



IDENTIFYING DATA

Social sciences learning

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|---------------------|---|-----------|------|------------|
| Subject | Social sciences learning | | | |
| Code | P02G110V01601 | | | |
| Study programme | (*)Grao en Educación Infantil | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 6 | Mandatory | 3rd | 2nd |
| Teaching language | Spanish | | | |
| Department | Special Didactics | | | |
| Coordinator | Moragón Arias, María Pilar Sánchez Sánchez, David Ernesto | | | |
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| General description | This *asignatura consists in teaching to the Master futures to enter to the boys in the knowledge of the distinct Social Sciences that compose the contents of the *DCB, as well as to recognise the difficulties of learning of the distinct concepts and notions related with the Social Sciences in the Childish Education | | | |

Competencies

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| Code | |
| A1 | That the students have showed to possess and comprise knowledges in an area of study that splits of the base of the secondary education general, and is used to find to a level that, although it supports in books of text advanced, includes also some appearances that involve pertinent knowledges of the avant-garde of his field of study. |
| A2 | That the students know to apply his knowledges to his work or vocation of a professional form and possess the competitions that are used to to show by means of the preparation and defence of arguments and the resolution of problems inside his area of study. |
| A3 | That the students have the capacity to gather and interpret notable data (usually notable of índole social inside his area of study) to issue trials that include a reflection on subjects, scientific or ethical. |
| A4 | That the students can transmit information, ideas, problems and solutions to a so much specialised public as no skilled. |
| A5 | That the students have developed those skills of necessary learning to undertake back studies with a high degree of autonomy. |
| B1 | Know the aims, contents curriculares and criteria of evaluation of the Childish Education. |
| B2 | Promote and facilitate the learnings in the first infancy, from a perspective globalizadora and integradora of the different cognitive dimensions, emotional, psicomotora and volitiva. |
| B3 | Design and regulate spaces of learning in contexts of diversity that attend to the singular educational needs of the students, to the equality of gender, to the equity and to the respect to the human rights. |
| B4 | Boost the convivencia in the classroom and out of her and tackle the peaceful resolution of conflicts. Know observe systematically contexts of learning and convivencia and know reflexionar on them. |
| B7 | Know the educational implications of the technologies of the information and the communication and, in particular, of the television in the first infancy. |
| B9 | Know the organisation of the schools of childish education and the diversity of actions that comprises his operation. Assume that the exercise of the educational function has to go perfecting and adapting to the scientific changes, pedagogical and social along the life. |
| B11 | Reflexionar On the practices of classroom for innovar and improve the educational work Purchase habits and skills for the autonomous and cooperative learning and promote it in the students. |
| B12 | Comprise the function, the possibilities and the limits of the education in the current society and the fundamental competitions that affect to the schools of childish education and to his professionals. Know models of improvement of the quality with application to the educational centres. |
| C1 | Comprise the educational processes and of learning in the period 0-6, in the familiar context, social and school. |
| C2 | Know the developments of the evolutionary psychology of the infancy in the periods 0-3 and 3-6. |
| C4 | Recognise the identity of the stage and his cognitive characteristics, psicomotoras, communicative, social, affective. |

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| C5 | Know promote the acquisition of habits around the autonomy, the freedom, the curiosity, the observation, the experimentation, the imitation, the acceptance of norms and of limits, the symbolic and heuristic game. |
| C6 | Know the pedagogical dimension of the interaction with the equal and the adults and know promote the participation in collective activities, the cooperative work and the individual effort. |
| C12 | Promote and collaborate in actions inside and out of the school, organised by families, city councils and other institutions with incidence in the citizen training. |
| C13 | Analyse and incorporate of critical form the most notable questions of the current society that affect to the familiar and school education: social and educational impact of the audiovisual languages and of the screens; changes in the relations of gender and *intergeneracionales; multiculturalidad and interculturalidad; discrimination and social inclusion and sustainable development. |
| C14 | Know the historical evolution of the family, the different types of families, of lifestyles and education in the familiar context. |
| C21 | Know work in team with other professionals of inside and out of the centre in the attention to each student, as well as in the planning of the sequences of learning and in the organisation of the situations of work in the classroom and in the space of game, identifying the peculiarities of the period 0-3 and of the period 3-6. |
| C22 | Attend the needs of the students and transmit security, tranquility and affection. |
| C23 | Comprise that the systematic observation is a basic instrument to be able to reflexionar on the practice and the reality, as well as contribute to the innovation and to the improvement in childish education. |
| C24 | Dominate the technicians of observation and register. |
| C26 | Know analyse the data obtained, comprise críticamente the reality and elaborate a report of conclusions. |
| C28 | Know international experiences and examples of practices of innovative in childish education. |
| C29 | Value the importance of the work in team. |
| C30 | Participate in the preparation and follow-up of educational projects of childish education in the frame of projects of centre and in collaboration with the territory and with other professionals and social agents. |
| C32 | Value the personal relation with each student and his family like factor of quality of the education. |
| C36 | Know the scientific methodology and promote the scientific thought and the experimentation. |
| C37 | Purchase knowledges on the evolution of the thought, the habits, the beliefs and the social movements and politicians along the history. |
| C38 | Know the most excellent moments of the history of the sciences and the technicians and his transcendence. |
| C39 | Elaborate didactic proposals in relation with the interaction science, technical, society and sustainable development. |
| C40 | Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects. |
| C41 | Boost experiences of initiation to the technologies of the information and the communication. |
| C44 | Know and dominate technicians of oral expression and written. |
| D1 | Capacity of analysis and synthesis |
| D2 | Capacity of organisation and planning |
| D3 | oral and written Communication |
| D5 | Knowledge of computer |
| D6 | Capacity of management of the information |
| D7 | Resolution of problems |
| D8 | Takes of decisions |
| D9 | Work in team |
| D11 | Skills in the interpersonal relations |
| D12 | Recognition of the diversity and multiculturalidad |
| D13 | critical Reasoning |
| D14 | ethical Commitment |
| D15 | autonomous Learning |
| D16 | Adaptation to new situations |
| D17 | Creativity |
| D19 | Knowledge of other cultures and habits |
| D21 | Motivation by the quality |
| D22 | Sensitivity by environmental subjects |

