



Course Guide Didactics of Social Sciences

PI-02-F-16 ED. 00

---

---

## COURSE GUIDE

**Official Master Teacher Training Secondary, bachelor's degree,  
Vocational Training and Language Teaching  
(MOPS)**

**Didactics of Social Sciences**  
**Universidad Católica de Valencia**

---

**Academic Year 2023 – 2024**



## COURSE GUIDE TO DIDACTICS OF SOCIAL SCIENCES

	ECTS
<b>MODULE:</b> Specific Module of Social Sciences, Geography and History	6
<b>FIELD:</b> Learning and teaching of geography and history	12
<b>SUBJECT:</b> Didactics of Social Sciences	24
<b>TYPE OF LEARNING:</b> COMPULSORY	<b>YEAR: MPS</b> <b>SEMESTER: 1º</b>
<b>TEACHER:</b> REMEDIOS MORIL VALLE	<b>Department:</b> Specific Didactics: Social Sciences <b>E-mail:</b> <a href="mailto:remedios.moril@ucv.es">remedios.moril@ucv.es</a>

## SUBJECT ORGANIZATION

<b>Didactics of Social Sciences</b>	24 ECTS
<b>Duration and temporal location within the curriculum:</b>	
This subject, specific module within the Geography and History, intended to inform the future teacher the basic concepts and processes of knowledge construction that affect the learning process of the students at this stage, as well as acquainted with the models and specific learning strategies Social Sciences.	
Similarly it is intended that students will be able to design appropriate teaching methods and strategies that facilitate meaningful learning in students of the contents of Social Sciences.	
Also seek the integration of Information Technology and Communication (TIC) as a tool within the natural dynamics of the classroom.	
For each of the specialties of MOPS is designed a specific module. In the case of Geography and History, subject Didactics of Social Science, Geography and History aims to address the following content related to Social Sciences, Geography and History:	
1.- Specific features of the teaching of social sciences in secondary education. Secondary Teacher Tasks. The scientific knowledge over the knowledge taught. 2.- Learning and knowledge.	



- 3.- Planning of teaching-learning processes: didactic programming. Elements of a didactic program. Organization of the Competence Didactic Units.
- 6.- Design of learning situations: Tasks and activities. Types.
- 7.- Didactic resources in the teaching. The concept and types of resources in Social Sciences.
- 8.- The evaluation. Techniques and instruments.
- 9.- Teaching and Didactics of History.
- 10.- Teaching and Didactics of Geography
- 11.- Teaching and Didactics of Art History

<b>Subjects and Courses</b>				
<b>Subject</b>	<b>ECTS</b>	<b>Courses</b>	<b>ECTS</b>	<b>Course/ Semester</b>
Complements disciplinary training	6	The Social Science Curriculum. Geography and History in Secondary Education and Baccalaureate	6	1/1
Learning and teaching of geography and history	12	Social Science Didactics. Geography and History	6	1/1
		Didactic resources for the teaching of Geography and History	6	1/2
Teaching innovation and introduction to research	6	Innovation and Research in Social Science Didactics. Geography and History	6	1/2

<b>COURSE GUIDE TO THE SUBJECT: DIDACTICS OF SOCIAL SCIENCES</b>
<b>Prerequisites:</b> without Prerequisites
<b>GENERAL GOALS</b>
a) Identify the specific characteristics of social science education in the field of secondary education. b) Recognize and analyze psycho and social elements that influence the teaching-learning process of Social Sciences, Geography and History. c) To identify, analyze and properly apply the legal rules relating to the Social Sciences, Geography and History d) Develop a teaching program on a subject or field of Social Sciences, Geography and History e) Understand, use and evaluate the techniques and procedures characteristic of Social Sciences and potential educational applications.



- f) Use correct the locality and the environment as a teaching resource.
- g) Establish common centers subjects and working with materials from other areas of knowledge.
- h) Enhance learning through the use of new technologies.
- i) Promoting independent learning of students and their participation in it.

