

# STUDY GUIDE

## Didactics of the Social Sciences

Degree in Primary Teacher Training  
Bilingual Programme  
C.U. Cardenal Cisneros  
Universidad de Alcalá

Academic Year 2023-24  
3<sup>rd</sup> Year – 1<sup>st</sup> Term

## STUDY GUIDE

Name of the subject:	DIDÁCTICS OF THE SOCIAL SCIENCES
Code:	520012
Studies:	Degree in Primary Teacher Training Bilingual Programme
Department & Area:	Teaching Specific Sciences. Area of Geography, History and Social Sciences.
Character:	Compulsory Formation
ECTS:	6
Year & Term:	3 <sup>rd</sup> Year, 1 <sup>st</sup> Term
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Language:	English

### 1. INTRODUCTION

The subject Didactics of Social Sciences offers the trainee teacher a meaningful set of methodological resources, competences and knowledge, especially oriented to the Primary Education content area of Science. One of the main focuses of this subject is to approach the Social Sciences from a cross-curricular point of view that integrates several ideas taken from Anthropology, Sociology, Geography, History and Art History.

To have a solid basis in the concepts and problems related to the Social Sciences constitutes an indispensable tool for the trainee teacher to develop his/her future professional competences suitably. Therefore, the importance of this subject within the degree syllabus is shown by its being a compulsory subject.

#### Requirements

It is required for students have successfully passed the Access Test to the Bilingual Programme (B1 level) and be committed to pursuing B2 Level along this academic year. To ensure success in this subject continuous work during the whole term is recommendable, therefore, it is important to have an active and participative attitude during lessons.

Cardenal Cisneros University College guarantees its students that, if due to sanitary demands, competent authorities should suspend face-to-face teaching partially or totally, teaching plans will achieve their aims through an online teaching-learning methodology and an online assessment process, and will retake face-to-face teaching as soon as these requirements should cease.

## 2. COMPETENCES

### Generic competences

- Adquirir y comprender los conocimientos necesarios de las distintas áreas de estudio que conforman el título de tal forma que capaciten para la profesión de Maestro en Educación Primaria (Competencia transversal del Título de Grado nº 4).
- Saber aplicar esos conocimientos al trabajo de una forma profesional, demostrando el dominio de las competencias mediante la elaboración y defensa de argumentos y resolución de problemas en dichas áreas de estudio (Competencia transversal del Título de Grado nº 5).
- Conocer las áreas curriculares de la Educación primaria, la relación interdisciplinar entre ellas, los criterios de evaluación y el cuerpo de conocimientos didácticos en torno a los procedimientos de enseñanza y aprendizaje respectivos (Competencia propia del Título de Grado nº 1).
- Diseñar, planificar y evaluar procesos de enseñanza aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro (Competencia propia del Título de Grado nº 2).
- Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar (Competencia propia del Título de Grado nº 3).
- Mantener una relación crítica y autónoma respecto de los saberes, los valores y las instituciones sociales públicas y privadas (Competencia propia del Título de Grado nº 8).
- Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes (Competencia propia del Título de Grado nº 10).
- Conocer y aplicar en las aulas las tecnologías de la información y de la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural (Competencia propia del Título de Grado nº 11).

### Specific competences

1. To understand the basic principles of Social Sciences.
2. To know the school syllabus of Social Sciences.
3. To integrate the study of History and Geography from a cross-curricular point of view.
4. To promote the democratic citizenship education and the practice of critical awareness in social thinking.
5. To value the relevance of public and private bodies to develop peaceful co-existence among peoples.
6. To know the religious phenomenon all along History and its relationship with culture.
7. To develop and to evaluate syllabus contents through different didactic procedures and to promote students' skills associated.

### 3. CONTENTS

#### **UNIT 1: An introduction to Social Sciences.**

Science and Human Studies. Concept and theories of Social Sciences. Main Social Sciences: Anthropology, Sociology, Economics, Geography, History, etc. Historic development of the Social Sciences. Topics worth studying by the Social Sciences. The role of the Social Sciences in the educational system and its changes. Learning about political, social, and cultural notions. Multidisciplinary/global focus in the teaching of Social Sciences.

