Pirámide.
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- HANNOUN, H. (1977). *El niño conquista el medio*. Kapelusz. Buenos Aires.
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- LICERAS RUIZ, A. (2000). *Tratamiento de las dificultades de aprendizaje en Ciencias Sociales*. Granada.
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- MARTÍNEZ, R.; GARCÍA, R.; GARCÍA, C.R. (2017). *Investigación en didáctica de las ciencias sociales. Retos, preguntas y líneas de investigación*. Córdoba. Asociación Universitaria de Profesorado de Didáctica de las Ciencias Sociales.
- MERCHÁN, J. (2005). *Enseñanza, examen y control. Profesores y alumnos en la clase de Historia*. Barcelona.
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- OROZCO ALVARADO, J. C. (2016). Estrategias Didácticas y aprendizaje de las Ciencias Sociales. *Revista Científica de FAREM-Estelí*, 5(17), 65-80.
- RIECKMANN, M. (2012). Future-oriented higher education: Which key competencies should be fostered through university teaching and learning? *Futures*, 44, 127-135.
- SANTISTEBAN, A. y PAGÉS, J.(eds.). (2011). *Didáctica del medio social y cultural en educación primaria*. Síntesis, Madrid.
- SEBASTIÁ, R. y TONDA, E. M. (eds.). (2017). *Enseñanza y aprendizaje de la Geografía para el siglo XXI*. Universidad de Alicante.
- SOUTO, X.M. (1999). *Didáctica de la Geografía*. Ediciones del Serbal Barcelona.
- STUBBS, M. (2004). Heritage-sustainability: Developing a methodology for the sustainable appraisal of the historic environment. *Planning Practice and Research*, 19(3), 285-305.
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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	0,0	0,0	0,0	0,0	3,0	0,0
2# Fortnight	0,0	0,0	0,0	0,0	1,0	3,0	0,0
3# Fortnight	0,0	0,0	2,0	0,0	1,0	3,0	2,0
4# Fortnight	0,0	0,0	2,0	0,0	1,0	3,0	2,0
5# Fortnight	0,0	2,0	0,0	0,0	2,0	3,0	0,0
6# Fortnight	0,0	0,0	0,0	1,0	1,0	4,0	0,0



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Period	Assessment activities	Debates	Excursions	Group presentation	Group work (cooperative)	Lectures	Text analysis
7# Fortnight	2,0	0,0	0,0	0,0	1,0	4,0	0,0
8# Fortnight	2,0	0,0	0,0	0,0	1,0	4,0	0,0
9# Fortnight	0,0	2,0	0,0	0,0	2,0	3,0	0,0
10# Fortnight	0,0	0,0	0,0	0,0	2,0	3,0	2,0
11# Fortnight	0,0	0,0	2,0	0,0	1,0	3,0	2,0
12# Fortnight	2,0	2,0	2,0	1,0	2,0	3,0	0,0
13# Fortnight	2,0	0,0	0,0	0,0	1,0	3,0	0,0
Total hours:	8,0	6,0	8,0	2,0	16,0	42,0	8,0

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.