CROSS-SECTIONAL COMPETENCES	Competence measuring scale			
	1	2	3	4
G1 Competence in the application of acquired knowledge and problem solving abilities, encountered in new or unfamiliar environments; and, initiated within broader contexts or multidisciplinary scopes relative to one's field of study;			X	
G2 Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgments;				
G3 Knowledge of effectively communicating summations (and sustaining relative rational or arguments) to specialized and unspecialized audiences, in a clear and unambiguous manner.			X	
G4 Having learned skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances;				
G5 To Know the curriculum related to the specialization and the didactics of teaching and learning. A knowledge of the different professions will be included for vocational training.				X
G6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration, with other teachers and school professionals.				X
G7 To look for, obtain, process and communicate information (oral, printed, audiovisual, digital, or multimedia), transforming it into knowledge that will be applied in the teaching and learning process.				X
G10. To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.			X	
G11. To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution.		X		
G15. To inform and advise families about the process of teaching and learning and personal counseling, to know the academic and professional development of their children.				
G9. To design and develop learning processes with special attention to equity, education and emotional values, equal rights and opportunities between men and women, civic education and respect for human rights that make life easier in				X



our society, making decisions and building a sustainable future.				
G8 To set the curriculum that will be established in a school. Develop and implement teaching methodologies, for both groups and individually, taking into account the diversity of students.		X		
G12. To design and carry out formal and informal activities that make the center a place of participation and culture in the environment where it is located. Perform the functions of mentoring and guiding students in a collaborative and coordinated way. Participate in the evaluation, research and innovation of teaching and learning.		X		
G13. To know the rules and institutional organization of the education system and models of quality in schools.				
G14. To know and analyze the historical characteristics of the teaching profession, its current status, perspectives and interaction with the social reality of the time.				

**SPECIFIC COMPETENCES**

	1	2	3	4
1. To know the cultural and educational value of the specific subjects and the content that is taught.				
2. To know the history and perspectives of the classroom subjects in order to transmit a dynamic point of view.				
3. To know contexts and situations in which the various course content is used or applied.				X
4. To know the theoretical and practical processes in teaching and learning different classroom subjects.				X
5. To transform the educational plan in work activities.				X
6. To acquire some criteria to select and develop educational resources.				X
7. To foster a climate that facilitates learning and evaluates the contributions of the students.			X	
8. To integrate in the teaching-learning process a training for the use of media studies.			X	
9. To learn strategies and evaluation techniques and to understand the evaluation as a tool to regulate and encourage the effort.			X	
10. To know and apply innovative teaching proposals in the field of specialization.			X	
11. To analyze critically the process of teaching, the practicum and the direction using quality indicators.		X		
12. To identify the problems of teaching and learning and to propose alternatives and solutions.				X
13. To understand and apply methods and techniques of research and evaluation and to be able to design and develop research, innovation and evaluation.				



LEARNING OUTCOMES	COMPETENCES
RA. The student recognizes and applies the correct legal framework and curriculum (overall objectives, content and evaluation criteria of curriculum) in the areas of Social Studies, Geography and History in the stages of secondary and high schools in Valencia.	G1, G4, G5, G6, G10, G11, G8, G12, G15, E2, E3, E4, E6, E7, E8, E9, E11, E12, G13
RB. The student is able to identify the characteristics of the specific teaching of the CCSS, Geography and History with respect to the other sciences.	G1, G2, G5, G7, G8, G12, G14, E1, E2, E3, E4,
RC. The student knows and applies different specific techniques of assessing CCSS the conditions of correct use in teaching.	G1, G2, G3, G4, G7, G10, E2, E3, E4, E8, E9, E10, E12, E13
RD. The student develops educational programming properly a subject or area of the CC. SS., Geography and History of the ESO and Baccalaureate curriculum according to the official in the Valencian Community.	G1, G2, G3, G5, G6, G7, G8, G9, G12, G13, G15, E1, E2, E3, E4, E5, E7, E8, E9, E10, E11, E12, E13
RE. The student knows and develops various teaching strategies Social Sciences, Geography and History	G1, G2, G4, G8, G9, G10, G11, E1, E3, E4, E5, E7, E9, E11, E13
RF. The student knows how to analyze and develop training materials relating to the teaching and learning of Social Sciences, Geography and History	G1, G2, G3, G4, G5, G7, G9, G12, G13, E4, E5, E6, E8, E9, E10, E11,
RG. The student designs and complementary activities in the teaching - learning environment taking as reference, interdisciplinarity and social problems.	G1, G3, G4, G5, G6, G7, G8, G9, G10, G12, E1, E3, E4, E5, E6, E7, E8, E9, E10, E11, E13
RH. The student learns to raise theoretical and practical strategies integrating ICT in classroom dynamics in the areas of Social Studies, Geography and History in the stages of secondary and high schools in Valencia	G1, G4, G7, E4, E5, E8, E9, E10, E13

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	2,4 ECTS (40%)
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	RA, RB, RC, RD, RE, RF, RG, RH	1,15 (48%)
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	RA, RB, RC, RD, RE, RF, RG, RH	0,97 (40%)



