Didáctica de las Ciencias Sociales, Geografía e Historia
Máster en Enseñanza Bilingüe 2018-2019
GUÍA DOCENTE

Asignatura: Didáctica de las Ciencias Sociales, Geografía e Historia / Didactics of Social Sciences, Geography and History
Titulación: Máster Universitario en Enseñanza Bilingüe
Curso Académico: 2018-19
Carácter: Optativa
Idioma: Inglés
Modalidad: Semipresencial y a distancia
Créditos: 6
Curso: 1º
Semestre: 2º
Profesores/Equipo Docente: Dr. Mauricio Rico

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competences

Basic competencies

CB6 To possess and understand the knowledge that provides the basis or opportunity to be original in the development and/or application of ideas, often in a research context.
CB7 That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.
CB8 That students are able to integrate their knowledge and cope with the complexity of making judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements.
CB9 That students know how to communicate both their conclusions and the knowledge and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear and unambiguous manner.
CB10 That students possess the learning skills that enable them to continue studying in a largely self-directed or autonomous way.

General competencies:

CG3 To apply the knowledge acquired in terms of making appropriate decisions regarding the different factors involved in FL learning and teaching processes.
CG5 To be able to transmit social and cultural values according to the multilingual and multicultural current situation.
CG7 To acquire basic theoretical knowledge aimed at establishing an informed teaching practice in the field of bilingual education.
CG8 To know the legislation and regulations referring to the ordering and organization of bilingual centres.

Specific competencies:

CE1 To design integrated curricula within their area of knowledge altogether with linguistic contents in order to elaborate bilingual English/Spanish teaching programmes.
CE2 To create and adapt didactic materials for bilingual English/Spanish teaching, adjusting with sensitivity the linguistic level to the different learning rhythms, adapting the authentic material and turning it into didactic material.
CE3 To know the planning and evaluation tools necessary in the teaching/learning of English/Spanish.
CE4 To develop and apply teaching methodologies adapted to the diversity of students in an English/Spanish bilingual environment.
CE5 To evaluate both linguistic and socio-cultural contents in English/Spanish bilingual education.
CE6 To incorporate new strategies, teaching materials and information technologies in activities in the English/Spanish bilingual classroom.
CE8 To be able to use specialized terminology in both English and Spanish in the field of second language acquisition.
CE10 To be able to communicate fluently at CEFR level C1.
CE15 To know the curricular elements, methodology and objectives pertaining the Social Sciences area.
CE16 To be able to adapt the contents to the diversity of the students for the area of Social Sciences, Geography and History.
CE17 To be able to use the most appropriate teaching techniques for the Social Sciences, Geography and History areas.

1.2. Learning outcomes:

- They are able to apply their acquired knowledge and their problem solving capacity to new environments in their study field, the teaching/learning of FL.
- They are able to integrate knowledge, facing the complexity of forming opinions on the basis of limited information on social and ethical responsibilities linked to this study field.
- They are able to communicate in a reasonable way about subjects related to their study field.
- They are able to acquire new knowledge autonomously in their study field, the teaching/learning of FL.
- They are able to apply the acquired knowledge when reaching decisions related to those factors involved in bilingual teaching/learning processes.
- They are able to carry out a critical analysis, assessment and synthesis of new ideas in this field.
- They are able to transmit social and cultural values meeting the European multilingual and multicultural reality.
- They are able to base their teaching practice in an informed way according to their acquired knowledge.
- They know the legislation and regulations concerning the management and organisation of bilingual centres.
- They are able to design curriculum integrated in the English/Spanish teaching/learning field.
- They are able to create and adapt teaching material for bilingual education minding the different linguistic competence levels and learning rates.
- They are able to develop and apply methodologies adapted to students’ diversity in a bilingual environment.
- They are able to assess the linguistic and cultural contents of the bilingual English/Spanish teaching.
- They are able to integrate new strategies, materials and technologies to the different activities in the bilingual English/Spanish classroom.
- They are able to design and implement specific learning spaces for the bilingual classroom with a special attention to human rights and those values pertaining to a democratic culture.
- They practice and acquire the needed skills to reach level C1 in the English language.
- They know the curricular elements, the methodology and the objectives of Social Sciences;
- They know how to adapt contents to students’ diversity and use the most appropriate teaching techniques for this field.

2. CONTENTS

2.1. Previous requirements:
Demonstrate sufficient performance at level B2 in English.

2.2. Description of contents:
This course starts focusing on the relevance of teacher’s work and the importance of Social Sciences Subjects in the Secondary school. It begins by analyzing the general objectives of education and its main elements in relation with Social Sciences, History, Geography and History of Art subjects within the particular frame of the Spanish Education Law. The second part of the course will explore more carefully the different teaching methods and strategies in relation with Social Sciences subjects. More specifically, CLIL strategies and bilingual teaching-learning processes will be at the core of the course.

