Social Sciences and its Didactics

Degree in Primary Education

TEACHING GUIDE

1.   COMPETENCIES AND LEARNING OUTCOMES

1.1. Competencies

Core competencies
CB1 Students know how to possess and understand knowledge in an area of study that starts from the basis of general secondary education, and is usually found at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.
CB2 Ability to apply knowledge professionally to work or vocation, demonstrate argumentation skills, and resolve problems within the field of study.
CB3 Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
CB4 Students are able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.
CB5 Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

General competencies
CG1 Ability to make use of intellectual work skills (understanding, synthesizing, schematizing, explaining, exposing, organizing).
GC2 Ability to use a basic methodology for researching sources: analysis, interpretation and synthesis.
CG3 Ability to manage information.
CG4 Ability to present clearly, orally and in writing, complex problems and projects within their field of study.
CG5 Ability to learn and work independently.
CG6 Ability to work in teams, integrate in multidisciplinary groups and collaborate with professionals from other fields.
CG7 Capacity for self-initiative, self-motivation and perseverance.
CG8 Heuristic and speculative capacity for creative and innovative problem-solving.
CG9 Ability to carry out new projects and action strategies in real situations and in different areas of application, from a humanistic perspective.
CG10 Interpersonal communication skills, awareness of one's capabilities and resources.
CG11 Ability to adapt to new situations.
CG12 Ability to recognize diversity and respect multiculturalism.
CG13 Sensitivity to environmental issues and to cultural and linguistic heritage.

CG14 Ability to document one's own culture and acquire the knowledge and ability to communicate with other cultures.
CG15 Ability to develop and uphold a professional ethical commitment.
CG18 Ability to use self- and co-assessment.
CG19 Have the necessary training base to continue post bachelor degree studies (Master's degree),at national or international level.

Specific competencies
CEC1 Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge about the respective teaching and learning procedures.
CEC2 Ability to design, plan, and evaluate teaching and learning processes, both independently and in collaboration with other teachers and professionals within the institution.
CEC7 Encourage and value effort, perseverance and personal discipline in students.
CEC10 Assume that the exercise of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.
CEC13 Maintain a critical and autonomous relationship regarding knowledge, values and public and private social institutions.
CEC15 Reflect on classroom practices to innovate and improve teaching.
CEC16 Acquire habits and skills for autonomous and cooperative learning and promote it among students.
CEC18 Selectively discern audiovisual information that contributes to learning, civic formation and cultural richness.
CEM29 Understand the basic principles of the social sciences.
CEM30 Know the school curriculum of social sciences.
CEM31 Integrate historical and geographical study from an instructional and cultural orientation.
CEM32 Promote democratic citizenship education and the practice of critical social thinking.
CEM33 Value the relevance of public and private institutions for peaceful coexistence among peoples.
CEM34 Know the religious fact throughout history and its relationship with culture.
CEM66 Develop and evaluate curriculum content through appropriate didactic resources and promote the corresponding competencies in students.

1.2. Learning outcomes

At the end of this course, the student must:

- Understand the basic principles of the Social Sciences.
- Be familiar with the Social Sciences curriculum.
- Value Social Sciences and be able to communicate their importance for the democratic coexistence of citizens.
- Consider the importance of studying Social Sciences as part of culture, in its historical and geographical dimensions.
- Be able to identify learning difficulties in the area of Social Sciences and know how to solve them.
- Know how to create a classroom climate that facilitates learning and coexistence.
- Know how to use self-assessment and co-assessment in the classroom.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of contents

- Aims of Social Sciences in Primary Education.
- Social Sciences curriculum design Methodological principles.
- Understanding of the environment: the concepts of time and space.

- Geographical environment didactics: The natural environment and Geography
- Time environment didactics: time and History
- Social Change and evolution
- Social and cultural environment didactics: artistic and cultural heritage.
- Artistic manifestations throughout history
- Techniques and resources for teaching and learning social science in Primary Education.

