

## COURSE DESCRIPTION

### COURSE DETAILS

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

Code: 270048

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

Year: 3

Field:

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 4.5

Classroom hours: 45

Face-to-face classroom percentage: 40.0%

Study hours: 68

Online platform: Moodle

### LECTURER INFORMATION

Name: PRIEGO DE MONTIANO, GLORIA (Coordinator)

Department: DIDÁCTICAS ESPECÍFICAS

Area: DIDÁCTICA DE LAS CIENCIAS SOCIALES

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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, curricular content, and evaluation criteria of Early Childhood Education.
- CE2 To promote and facilitate learning in early childhood, from a global and integrated perspective of the different cognitive, emotional, psychomotor and volitional dimensions.
- CE3 To design and regulate learning spaces in contexts of diversity that meet the unique educational needs of students and that facilitate gender equality, equity and respect for Human Rights.
- CE4 To promote coexistence in and outside the classroom and to encourage the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.
- CE7 To know the educational implications of information and communication technologies and, in particular, television in early childhood.
- CE8 To know basics of children's dietetics and hygiene. To know the basics of early attention. To know the foundations and developments that give way to the understanding of psychological, learning and personality construction processes in early childhood.
- CE11 To reflect on classroom placement in order to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and to promote it in students.
- CE13 To construct an updated vision of the natural and social world.
- CM8.1 To know the scientific, mathematical and technological foundations of the curriculum of this stage as well as the theories about the acquisition and development of the corresponding learning.
- CM8.2 To know didactic strategies to develop numerical representations and spatial, geometric and logical development notions.
- CM8.4 To know the scientific methodology and promote scientific thinking and experimentation.
- CM8.5 To acquire knowledge about the evolution of thought, customs, beliefs and social and political movements throughout history.
- CM8.6 To know the most notable moments in the history of science and technology and its importance.
- CM8.7 To elaborate the didactic proposals in relation to the interaction of science, technology, society and sustainable development.
- CM8.8 To promote interest and respect for the natural, social and cultural environment through appropriate educational projects.
- CM8.9 To cultivate introductory experiences in information and communication technologies.

### OBJECTIVES

- To know and analyze the official curriculum of Early Childhood Education as model for the design of units of work in class lessons.
- To use students' knowledge in the process of teaching-learning as essential element, paying attention to a constructivist teaching with an active, interactive, participative and creative methodology.
- To reflect about the potentiality of the contents of Social Sciences, as guides to other curriculum areas and its close relationship with the transverse matters.
- To develop skills and abilities to work as a team in order to promote the interchange of knowledge between future teachers as well to improve the critical thought.
- To acquire skills and abilities in relationship with the search, analysis and treatment of the information, including bibliographical and technological resources assessing the contribution to a better quality of life.
- To develop proposals of action (didactic units) in the corresponding areas of related contents.
- To acquire and promote positive attitudes for the teaching of Social Sciences in Early Childhood Education.
- To know, to elaborate and to use appropriate didactic resources for Social Sciences teaching and to be able to apply procedures and suitable activities to related learning situations.



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-To acquire skills and abilities for the professional development of the student.

## CONTENT

### 1. Theory contents

Block 1: Social Sciences: scientific fundamentals and interrelations.

Block 2: Social Sciences learning. Learning fundamentals in Early Childhood Education.

Block 3: Didactic Contents, Activities and Aspects for class work in Spain in Early Childhood Education nowadays and its origins.

### 2. Practical contents

Realization of didactic resources related with the planned thematic units.

Study, analyze and comment about basic documents and images. Case Studies and Practical Cases.

Elaboration, exposition and debate of themes related with the matter.

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being

Quality education

Gender equality

Decent work and economic growth

Reduced inequalities

Sustainable cities and communities

Responsible consumption and production

Climate action

Peace, justice and strong institutions

Partnerships for the goals

## METHODOLOGY

### General clarifications on the methodology (optional)

-The previous knowledge of the students about facts and phenomena related with the natural, social and cultural environment will be taken into account. Student participation will be promoted in order to favour the development of its critical and creative ability.

-The role of the teacher will be essentially to introduce and systematize the different matters to develop in class, as well as to guide the different works and activities that students will generate.

-Individual work and group work will be alternated depending on the activities proposed, as well as activities out of the class.