SEMINAR	Supervised monographic sessions with shared participation	RA, RB, RC, RD, RE, RF, RG, RH	0,06 (2,5%)
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	RA, RB, RC, RD, RE, RF, RG, RH	0,06 (2,5%)
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	RA, RB, RC, RD, RE, RF, RG, RH	0,04 (1,6%)
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	RA, RB, RC, RD, RE, RF, RG, RH	0,12 (5%)
Total			(2,4*)

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	3,6 ECTS (60%)
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.  Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	RA, RB, RC, RD, RE, RG, RH, RI, RJ RL, RM	1,44 (40%)
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.  Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> )	RB, RC, RD, RE, RF, RG, RH, RI, RJ RL	2,16 (60%)
Total			(3,6*)



## **SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM**

<b>Assessment Tool</b>	<b>LEARNING OUTCOMES ASSESSED</b>	<b>Allocated Percentage</b>
Group work and individual (documents writings, workshops, oral presentations) with personal reflection of learnings	RA, RB, RC, RE, RF, RG, RH	50%
Elaboration of a didactic programming of subject and development of a teaching unit in accordance with the regulations valid	RA, RB, RC, RD, RE, RF, RG, RH	50%

The evaluation includes several well differentiated instruments. The final score will be the weighted average of the results obtained in each of them, provided that they have all been passed with a 5 as a minimum mark. All works will have a specific execution and delivery date.

### **MENTION OF DISTINCTION:**

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

<b>DESCRIPTION OF CONTENTS</b>	<b>COMPETENCES</b>
1. Specific features of the teaching of social sciences in secondary education. Secondary Teacher Tasks. The scientific knowledge over the knowledge taught.	G1, G2, G4, G5, G7, G8, G10, G13, G14, G15 E1, E2, E3, E4
2.- Learning and knowledge.	G1, G2, G4, G5, G7, G8, G10, G13, G14, G15 E1, E2, E3, E4
3.- Planning of teaching-learning processes: didactic programming. Elements of a didactic program. Organization of the Competence Didactic Units.	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13



4.- The key competences in compulsory education: pedagogical principles. Schedule in competitions.	G1, G2, G3, G4, G5, G7, G8, G9, G10, G11, G12, G14, E1, E2, E3, E4, E5, E7, E8, E10, E11, E12, E13
5.- The management of learning processes: Methodological changes. Active learning methodologies: Problem resolution, Cooperative learning, Case studies, Project oriented Learning, Service-Learning, Gamification, Flipped Classroom, Field work and didactic itineraries.	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13
6.- Design of learning situations: Tasks and activities. Types.	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13
7.- Didactic resources in the teaching. The concept and types of resources in Social Sciences.	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13
8.- The evaluation. Techniques and instruments.	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13
9.- Teaching and Didactics of History.	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13
10.- Teaching and Didactics of Geography	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13
11.- Teaching and Didactics of Art History	G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G15 E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13

## TEMPORARY ORGANIZATION OF LEARNING

	CONTENT/TEACHING UNIT	NUMBER OF MEETINGS (2,5 horas)



1	Specific features of the teaching of social sciences in secondary education. Secondary Teacher Tasks. The scientific knowledge over the knowledge taught.	1
2	Learning and knowledge.	1
3	Planning of teaching-learning processes: didactic programming. Elements of a didactic program. Organization of didactic units.	2
4	The key competences in compulsory education: pedagogical principles. Schedule in competitions.	1
5	The management of learning processes: Methodological changes. Active learning methodologies: Problem resolution, Cooperative learning, Case studies, Project oriented Learning, Service-Learning, Gamification, Flipped Classroom, Field work and didactic itineraries.	2
6	Design of learning situations: Tasks and activities. Types.	1
7	Didactic resources in the teaching. The concept and types of resources in Social Sciences.	1
8	The evaluation. Techniques and instruments.	2
9	Teaching and Didactics of History.	1
10	Teaching and Didactics of Geography	1
11	Teaching and Didactics of Art History	1