2.3. Detailed content:

1. Critical analysis of Master students’ experiences as pupils and as teachers of the area.
2. Possibilities and limitations to carry out innovations in the Didactics of Social Sciences.
4. Selection and sequencing of social contents.
5. Teaching strategies of Social Sciences.
7. Resources and materials for the learning of Social Sciences.
8. Selection and reelaboration of a lesson plan of Social Sciences.

2.4. Assignments:

Blended modality:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Hours</th>
<th>Percentage of attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>AF1. Teaching sessions</td>
<td>51.4</td>
<td>34.3%</td>
</tr>
<tr>
<td>AF2. Learning activities, individual and in groups,</td>
<td>53.6</td>
<td>30%</td>
</tr>
<tr>
<td>outside the lecture session</td>
<td></td>
<td></td>
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<tr>
<td>AF3. Tutorials (face-to-face and/or at a distance,</td>
<td>15</td>
<td>10%</td>
</tr>
<tr>
<td>depending on the modality)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AF4. Complementary training actions</td>
<td>15</td>
<td>10%</td>
</tr>
<tr>
<td>AF7. Evaluation Activities</td>
<td>15</td>
<td>0%</td>
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Online modality:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Hours</th>
<th>Percentage of attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>AF1. Teaching sessions</td>
<td>51.4</td>
<td>0%</td>
</tr>
<tr>
<td>AF2. Learning activities, individual and in groups,</td>
<td>53.6</td>
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<tr>
<td>outside the lecture session</td>
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<tr>
<td>AF3. Tutorials (face-to-face and/or at a distance,</td>
<td>15</td>
<td>0%</td>
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</tr>
<tr>
<td>AF7. Evaluation Activities</td>
<td>15</td>
<td>0%</td>
</tr>
</tbody>
</table>

3. EVALUATION SYSTEM:

3.1 Grading:
El sistema de calificaciones finales se expresará numéricamente del siguiente modo:

- 0 - 4.9 Suspenso (SS)
- 5.0 - 6.9 Aprobado (AP)
- 7.0 - 8.9 Notable (NT)
- 9.0 - 10 Sobresaliente (SB)

La mención de "matrícula de honor" podrá ser otorgada a alumnos que hayan obtenido una calificación igual o superior a 9.0.

3.2 Assessment

Ordinary or Extraordinary Calls

Blended and online Modalities

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation in working and discussion groups</td>
<td>15%</td>
</tr>
<tr>
<td>Activities (critical reading of texts, book reviews)</td>
<td>25%</td>
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<tr>
<td>Educational unit design</td>
<td>60%</td>
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</tbody>
</table>

3.3 Plagiarism:

You are required to develop the proposed activities yourself. Plagiarism (illegal and unauthorized copying) will be penalized with a zero grade (0). Nebrija University will treat cases of plagiarism very seriously. Plagiarism includes, but is not limited to: using someone else’s (Internet, books, classmates, etc.) ideas or words without appropriate acknowledgement. All suspected cases of academic dishonesty will follow the procedures outlined in the Reglamento del Alumno (Universidad Nebrija).

4. BIBLIOGRAPHY:

- Murphy, J., Más de 100 ideas para enseñar historia, Ed. Grao, Barcelona 2011.
5. PROFESSOR

<table>
<thead>
<tr>
<th>Nombre y Apellidos</th>
<th>Mauricio G. Álvarez Rico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departamento</td>
<td>DLAE</td>
</tr>
<tr>
<td>Titulación académica</td>
<td>Doctor en Historia</td>
</tr>
<tr>
<td>Correo electrónico</td>
<td><a href="mailto:malvarezri@nebrija.es">malvarezri@nebrija.es</a></td>
</tr>
<tr>
<td>Localización</td>
<td>Campus de Princesa. Sala de Profesores</td>
</tr>
<tr>
<td>Tutoría</td>
<td>Contactar con el profesor previa petición de hora por e-mail</td>
</tr>
</tbody>
</table>

El Doctor Mauricio Álvarez se graduó en Filosofía y Letras (Especialidad de Geografía, Historia e Historia del Arte) por la Universidad Autónoma de Madrid. En esa misma Universidad obtuvo el grado de Doctor en Historia (especialidad de Historia Antigua) en 2010. Asimismo, obtuvo el título de Máster en Relaciones Internacionales, Historia y Cultura del Mundo Mediterráneo por el King’s College de Londres (Universidad de Londres). Además, ha estudiado y completado cursos y periodos de investigación en diversas universidades e instituciones académicas de Alemania. En relación con su experiencia docente, ha sido profesor de Historia Contemporánea en diversas universidades españolas, y desde hace tres años como profesor del Máster en la Universidad Nebrija. Como profesor de Secundaria y Bachillerato, ha sido profesor de Inglés, Alemán, Historia, Geografía y Ciencias Sociales en diferentes colegios e institutos de la Comunidad de Madrid. Actualmente es Director de ESO y Bachillerato en un colegio en Madrid.