-It will take into the respect between men and women as well about the written text as about the manners in class and around the university community. The equality training for the students is an essential matter to develop the capacity to prepare materials, to encourage critical sense and regarding respect, etc.

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

The Part Time students have to communicate it at the beginning of course to the university teacher in order to facilitate the appropriate adaptation for the procedure to follow.

The methodology adaptation for part time students and disability and special educational needs students will

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consist of a personalized proposal, which will include the theoretical study of the documentation provided, the elaboration of the scheduled activities, as well as the works and / or presentations and exam.

### Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	1	-	1
Case study	1	-	1
Conference	1	-	1
Group presentation	-	1	1
Group work (cooperative )	-	9	9
Lectures	19	-	19
Speaking Activities	1	1	2
Text analysis	3	2	5
Text commentary	3	-	3
Writing Activities	1	2	3
<b>Total hours:</b>	<b>30</b>	<b>15</b>	<b>45</b>

### Off-site activities

Activity	Total
Analysis	5
Exercises	2
Group work	10
Information search	4
Reference search	4
Self-study	43
<b>Total hours</b>	<b>68</b>

## WORK MATERIALS FOR STUDENTS

Case studies - Moodle de la asignatura  
 Coursebook - Moodle de la asignatura  
 Dossier - Moodle de la asignatura  
 Exercises and activities - Moodle de la asignatura  
 Lessons summary - Moodle de la asignatura  
 Oral presentations - Moodle de la asignatura  
 Placement booklet - Moodle de la asignatura  
 References - Moodle de la asignatura



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**COURSE DESCRIPTION****EVALUATION**

<b>Intended learning</b>	<b>Exams</b>	<b>Oral Presentation</b>	<b>Placement reports</b>
CE1	X		X
CE11		X	X
CE13	X	X	X
CE2	X	X	X
CE3	X	X	X
CE4	X	X	X
CE7		X	X
CE8			X
CM8.1			X
CM8.2			X
CM8.4	X	X	X
CM8.5	X	X	X
CM8.6	X	X	X
CM8.7	X		X
CM8.8		X	X
CM8.9			X
<b>Total (100%)</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)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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### Method of assessment of attendance:

It will be disposal an attendance list for all the classes. The lack of class attendance over 20% without justification could subtract one point over the final grade.

### General clarifications on instruments for evaluation:

It is necessary to pass each compulsory test/exam and assigned work both whit minimum grade of 5 ponit to pass the discipline.

If in the exam there are theoretical questions and exercise-s it will be necessary to score in both part.

To overcome the discipline, 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.

The valid period will be until the September Call of Exams of the same course in which exams and activities has been done.

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

The Part Time students have to communicate it at the beginning of course to the university teacher in order to facilitate the appropriate adaptation for the procedure to follow.

The methodology adaptation for part time students and disability and special educational needs students will consist of a personalized proposal, which will include the theoretical study of the documentation provided, the elaboration of the scheduled activities, as well as the works and / or presentations and exam.

It is necessary to pass each compulsory test/exam and assigned work both whit minimum grade of 5 points to pass the course. The exam could contain theoretical and/or practical questions. If in the exam there are theoretical questions and exercise-s it will be necessary to score in both parts.

To overcome the discipline, 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.

The valid period will be until the September Call of Exams of the same course in which exams and activities has been done.

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

It is necessary to pass each compulsory test/exam and assigned work both whit minimum grade of 5 ponit to pass the discipline.

If in the exam there are theoretical questions and exercise-s it will be necessary to score in both part.

To overcome the discipline, 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.

The valid period will be until the September Call of Exams of the same course in which exams and activities has been done.

### Qualifying criteria for obtaining honors:

*Según el Reglamento de Régimen Académico de los Estudios de Grado y Máster de la Universidad de Córdoba.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

Basedas i Ballús Eulalia y otros (2002). *Aprender y enseñar en educación infantil*. Madrid: Graó.

Driver, Rosalind. y otros (1999). *Ideas científicas en la infancia y la adolescencia* (4ª ed.). Madrid: Morata.

Garrido, Jesús (2011). *Convivir con la naturaleza*. Madrid. CEPE.

Gopnik, Alison et al. (2001). *How Babis Think: The Sience of Chilhood*. Great Britain.