Learning outcomes

| Expected results from this subject | Training and Learning Results | | | |
|--|-------------------------------|----------|-------------------------------|-------------------------|
| Know the foundations of the curriculum of this stage. | A1 A2 | B1 | C22 C28 | D2 D3 D13 D21 |
| Know the theories on the acquisition and development of the learnings on the half social | A2 A4 | B2 B9 | C1 C2 C13 C14 C44 | D3 D13 D15 D21 |

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|---|----------------|-----------------------------|--|---|
| Know the didactic strategies to develop the notions space-temporary | A2 A5 | B2 B3 | C1 C2 C4 C32 C36 | D6 D11 D12 D15 |
| Purchase knowledges on the evolution of the thought, the habits, the beliefs and the social movements and politicians along the history | A1 A2 A3 | B3 B4 B12 | C5 C12 C14 C26 C37 C38 C40 | D1 D3 D8 D14 D19 |
| Elaborate didactic proposals in relation with the learning of the half social in the Childish Education | A3 A4 | B2 B3 B7 B9 B11 | C5 C23 C24 C26 C29 C30 C39 C40 C41 | D2 D3 D5 D9 D17 D21 D22 |
| Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects | A3 A4 A5 | B2 B4 B11 B12 | C5 C6 C23 C24 C26 C29 C40 C41 | D2 D3 D5 D9 D16 D17 D22 |
| Boost experiences of initiation to the technologies of the Information and the Communication in the learning of the half social | A5 | B7 B12 | C21 C24 C29 C41 | D2 D5 D6 D7 D9 D15 D21 D22 |

Contents

| Topic | |
|---|---|
| 1. BLOCK 1. Development of educational experiences and didactic materials of the area | Elements for the didactic programming in the Social Sciences in the Childish Education Activities for the Didactic of the Social Sciences in Childish Education Preparation and defence of a Didactic Unit in Knowledge of the Half |
| 2. BLOCK 2. Epistemology And content of the area of Social Sciences | Introduction to the Social Sciences: concept and shots that characterise them Which are the Social Sciences? Specific definitions The Social Sciences in the School: contents in Childish Education |
| 3. BLOCK 3. The construction of the concepts and notions for the knowledge of the half social | Development and evolution of the space notions Development and evolution of the temporary notions didactic Treatment of the work of art |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|----------------------|-------------|-----------------------------|-------------|
| Lecturing | 22.5 | 22.5 | 45 |
| Classroom jobs | 10 | 15 | 25 |
| Supervised work | 10 | 28 | 38 |
| Group tutoring | 2 | 5 | 7 |
| Presentation | 1 | 10 | 11 |
| Essay questions exam | 5 | 15 | 20 |
| Other | 2 | 2 | 4 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| Description |
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|-----------------|--|
| Lecturing | Exhibition of the contents of the matter with support of audiovisual material and practical examples |
| Classroom jobs | Comments of texts, debates guided |
| Supervised work | Preparation in group of a Didactic Unit of the area of Knowledge of the Half |
| Group tutoring | Resolution of doubts and problems and orientation on the concepts, works of classroom and works *tutelados |
| Presentation | Presentation, defence and debate by part of the group of the Didactic Unit |