Training activities

On-site modality:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF ATTENDANCE
AF1.Theoretical synchronous classes	22	100%
AF3. Practical classes. Seminars and workshops	17	100%
AF4. Tutorials	14	100%
AF5. Work in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7 Evaluation activities	5	100%
TOTAL NUMBER OF HOURS	**150**	

Distance modality:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF ATTENDANCE
AF2. Asynchronous theoretical classes.	14	0%
AF3. Practical classes. Seminars and workshops	10	0%
AF4. Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7 Evaluation activities	2	100
TOTAL NUMBER OF HOURS	**150**	

2.4. Teaching methodologies

The teaching staff will be able to choose among one or several of the following methodologies detailed in the verified report of the degree:

Code	Teaching methodologies	Description
MD1	Expository method. Master lecture	Structured presentation of the topic by the teacher to facilitate information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate, discussion of cases, questions and presentations.
MD2	Individual study	Autonomous and reflective work of the student, to deepen the acquisition of the associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.).
MD3	Collaborative learning	Develop active and significant learning in a cooperative way.
MD4	Troubleshooting	Active methodology that allows to exercise, rehearse and put into practice previous knowledge.
MD5	Case studies	Analysis of a real or simulated case to learn about it, interpret it, solve it, generate hypotheses, contrast data, reflect, complete knowledge, etc.
MD6	Project-oriented learning	Carry out a project to solve a problem and apply acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. Face-to-face or through the use of technological tools such as forums, mail or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-evaluation	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Heteroevaluation	Teacher's evaluation of the student

3. EVALUATION SYSTEM

3.1. Grading system

The final grading system will be expressed numerically, in accordance with Article 5 of Royal Decree 1125/2003 of September 5 (BOE, September 18), which establishes the European Credit Transfer System (ECTS) and the official grading scale for university degrees, valid throughout the national territory.

> 0 - 4.9 Fail (SS)
> 5.0 - 6.9 Pass (AP)
> 7.0 - 8.9 Good (NT)
> 9.0 - 10 Outstanding (SB)

The distinction of **"Matrícula de Honor" (Honors)** may be awarded to students who achieve a grade of 9.0 or higher. The number of Honors awarded may not exceed 5% of the students enrolled in a given course during the academic year. If fewer than 20 students are enrolled, only one Honors distinction may be granted.

3.2. Evaluation criteria

Ordinary call

Modality: On-site

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Participation	10%
Final exam	50%

Modality: Distance

Evaluation systems	Percentage
Activities	30%
Participation	10%
Final exam	60%

Extraordinary call

Modality: On-site

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance

Evaluation systems	Percentage
Activities	40%
Final exam	60%

3.3. Restrictions

Minimum qualification
In order to average t he above weightings, it is necessary to obtain at least a grade of 5 in the final test.

Attendance
The student who, without justification, fails to attend more than 25% of the classes may be deprived of the right to take the exam in the regular exam.

Writing standards
Special attention will be paid to the papers, practices and written projects, as well as in the exams to both the presentation and the content, taking into consideration grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted on such work.

3.4. Plagiarism warning

Universidad Antonio de Nebrija will not tolerate plagiarism or any form of academic dishonesty under any circumstances. Plagiarism includes the reproduction of text from external sources (internet, books, articles, classmates' papers, etc.) without proper citation of the original source. The use of quotations must be appropriate and not excessive. Plagiarism constitutes a serious offense. If such practices are detected, they will be classified as Serious Misconduct, and the corresponding sanctions established in the Student Regulations may be applied.

4. BIBLIOGRAPHY

Basic bibliography

Alarcon, V. B. (2021). Innovative practices in Didactics of Social Sciences. *Revista UNES,Universidad, Escuela y Sociedad*, (11), 124-133.
Alonso, S. (coord.) (2010). *Didáctica de las Ciencias Sociales para la Educación Primaria.*Pirámide.
Bishop, R. C. (2007). *The Philosophy of the Social Sciences*. Continuum International.
Pérez-Guzmán, M. E. (2021). The teaching of social sciences in elementary school. *Revista deInvestigaciones Universidad del Quindío*, *33*(2), 20-31.

Recommended bibliography

Bachouse, R., Fontaine, P. (ed.) (2014). *A historiography of the Modern Social Sciences...*: Cambridge University Press.
Cooper, H. (2002). *Didáctica de la historia en la educación infantil y primaria.* Ediciones Morata.Kjällander, S. (2011). *Designs for Learning in an Extended Digital Environment: Case Studies of Social Interaction in the Social Science Classroom*. Faculty of Social Sciences, Department of Education.
Piaget, J. (2007). *La representación del mundo en el niño*. Ediciones Morata.

5. TEACHING STAFF DATA

The e-mail addresses of the professors and the academic and professional profiles of the teaching staff can be consulted at https://www.nebrija.com/carreras-universitarias/grado- educacion-primaria/#masInfo#profesores.