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Guñin de la Lama, Enrique (2015). *Didáctica de las Ciencias Sociales en Educación Infantil*. Universidad Internacional de La Rioja.

Hannoun, Hubert (1977). *El niño conquista el medio*. Buenos Aires: Kapelusz.

Jarque García, Jesús (2009). *Aprender los conceptos básicos 4,5,6*. Madrid. Gesfomedia.

Piaget, Jean (2007). *La representación del mundo en el niño*. Madrid: Morata.

Reynolds, Ruth (2018). *Teaching Humanities and Social Sciences in the Primary School*. Australia. Oxford University Press.

Rivero, M.ª Pilar (2011). *Didáctica de las Ciencias Sociales en Educación Infantil*. Zaragoza: Mira Editores.

Ross, E. Wayne (Ed.) (2014). *The Social Studies Curriculum. Purposes, Problems, and Possibilities* (4th Ed.). University of New York.

Sanchidrian, Carme y Ruiz Julio (coords) (2010). *Historia y perspectiva actual de la educación infantil*. Barcelona. Graó.

Sheridan, Mary D. (2019). *Desde el nacimiento hasta los cinco años*. Madrid: Narcea

Tonda, Emilia (2001). *La Didáctica de las Ciencias Sociales en la Formación del Profesorado de Educación Infantil*. Alicante. Publicaciones Universidad de Alicante.

Van Cleaf, David. W. (1991). *Action in Elementary Social Studies*. New Jersey. Prentice-Hall

Vega, Silvia (2006). *Ciencia 0-3. Laboratorios de ciencias en la escuela infantil*. Barcelona. Ed. Graó.

Vega, Silvia (2011). *Ciencia 3-6. Laboratorios de ciencias en la escuela infantil*. Barcelona. Ed. Graó.

Zabalza, Miguel A. (2019). *Didáctica de la Educación Infantil*. Madrid: Narcea.

Zeitlin, Sandra. (1992). *Juegos y actividades preescolares*. Barcelona: Ed. Ceac.

### Normativas:

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil.

Ley Orgánica 2/2006 de 3 de mayo de Educación.

Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación infantil.

Orden ECI/3960/2007, de 19 de diciembre, por la que se establece el currículo y se regula la ordenación de la Educación Infantil.

Ley 17/2007, de 10 de diciembre, de Educación de Andalucía.

Decreto 428/2008, de 29 de julio, por el que se establece la ordenación y las enseñanzas mínimas correspondientes al Segundo Ciclo de Educación Infantil en Andalucía.

Orden de 5 de agosto de 2008, por la que se desarrolla el Currículo correspondiente a la Educación Infantil en Andalucía.

## 2. Further reading

None

## COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

Joint activities: lectures, seminars, visits ...



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**COURSE DESCRIPTION****SCHEDULE**

<b>Period</b>	<b>Assessment activities</b>	<b>Case study</b>	<b>Conference</b>	<b>Group presentation</b>	<b>Group work (cooperative )</b>	<b>Lectures</b>	<b>Speaking Activities</b>	<b>Text analysis</b>	<b>Text commentary</b>	<b>Writing Activities</b>
<i>1# Fortnight</i>	0,0	0,0	0,0	0,0	0,0	2,0	0,0	1,0	0,0	0,0
<i>2# Fortnight</i>	0,0	0,0	0,0	0,0	2,0	3,0	0,0	1,0	0,0	0,0
<i>3# Fortnight</i>	0,0	1,0	0,0	0,0	0,0	3,0	0,0	0,0	1,0	0,0
<i>4# Fortnight</i>	0,0	0,0	1,0	0,0	2,0	3,0	0,0	1,0	0,0	0,0
<i>5# Fortnight</i>	0,0	0,0	0,0	0,0	1,0	3,0	0,0	1,0	1,0	0,0
<i>6# Fortnight</i>	0,0	0,0	0,0	0,0	3,0	3,0	0,0	1,0	1,0	0,0
<i>7# Fortnight</i>	1,0	0,0	0,0	1,0	1,0	2,0	2,0	0,0	0,0	3,0
<b>Total hours:</b>	<b>1,0</b>	<b>1,0</b>	<b>1,0</b>	<b>1,0</b>	<b>9,0</b>	<b>19,0</b>	<b>2,0</b>	<b>5,0</b>	<b>3,0</b>	<b>3,0</b>

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.