Personalized attention

| Methodologies | Description |
|-----------------|--|
| Supervised work | Resolution of doubts and problems that can go arising when realising the works proposed, as well as realise a more customised follow-up of the activities of learning. Orientation on the presentation of the results of the work. This will realise by means of face-to-face sessions in the dispatch, doubts through the email, etc. |
| Group tutoring | Resolution of doubts and problems that can go arising when realising the works proposed, as well as realise a more customised follow-up of the activities of learning. Orientation on the presentation of the results of the work. This will realise by means of face-to-face sessions in the dispatch, doubts through the email, etc. |
| Presentation | Resolution of doubts and problems that can go arising when realising the works proposed, as well as realise a more customised follow-up of the activities of learning. Orientation on the presentation of the results of the work. This will realise by means of face-to-face sessions in the dispatch, doubts through the email, etc. |

Assessment

| | Description | Qualification | Training and Learning Results | | | |
|----------------------|--|---------------|-------------------------------|-----------------|---|------------------------------------|
| | | | | | | |
| Classroom jobs | Comments of text participation in debates, proposals... The results of learning expected are: - Purchase knowledges on the evolution of the thought, the habits, the beliefs and the social movements and politicians along the history - Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects | 15 | A1 A3 | B2 B9 B12 | C13 C26 C44 | D1 D3 D12 D14 |
| Supervised work | Realisation in group of the Didactic Unit selected. The results of learning expected are: - Elaborate didactic proposals in relation with the learning of the half social in the Childish Education - Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects | 15 | A2 A3 A4 | B3 B11 | C12 C23 C24 C29 C30 C36 C39 | D2 D6 D9 D15 |
| Presentation | Presentation and defence of the Didactic Unit selected. The results of learning expected are: - Know the didactic strategies to develop the notions space-temporary - Boost experiences of initiation to the technologies of the information and the communication in the learning of the half social | 15 | A2 A3 A4 A5 | B2 B7 | C21 C28 C40 C41 | D2 D3 D5 D9 D17 D21 |
| Essay questions exam | A theoretical proof on the basic concepts and contents of the *temario. The results of learning expected are: - Know the foundations of the curriculum of this stage - Know the theories on the acquisition and development of the learnings on the half social - Know the didactic strategies to develop the notions space-temporary - Purchase knowledges on the evolution of the thought, the habits, the beliefs and the social movements and politicians along the history | 50 | A1 A2 A3 | B1 B12 | C1 C2 C4 C14 C37 C38 | D3 D7 D13 D19 D22 |
| Other | Assistance and active participation in the activities of the classroom. The results of learning expected are: - Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects | 5 | A1 A5 | B4 B9 | C5 C6 C22 C32 | D8 D11 D14 D16 |

Other comments on the Evaluation

To pass the subject in the first call (April-May), students who attend regularly to class must pass a theoretical test on the basic concepts and content of the syllabus (final exam), as well as having done the classroom and supervised work proposed. In case of not attending and not doing the activities, they will be done in the final exam (official), in the second call (July) or in the extraordinary calls. The notes of the activities of the classes B, and the note of the Didactic Unit, in case they have been made in the classroom, will be kept in the second call (July) and in the extraordinary calls. Who has not done

them, must do them to pass the subject. The passing of the theoretical test is an indispensable condition for passing the subject.

All students, whether or not they attend classrooms, have the right to be evaluated (through an exam or in the manner in which it is established in the Teaching Guide). The same general evaluation conditions apply to those students who, for some reason, can not attend class regularly. If the subject has not been passed in the first call, the competences not acquired will be evaluated in the July call.

The dates of the exams can be found on the Faculty website, at the link <http://fcced.uvigo.es/es/docencia/examenes>

Sources of information

Basic Bibliography

TREPAT, C. y COMES, P., **El tiempo y el espacio en la Didáctica de las Ciencias Sociales**, Graó, 2000

HERNÁNDEZ CARDONA, F.X., **Didáctica de las Ciencias Sociales, Geografía e Historia**, Graó, 2002

DOMÍNGUEZ GARRIDO, M.C., **Didáctica de las Ciencias Sociales**, Pearson Educación, 2004

ARANDA HERNANDO, A.M, **Didáctica del conocimiento de medio social y cultural en educación infantil**, Síntesis, 2003

TONDA MONLLOR, E.M., **La Didáctica de las Ciencias Sociales en la formación del profesorado de Educación Infantil**, Publicaciones de la Universidad de Alicante, 2001

RODRÍGUEZ LESTEGÁS, F., **Didáctica de las Ciencias Sociales na Educación Infantil.**, Ir Indo, 1995

Complementary Bibliography

Recommendations

Subjects that are recommended to be taken simultaneously

Knowledge of the natural environment/P02G110V01901

Geography for teachers/P02G110V01907