#### **UNIT 2: Planning the Didactics of Social Sciences.**

The Social Sciences in the current official curriculum. The environment as a framework for learning experiences. Pedagogical theories and methodologies for the didactics of the Social Sciences. Learning sequence models. Innovation and good practices: Problem/Project Based Learning, Cross-curricular projects, Flipped Classroom, ICTs, Multimedia Learning, Comics, Films, and Visuals. A classification of didactic materials and resources. Social Sciences in bilingual contexts: CLIL/AICLE.

#### **UNIT 3: Culture, Art and Heritage.**

Concept and theories of culture. Cultural expressions & cultural diversity in the field of Social Sciences. Cultural awareness & Intercultural Education. The Cultural Heritage. The UNESCO World Heritage programme. Heritage Education vs. Heritage Interpretation. An approach to Art History. Teaching curricular contents through Art. Thinking routines.

#### **UNIT 4: Space and Time in the Didactics of Social Sciences.**

Comprehension difficulties related to space, and time. Didactic suggestions for teaching Geography: spatial concepts, orientation, cartographic resources, ICTs, human-nature interaction. Didactic suggestions for teaching History: chronology, causal relations, continuity and change. The Big History of Human Civilizations.

Please, notice that the organization of these contents **may change** slightly depending on the characteristics of the group, the evolution of the teaching-learning process and the introduction of extraordinary activities. In addition, it is possible that the academic calendar influences the proposed schedule. Every change will be suitably notified to students during the term.

Units	Total hours or credits
1. An introduction to Social Sciences	1,5 ECTS
2. Planning the Didactics of Social Sciences	1,5 ECTS
3. Culture, Art and Heritage	1,5 ECTS
4. Space and Time in the Didactics of Social Sciences	1,5 ECTS

## 4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

### 4.1. Time distribution

The total amount of time that the learner has to devote to this formative programme to achieve its aims is 150 hours, of which only 48 are referred to as lesson attendance, receiving input from the lecturer. The rest will be for study and self-organized work.

Total number of hours: 150	
Number of hours of classroom attendance: 48	30 hours of whole group classes 15 hours of practical classes 3 hours of seminars
Number of hours of independent learning: 102	20 hours of individual work 20 hours of group work 62 hours of self-organized study

### 4.2. Methodology, materials and didactic resources

As this subject belongs to the Bilingual Programme, the integration of both content and language will be essential for the development of the learning activities in the classroom. This is why continuous attendance is extremely important. In addition, the methodologies will be varied in each type of class with the aim of experiencing a wide range of innovative resources and didactic possibilities. The lecturer will act as a learning facilitator by providing several resources and explanations in order to make the students achieve the proposed competences. To do this there will be four distinctive classroom organizations.

<b>a. Theoretical classes</b>	Lectures, summaries and outlines of basic contents from each module, discussion and analysis activities, and activities aimed at deepening and reinforcing theory.
<b>b. Practical classes</b>	Case studies, problem solving, research projects, use of Information and Communication Technologies (ICT), group work, oral defence of written assignments, formative outings, participation in socio-educative activities, etc.
<b>c. Seminars</b>	Cooperative learning activities, problem based learning, debates, group and personal tutorials, work monitoring, etc.
<b>d. Introduction to research projects</b>	Production of essays and other works in which research tasks are required. Every type of work is going to be useful to turn the scientific knowledge into school knowledge.

In this subject, some activities can be conducted as interdisciplinary learning experiences in collaboration with other subjects from the semester study programme. The teacher will inform about that in due time.

In addition, the student will be able to follow the teaching process through different didactic tools and on-line materials that permit both the acquisition of knowledge and self-learning activities. To facilitate this, it is recommended the use of the Cardenal Cisneros virtual campus, available on the following website: <http://edu.cardenalcisneros.es/>

There will be other online tools at students' disposal that are adapted for a complete online teaching and learning process through the platform Microsoft TEAMS, in case of necessity.

