



UNIVERSITAT D'ANDORRA

## Bàtxelor en ciències de l'educació (dual i multilingüe)

### Seminar Didactics of Social Sciences

#### Goal

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The purpose of the Seminar is for students to acquire the basic knowledge of the social sciences. This knowledge becomes necessary to develop an educational project or proposal related to the culture of democracy as an answer to a real social problem, in the school or in the classroom where the student is developing the project.

The seminar will provide the contents and necessary tools to become competent in the teaching of the Social Sciences. Students will learn the necessary strategies to turn information into knowledge and to achieve the necessary teaching abilities.

There are different contents of a diverse nature related to Social Sciences such as geography, history and art, in which different procedures come into play, as well as methodological, research and experimental aspects.

#### Project:

- Must apply the fundamentals of CLIL in the chosen language mention.
- Must be based on real and innovating educational experiences
- Must consider curricular content in the field of social sciences.
- Must include students with autism spectrum disorder, high-level students and students with attention deficit disorder.

#### Important information

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Number of sessions	18 sessions
Duration	12 <sup>th</sup> September-23 <sup>th</sup> January 2024
Exam CA (Continuous Assessment)	16 <sup>th</sup> January 2024
Final Exam date	23 <sup>th</sup> January 2024
Seminar Professor	Cristina Yáñez de Aldecoa
Language	English
Professor's Mail	cyanez@uda.ad
Module	Mòdul 5. Ensenyança i aprenentatge de les ciències socials en una cultura de la democràcia
Learning outcome (RA)	BCE-E012-05. It shows a suitable performance of the curricular and didactic content of the social sciences. BCE-E012-05. Mostra un domini adient del contingut curricular i didàctic de les ciències socials.



## Description of the Seminar

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### **Bloc 1. DIDACTICS ON SSC AND LEARNING THEORIES**

#### **1 TEACHING SOCIAL SCIENCES**

- 1.1. Teaching Social Sciences
- 1.2. The training value of Social Sciences
- 1.3. The didactic goals of social sciences

#### **2 THE TRAINING VALUE OF SOCIAL SCIENCES**

- 2.1. History & Geography as training subjects
- 2.2. Educational purpose of History
- 2.3. Educational purpose of Geography

#### **3 THE DIDACTICAL OBJECTIVES OF SOCIAL SCIENCES**

- 3.1. History Learning goals
- 3.2. Geography Learning goals
- 3.3. XXI's century skills and Social Sciences
- 3.4. Inquired Based Learning (IBL) versus Problem Based Learning (PBL)

### **Bloc2. 2. HISTORICAL SOURCES AND HERITAGE: KEY TOOLS FOR THE DIDACTICS OF SOCIAL SCIENCES**

- 2.1. Learning to identify and analyze the different historical sources
  - 2.1.1. Historical sources
  - 2.1.2. Sources typology: primary and secondary sources
- 2.2. The research method: procedure and hypothesis formulation

### **BLOC 3. TEACHING ART AS A STRATEGY FOR TEACHING AND LEARNING SOCIAL SCIENCES**

- 3.1. An introduction to teaching art
- 3.2. How to look at a work of art.
- 3.3. Teaching Art strategies
- 3.4 Resources, teaching materials and strategies to teach Social Sciences in the classroom

## **Methodology**

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The seminar has different complementary methodologies

- (A) Classroom sessions must combine the method of reception together with the method of cooperation, in order to propose questions, analyze different curricular materials and be able to solve a situation in a PBL (Problem based learning).
- Experiences in class: preparation of groups of readings, essays, research projects, problem solving.
  - Teaching proposals for innovation in the field of specific didactics of the social sciences.
  - History Laboratory observation: analysis of good teaching practice.



- (B) Individual work sessions will require a high level of analysis in simulated classroom situations. Students must be able to design responses to the different learning situations.

### Attendance

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Regular and punctual attendance is a necessary component of success at the university and is vital when one enters the teaching profession. As such, attendance in will be monitored closely. Many activities will be developed in class, and are an essential part of the content that will be required to pass the exam.

### Assessment Grading

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**Learning Outcome** (RA Resultat d'Aprenentatge): BCE-E012-05. Mostra un domini adient del contingut curricular i didàctic de les ciències socials.

