



## IDENTIFYING DATA

### Social sciences learning

Subject	Social sciences learning			
Code	P02G110V01601			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	2nd
Teaching language	Spanish			
Department				
Coordinator	Moragón Arias, María Pilar			
Lecturers	Moragón Arias, María Pilar			
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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			

## Skills

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.
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			
	A1	B1	C22	D2
Know the foundations of the curriculum of this stage.	A2		C28	D3
				D13
				D21
Know the theories on the acquisition and development of the learnings on the half social	A2	B2	C1	D3
	A4	B9	C2	D13
			C13	D15
			C14	D21
			C44	

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
Debate	9	19	28
Mentored work	15	28	43
Essay questions exam	5	22	27
Presentation	1	6	7

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

## Methodologies

	Description
Lecturing	Exhibition of the contents of the matter with support of audiovisual material and practical examples
Debate	Comments of texts, debates guided

**Personalized assistance****Methodologies Description**

Mentored work	Resolution of doubts and problems that can go arising when making the works proposed, as well as make a more customised follow-up of the activities of learning. Orientation on the presentation of the results of the work. This will make by means of face-to-face sessions in the dispatch, doubts through the email, virtual room, forums of *fatic, etc.
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**Assessment**

Description		Qualification	Training and Learning Results			
Lecturing	Assistance and participation. The results of learning expected are: - Know and assimilate the basic principles of the Social Sciences and the content of the area - Know the *curriculo school of the Social Sciences in Primary - Comprise the development and the evolution of the space notions, temporary and of the history of the art in the boys and the problems that poses his learning	5	A1 A2 A3	B1 B12	C1 C2 C4 C14 C37 C38	D3 D7 D13 D19 D22
Debate	Comments of text, participation in debates, proposals... 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	15	A2 A3 A4	B3 B11	C12 C23 C24 C29 C30 C36 C39	D2 D6 D9 D15
Mentored 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
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
Presentation	Presentation and defence 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

**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>

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**Sources of information**

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**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**

LICERAS RUIZ, A. et al., **Didáctica de las ciencias sociales : fundamentos, contextos y propuestas**, 978-84-368-3565-6, Pirámide, 2016

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**Recommendations**

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**Subjects that are recommended to be taken simultaneously**

Knowledge of the natural environment/P02G110V01901

Geography for teachers/P02G110V01907

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**Contingency plan**

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**Description**

=== EXCEPTIONAL MEASURES SCHEDULED ===

In front of the uncertain and unpredictable evolution of the sanitary alert caused by the \*COVID-19, the University of Vigo establishes an extraordinary planning that will activate in the moment in that the administrations and the own institution determine it attending to criteria of security, health and responsibility, and guaranteeing the teaching in a no face-to-face stage or partially face-to-face. These already scheduled measures guarantee, in the moment that was prescriptive, the development of the teaching of a more agile and effective way when being known in advance (or with a wide \*antelación) by the students and the \*profesorado through the tool normalised and institutionalised of the educational guides.

=== ADAPTATION OF THE METHODOLOGIES ===

\* educational Methodologies that keep : they will keep the methodologies adapting them to the virtual format

\* Mechanism no face-to-face of attention to the students (\*tutorías): it will make of virtual form through the room of professor, previous appointment

\* Other modifications

=== ADAPTATION OF THE EVALUATION ===

\* Test already made: The weight of the proofs made, in his case, keeps

\* Proofs that modify : The proofs can modify his format, to adapt it to the virtual, in function of the New

\* circumstances proofs: In function of the contingencies, will make proofs of evaluation adapted to the circumstances

\* additional Information: The final examination official will have to be made by those students that have not assisted, face-to-face or virtually, to the development of the matter, neither made the activities proposed

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