There the student has all the documents, materials and other resources for studying. Furthermore, through this website the student will be able to participate in the forums, e-mail and other communication systems among the teacher and the students.

## 5. ASSESSMENT

### Assessment criteria

In this subject the assessment criteria are based on the Primary Education Teacher Training Degree programme, which was approved by the University of Alcalá and the Agencia Nacional de Evaluación de la Calidad y Acreditación.

These assessment criteria describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning. As this is a theoretical-practical subject, the development of the programme will take into account both the acquisition of knowledge as well as the application of procedures and the development of competences. To achieve these goals, a number of continuous assessment activities will be proposed to

facilitate the learner's progress during the course. Some of these activities will be done in class, with the lecturer's assessment, and others, on the learner's side on a self-study basis.

In the following grid it is possible to see the correspondences among the specific competencies (SC) and the assessment criteria proposed for this subject. According to these criteria, by the end of this subject **students are expected to:**

Specific Competences	Assessment criteria
<ul style="list-style-type: none"> <li>– To understand the basic principles of Social Sciences (SC1).</li> <li>– To value the relevance of public and private bodies to develop peaceful co-existence among peoples (SC5).</li> </ul>	Know, comprehend and correctly use the principal concepts, methods and scientific terminology that support teaching and learning Social Sciences.
<ul style="list-style-type: none"> <li>– To integrate the study of History and Geography from a cross-curricular point of view (SC3).</li> <li>– To know the religious phenomenon all along History and its relationship with culture (SC6).</li> </ul>	Recognize the main socio-cultural structures and the natural influences that have intervened in the development of human civilization.
<ul style="list-style-type: none"> <li>– To know the school syllabus of Social Sciences (SC2).</li> </ul>	Analyze the Social Sciences curriculum in Infant/Primary Education, as well as its difficulties and its cross-curricular relations.
<ul style="list-style-type: none"> <li>– To develop and to evaluate syllabus contents through different didactic procedures and to promote students' skills associated (SC7).</li> </ul>	Apply the acquired knowledge for the resolution of activities and practical cases related to the Didactics of Social Sciences.
	Evaluate critically a number of resources, materials and didactic strategies for the area of Social Sciences in Primary Education.
	Produce and present innovative materials and quality didactic proposals for teaching-learning Social Sciences in Primary Education.
<ul style="list-style-type: none"> <li>– To promote the democratic citizenship education and the practice of critical awareness in social thinking (SC4).</li> </ul>	Show interest in learning as well as active participation during the class sessions.

Now you can see a list in which the assessment criteria are expressed with the percentage that each one has in the global teaching and learning process.

Nº	Assessment criteria	%
1	Know, comprehend and correctly use the principal concepts, methods and scientific terminology that support teaching and learning Social Sciences	30
2	Recognize the main socio-cultural structures and the natural influences that have intervened in the development of human civilization	15
3	Apply the acquired knowledge for the resolution of activities and practical cases related to the Didactics of Social Sciences	10
4	Analyze the Social Sciences curriculum in Infant/Primary Education, as well as its difficulties and its cross-curricular relations	10
5	Evaluate critically a number of resources, materials and didactic strategies for the area of Social Sciences in Primary Education	15
6	Produce and present innovative materials and quality didactic proposals for teaching-learning Social Sciences in Primary Education	15
7	Show interest in learning as well as active participation during the class sessions	5

As an added criterion and following the Common European Framework of Reference for Languages: Learning, Teaching, Assessment nomenclature, the EUCC has set the entrance level to the Bilingual Programme at B1. It is necessary to remind learners in the Bilingual Programme that they are supposed to show their progress in their command of the English language throughout the course. This implies that both written and oral assignments are expected to show an adequate progression in the command of the English language. This includes correct use of oral and written English (spelling, syntax, pronunciation, register, etc.), as this language will be the communicative tool in the classroom and learners will be expected to have a high linguistic and communicative competence in English in their future professional careers as Primary teachers.