#### Seminar Learning evidences (assessment criteria)

- Identify, analyze and evaluate the role of Social Sciences in infant and primary education.<sup>1</sup>
- Recognize situations and daily problems as opportunities to develop positive and creative attitudes that help promote the development of personal autonomy and personal identity as a tool to explore reality.
- To be able to design teaching innovating proposals in the field of specific didactics of the Social Sciences. Learn to implement the strategies seen throughout the lesson

Grades will be assigned, as follows:

Grade	Indicator	Learning evidences	Weighting
1	Recognize learning situations. Design an innovating proposal, while implementing strategies seen in class.	Challenge M5 proposal Approaching SSCC in the classroom	40%
2	Identify, analyze and evaluate the role of Social Sciences in infant and primary education.	Exam	60%

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<sup>1</sup> Understand the key role of the Social Sciences in explaining the use and application of temporary categories and historical time, reading and preparation of historical time representations, identification, use and process of primary and secondary sources, use and application of specific vocabulary of History, identification of causes, reasons and consequences, identification of continuities and changes, similarities and differences, communication of the results of historical knowledge.



Passing the assessment of all Seminars will be a requirement to defend the resolution of the M5 Challenge. Students who have not passed the continuous assessment of all the Seminars, will be able to recover them in the week of recoveries.

Although class participation will not be given a specific point value but will be a subjective factor in grading. It will thus be a "tie breaker" when a final percentage is on the cut-line between two grades. As a result, it may be possible for a grade just above a cut-line to be given the lower grade or for a grade just below a cut-line to be given the higher grade after class participation is considered.

## Material

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The following material will be used in the Seminar:

- Lessons
- Readings: scientific articles, book chapters, opinion articles, reviews ..., etc.
- Videos
- Classroom activities

## References

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### Basic bibliography:

- ARANDA, A.M. (2003). Didáctica del conocimiento del medio social i cultural. Madrid: Síntesis.
- AVILA, R.; ALCAZAR, CR.; DIEZ, C. (2008). La Didáctica de las Ciencias Sociales en los nuevos planes de estudio. Didáctica de las Ciencias Sociales: Currículum escolar y Formación del profesorado. Jaén
- BALE, J. (1988). Didáctica de la Geografía en la escuela primaria. Madrid: Morata.
- CALAF, R. (1991): L'ensenyament de la Geografia a l'escola, Barcelona:
- CALAF, R; SUÁREZ, M<sup>a</sup> A. i MENÉNDEZ, R. (1997): Aprender a enseñar geografía en la escuela primaria y secundaria. Barcelona: Oikos-Tau.
- COOPER, H. (2002). Didáctica de la historia en la educación infantil y primaria. Madrid: Morata
- DEAN, J. (2008). Ensenyar història a primària. Manresa Zenobita.
- DOMÍNGUEZ, M<sup>a</sup>. (2007). Didáctica de las Ciencias Sociales. Madrid: Pearson
- GARCÍA RUIZA, A.L. (1993). Didáctica de las Ciencias Sociales, Geografía e Historia. Barcelona: Graó.
- HERNÁNDEZ CARDONA, F.X. (2002). Didáctica de las ciencias sociales, geografía e historia. Barcelona: Graó.
- PRATS, J & SANTACANA, J (2002). Enseñar historia: notas para una didáctica renovadora. Col. Recursos didácticos. Ed. Consejería de Educación, Ciencia y Tecnología. Junta de Extremadura.
- TREPAT, C.A. i COMES, P. (2000). El tiempo y el espacio en la didáctica de las Ciencias Sociales. Barcelona: Graó.



### Other references

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- Introduction to Social Studies Education  
<https://www.pearsonhighered.com/assets/samplechapter/0/1/3/7/0137034253.pdf>
- An introduction to Social Studies National Curriculum Standards for Social Studies: Introduction. <https://socialstudies.org>
- Essential social Studies Skills and Strategies.  
<https://www.in.gov/doe/students/indiana-academic-standards/social-studies/>
- Four Reads: Learning to Read Primary Documents.  
<https://teachinghistory.org/teaching-materials/teaching-guides/25690>
- Improve Critical Thinking Skills in history.  
<https://newprairiepress.org/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1106&context=networks>
- Quanchi, M. (2003). Teaching history. A guide for teachers teaching history National Curriculum Standards for Social Studies: Introduction.  
[https://eprints.qut.edu.au/547/1/quanchi\\_teaching\\_booklet.PDF](https://eprints.qut.edu.au/547/1/quanchi_teaching_booklet.PDF)

### Teaching strategies

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[https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective\\_teaching\\_in\\_social\\_studies/Teaching-strategies](https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies/Teaching-strategies)