



UNIVERSITAT D'ANDORRA

## Guia de seminari

<b>Pla d'estudis</b>	Bàtxelor en Ciències de l'educació
<b>Mòdul</b>	BCE2 M5 Ensenyança i aprenentatge de les ciències socials en una cultura de la democràcia
<b>Seminari</b>	<i>Didactics of Social Sciences</i>
<b>Resultat(s) d'aprenentatge associat(s)</b>	<i>BCE-E012-05. Mostra un domini adient del contingut curricular i didàctic de les ciències socials.</i> <i>It shows a suitable performance of the curricular and didactic content of the social sciences.</i>
<b>Semestre</b>	S3
<b>Professorat responsable</b> <b>A/e</b>	Cristina Yáñez de Aldecoa cyanez@uda.ad
<b>Modalitat</b>	Presencial
<b>Llengua de docència</b>	Anglès

### 1. Seminar Introduction

The course *Didactics of Social Sciences* is designed to provide future teachers with a solid foundation in the teaching and learning of Social Sciences within primary education. It emphasizes both the curricular content and the didactic strategies necessary to foster meaningful learning, critical thinking, and civic values in young learners.

Students will engage with the main conceptual frameworks of history, geography, heritage, and citizenship education, analyzing how these areas contribute to the development of democratic values, social cohesion, and sustainable awareness. The syllabus highlights the importance of linking academic knowledge to pupils' lived experiences, encouraging teachers in training to design activities that connect the classroom with the local and global environment.

Through theoretical input, practical workshops, and case study analysis, students will acquire the ability to plan, implement, and assess teaching proposals adapted to diverse contexts. Special attention is given to the use of innovative methodologies, such as project-based learning, cooperative strategies, and the integration of digital tools, in order to promote inquiry, participation, and interdisciplinary connections.

By the end of the course, students are expected to demonstrate an appropriate mastery of curricular and didactic content in Social Sciences. They will be capable of designing inclusive and

engaging learning experiences that not only transmit knowledge but also cultivate values of democracy, human rights, peace culture, and respect for cultural and natural heritage.

This subject thus contributes to the professional identity of teachers, equipping them with the skills to educate reflective and responsible citizens.

## **2. Seminar Contents**

### **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)

### **4. Historical sources and heritage. Key tools for the Didactics of Social Sciences**

- 4.1. Learning to identify and analyze the different historical sources
- 4.2. The research method: procedure and hypothesis formulation

### **5. Teaching art as a strategy for teaching and learning Social sciences**

- 5.1. An introduction to teaching art
- 5.2. How to look at a work of art.
- 5.3. Teaching Art strategies
- 5.4 Resources, teaching materials and strategies to teach Social Sciences in the classroom

## **3. Methodology**

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.

## 4. Assessment

### 4.1. Continuous Assessment

<b>Learning Outcome:</b> <i>BCE-E012-05. Mostra un domini adient del contingut curricular i didàctic de les Ciències Socials.</i>		
<b>Indicator</b>	<b>Evidence</b>	<b>Percentage</b>
Identify, analyze and evaluate the role of Social Sciences in infant and primary education.	Exams	70%
Recognize learning situations. Design an innovating proposal, while implementing strategies seen in class.	Task	20%
Recognize learning situations. Design an innovating proposal, while implementing strategies seen in class.	Challenge M5 proposal Approaching SSCC in the classroom	10%

The learning outcome will be evaluated with a numerical scale from 0 to 10 (with one decimal).

The teacher will give feedback on the application of the contents of the seminar to the resolution of the Module 5 challenge during the semester. Theoretical framework: "Didactics of the Social Sciences".

Students who have not passed the continuous assessment of some indicators, will be able to recover them in the week of recoveries.

Although class participation will not receive a specific point value, it will be considered as a qualitative factor in grading. It may serve as a "tie-breaker" when a final percentage falls on the borderline between two grades. Consequently, a grade slightly above the threshold could be lowered, or a grade just below the threshold could be raised, depending on the student's level of participation.

### 4.2. Final Assessment

The final evaluation will consist of a written exam.

Students who have participated in the continuous assessment will have the opportunity to retake any failed exam.

The Learning Outcome associated with the module will be graded on a numerical scale from 0 to 10, with one decimal place. The grades for the different Learning Outcomes contribute to the final grade of the module. The final grade of the module is specified in the module's teaching plan.

## 5. Seminar Resources

### Core Bibliography

Aranda, A. M. (2003). *Didáctica del conocimiento del medio social y cultural*. Síntesis.

Ávila, R., Alcázar, C. R., & Díez, C. (2008). La Didáctica de las Ciencias Sociales en los nuevos planes de estudio. En *Didáctica de las Ciencias Sociales: Currículum escolar y formación del profesorado*. Universidad de Jaén.

Bale, J. (1988). *Didáctica de la Geografía en la escuela primaria*. Morata.

Calaf, R. (1991). *L'ensenyament de la geografia a l'escola*. Barcanova.

Calaf, R., Suárez, M.<sup>a</sup> A., & Menéndez, R. (1997). *Aprender a enseñar geografía en la escuela primaria y secundaria*. Oikos-Tau.

Cooper, H. (2002). *Didáctica de la historia en la educación infantil y primaria*. Morata.

Dean, J. (2008). *Ensenyar història a primària*. Zenobita.

Domínguez, M.<sup>a</sup> (2007). *Didáctica de las Ciencias Sociales*. Pearson.

García Ruiz, A. L. (1993). *Didáctica de las Ciencias Sociales, Geografía e Historia*. Graó.

Hernández Cardona, F. X. (2002). *Didáctica de las ciencias sociales, geografía e historia*. Graó.

Prats, J., & Santacana, J. (2002). *Enseñar historia: Notas para una didáctica renovadora*. Consejería de Educación, Ciencia y Tecnología, Junta de Extremadura.

Trepát, C. A., & Comes, P. (2000). *El tiempo y el espacio en la didáctica de las Ciencias Sociales*. Graó.

### Supplementary Bibliography

- 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)

## Additional Resources

- Teaching Strategies: [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)

## 6. Seminar Observations

- The assigned tasks will always be directly related to the learning situation proposed in the challenge.
- The proposed activities must connect curricular content with real classroom experiences in primary education.
- The learning evidence will include both the final products and the working process, as well as the active participation of the student.



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