### Assessment system

The assessment system is based on the “Normativa reguladora de los procesos de evaluación de los aprendizajes” of the University of Alcalá. These regulations establish the following:

1. This subject has one ordinary examination in January and another extraordinary examination in June/July.
2. The **ordinary examination** follows the criteria set in the **continuous assessment** system. To do this, it is compulsory a minimum of 80% of attendance to the classes, as well as day-certain submission of the tasks and an appropriate attitude along the teaching and learning process. Those students who do not cover this minimum must retake the subject in the extraordinary examination.



3. If any student cannot follow the continuous assessment proposed for the ordinary examination, he/she should ask the teacher for the way of applying to the **final assessment system**. This proposal has to be asked in the first two weeks of the term and will be approved or rejected by the CUCC headmaster.
4. The **extraordinary examination** is set for the students who cannot attend the classes or are unable to pass the ordinary examination. It is their own responsibility to contact the teacher in order to know the assessment tasks and exams to be retaken and the way to pass the evaluation criteria that were tested in the classes.
5. In the extraordinary examination, the students must cover **the same evaluation criteria** that are established to pass the subject, although they have to do it by following the final assessment system.
6. Both in the continuous and the final assessment system there is a **content exam** in which the student must demonstrate a sufficient acquisition of the fundamental concepts and theoretical aspects of the subject. There are also **practical exams / exercises** to prove the application of the required skills related to the understanding and analysis of this field of knowledge.
7. To pass the subject, students must demonstrate through a number of assessment criteria that they have **achieved all of the competences** set out in this study guide, with a **minimum mark of 5** to do the final average. Students are **required to complete all the assessed tasks** presented in this study guide. This applies both to the continuous and the final assessment system, and the ordinary and extraordinary examination periods. Exceptions should be carefully considered by the teacher on a reasoned basis, established with documentary evidence, after a personal interview with the interested person.
8. The criteria of both the continuous and the final assessment are detailed in the next section of this study guide.
9. For further explanations about assessment regulations in the University of Alcalá, please visit the following website:  
<http://www.uah.es/es/admision-y-ayudas/grados/matricula/normativa-academica/>

## Assessment tools

In the following grids, it is listed the number of assessment tools that will be used to measure the student's final mark. The first grid refers to the continuous evaluation modality and the second one refers to the final evaluation modality.

### Assessment tools: continuous evaluation

Assessment tools  Assessment criteria	Classroom activities & self-assessment	Individual & group projects	Practical exams / exercises	Content examination	Percentage
1. Know, comprehend and correctly use the principal concepts, methods and scientific terminology that support teaching and learning Social Sciences				X	30
2. Recognize the main socio-cultural structures and the natural influences that have intervened in the development of human civilization				X	15
3. Apply the acquired knowledge for the resolution of activities and practical cases related to the Didactics of Social Sciences	X	X	X		10
4. Analyze the Social Sciences curriculum in Infant/Primary Education, as well as its difficulties and its cross-curricular relations	X	X	X		10
5. Evaluate critically a number of resources, materials and didactic strategies for the area of Social Sciences in Infant Education	X	X	X	X	15
6. Produce and present innovative materials and quality didactic proposals for teaching-learning Social Sciences in Infant Education	X	X			15
7. Show interest in learning as well as active participation during the class sessions	X				5
<b>PERCENTAGE</b>	<b>5</b>	<b>30</b>	<b>30</b>	<b>35</b>	<b>100</b>

Please, notice that these percentages are estimated and **may change** slightly depending on the characteristics of the group and the teaching-learning process.

### Assessment tools: final evaluation

Assessment tools	Assessment criteria	Individual projects	Practical exams / exercises	Content examination	Percentage
	1. Know, comprehend and correctly use the principal concepts, methods and scientific terminology that support teaching and learning Social Sciences			X	35
	2. Recognize the main socio-cultural structures and the natural influences that have intervened in the development of human civilization			X	15
	3. Apply the acquired knowledge for the resolution of activities and practical cases related to the Didactics of Social Sciences	X	X		10
	4. Analyze the Social Sciences curriculum in Infant/Primary Education, as well as its difficulties and its cross-curricular relations	X	X		10
	5. Evaluate critically a number of resources, materials and didactic strategies for the area of Social Sciences in Infant Education	X	X	X	15
	6. Produce and present innovative materials and quality didactic proposals for teaching-learning Social Sciences in Infant Education	X	X		15
	7. Show interest in learning as well as active participation during the class sessions				0
	<b>PERCENTAGE</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

During all assessment tasks, the guidelines established in the University of Alcalá Coexistence Regulations must be followed, as well as the possible implications of irregularities committed during those tasks, including the consequences for committing academic fraud, according to the Disciplinary Regulations for Students of the University of Alcalá.

## 6. BIBLIOGRAPHY

### Basic bibliography

The first books are considered basic sources to have overview on the Didactics of the Social Sciences. They provide key-ideas for studying and comprehending the main concepts and theories of the subject so they are going to be repeatedly mentioned and quoted throughout the whole semester.

- Arias Ferrer, L., Egea Vivancos, A. (2022). *Didáctica de geografía e historia en educación primaria*. Síntesis.
- Hernández Cardona, X. (2002). *Didáctica de las ciencias sociales, geografía e historia*. Graó.
- Hernández Carretero, A. M. (coord.) (2019). *Estrategias y recursos didácticos para la enseñanza de las Ciencias Sociales*. Pirámide.

**The following references are focused on some aspects concerning the didactics of History, Geography and Cultural Heritage. They also analyse the learning difficulties children can have and include many suggestions, models and activities for the teaching-learning process in Infant and Primary Education.**

- Domínguez Garrido, M<sup>a</sup> C. (2004). *Didáctica de las Ciencias Sociales*. Pearson Prentice Hall.
- Cooper, H. (2002). *Didáctica de la Historia en la Educación Infantil y Primaria*. Morata.
- Delval, Juan (2014). *El descubrimiento del mundo económico en niños y adolescentes*. Morata.
- Fontal Merillas, O. (2003). *La educación patrimonial. Teoría y práctica en el aula, el museo e internet*. Trea.
- Feliu Torruella, M.; Hernández Cardona, X. (2011). *12 Ideas clave: Enseñar y aprender historia*. Graó.
- Gudín de la Lama (coord.) (2015). *Didáctica de las Ciencias Sociales en Educación Infantil*. UNIR.
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- Liceras Ruíz, A. (2000). *Tratamiento de las dificultades de aprendizaje en Ciencias Sociales*. Grupo Editorial Universitario.
- Murphy, J. (2011). *100 ideas for teaching History*. Continuum.
- Prats, J.; Santacana, J. et al. (2011). *Enseñanza y aprendizaje de la Historia en Educación Básica*. Secretaría de Educación Pública de México.
- Sandoya, M. A. (2021). *Didáctica de la Geografía en Primaria*. Editorial CCS.
- Santacana I Mestre, J. & Llonch Molina, N. (2012). *Manual de didáctica del objeto en el museo*. Trea.
- Seixas, P.; Morton, T. (2013). *The Big Six Historical Thinking Concepts*. Toronto: Nelson.
- Trepát, C. A.; Comes, P. (1998). *El tiempo y el espacio en la didáctica de las ciencias sociales*. Graó.
- Varios Autores (2004). *Cine y sociedad. Prácticas de ciencias sociales*. Ediciones Internacionales Universitarias.
- Various Authors (2006). *La interdisciplinariedad en las ciencias sociales*. Anthropos.

## Electronic resources

### Teacher's blog

<http://www.arteiconografia.com/>

### Internet sources

<https://educahistoria.com/>  
<https://historicalthinking.ca/>  
<https://intef.es/>  
<http://mediateca.educa.madrid.org/>  
<http://whc.unesco.org/en>

<https://www.britishmuseum.org/learn/schools/ages-7-11>

<http://www.schoolhistory.co.uk/>

<http://www.timelineindex.com/content/select/142/45,142>

<http://www.ub.es/histodidactica/>

All Web references were accessible at the time of publishing this study guide.