## REFERENCES

- ABADÍA, T. J. (2007). El laboratorio didáctico de las ciencias sociales. Zaragoza. Mira Editores.
- ADELL, J. (2004). "Internet en el aula: las WebQuest". Edutec. Revista Electrónica de Tecnología Educativa, 17.<[http://www.uib.es/depart/gte/edutec-e/revelec17/adell\\_16a.htm](http://www.uib.es/depart/gte/edutec-e/revelec17/adell_16a.htm)>
- AGUARÉD, J.I. y CABERO, J. (2002): Educar en red. Internet como recurso para la educación. Málaga. Ed. Aljibe
- ÁREA MOREIRA, M. 2004. "WebQuest. Una estrategia de aprendizaje por descubrimiento basada en el uso de Internet". Quaderns Digitals, <<http://webpages.ull.es/users/manarea/webquest/webquest.pdf>>.
- BARBA, C. 2002. "La investigación en Internet con las WebQuest". Comunicación y Pedagogía, 185: 62-66.
- BATLLORI I OBIOLS, R. I ALTRES (eds.) (2004). De la teoria a l'aula: formació del professorat i ensenyament de les ciències socials. Bellaterra. Universitat Autònoma de Barcelona.
- BLANCO SUÁREZ, S. (2001) "Estudio de caso: uso de WebQuest en educación secundaria". En La novedad pedagógica de Internet. I Congreso Internacional de Educared, Madrid, 18-20 de enero de 2001. [CD ROM].
- BLOOD, R. (2005). Universo del weblog. Consejos prácticos para crear y mantener su blog. Barcelona. Gestión2000
- BENEJAM, P., BERGES, L., HERNÁNDEZ, X., et al. (2002). Las ciencias sociales: concepciones y procedimientos. Barcelona: Ed. Graó.
- BENEJAM, P. y PAGÉS, J. (1997): Enseñar y aprender Ciencias Sociales, Geografía e Historia. Barcelona. ICE. Universitat de Barcelona/Horsori
- BREU, RAMÓN (2010): El documental como estrategia educativa. Barcelona. Ed. Graó
- BRIONES, G. (2006). Epistemología y teorías de las ciencias sociales y de la educación, Sevilla. Ed. Trillas.
- CALAF, R. y otros (1997). Aprender a enseñar Geografía. Barcelona. Oikos-Tau.
- CARRETERO, M.; POZO, J. I., ASENSIO, M. (2002). La enseñanza de las Ciencias Sociales. Madrid: Ed. Visor.
- DOMINGUEZ GARRIDO, Mª C. (2004). Didáctica de las ciencias sociales. Madrid. Pearson Educación.
- ESTEPA, J. (2017), Otra didáctica de la historia para otra escuela, Huelva.
- GARCIA RUIZ, A. L. (1997). Didáctica de las Ciencias Sociales. Geografía e Historia en la Enseñanza Secundaria. Granada, Grupo Editorial Universitaria.
- GARCÍA RUIZ, C. R., ARROYO DORESTE, A., ANDREU MEDIERO, B., eds. (2016). Deconstruir la alternidad desde la Didáctica de las Ciencias Sociales: educar para una ciudadanía global, Las Palmas. GONZALEZ, I.



(Director) (2002) La geografía y la historia, elementos del medio. Madrid. MECD.

HERNANDEZ CARDONA, F. X. (2005). Didáctica de las ciencias sociales, geografía e historia. Barcelona: Ed. Graó.

GÓMEZ CARRASCO, C.J., ORTUÑO MOLINA, J.y MIRALLES MARTÍNEZ, P. (2018). Enseñar Ciencias Sociales con métodos activos de aprendizaje. Reflexiones y propuestas a través de la indagación.

HERNÁNDEZ CARDONA, F.X. (2002): Didáctica de las Ciencias Sociales, Geografía e Historia. Barcelona. Graó.

HERNÁNDEZ CARRETERO, A.M., GARCÍA RUÍZ, C.R., DE LA MONTAÑA CONCHIÑA, J.L., eds. (2015). Una enseñanza de las ciencias sociales para el futuro: recursos para trabajar la invisibilidad de personas, lugares y temáticas. Cáceres.

ITURRATE, G.; BARDAVIO, A., BOU N., PEREZ X. (1996). Les fonts en les ciències socials. Barcelona. Ed. Graó.

JIMÉNEZ RODRÍGUEZ, M.A.(Coord.) (2019). Programar al revés. El diseño curricular desde los aprendizajes. Madrid. Ed. Narcea.

JIMÉNEZ RODRÍGUEZ, M.A.(Coord.) (2019). El diseño de unidades didácticas hoy. La alineación del currículo al servicio de los aprendizajes. Valencia. Ed. Tirant Humanidades.

LICERAS RUIZ, A. (2003). Observar e interpretar el paisaje. Estrategias Didácticas. Granada. Grupo Editorial Universitario.

LICERAS, A. (1997). Dificultades en el aprendizaje de las Ciencias Sociales. Una perspectiva psicodidáctica. Granada. Grupo Editorial Universitario.

LICERAS, A. (2000). El tratamiento de las dificultades de aprendizaje en Ciencias Sociales. Granada. Grupo Editorial Universitario.

LÓPEZ TORRES, E., GARCÍA RUÍZ, C. R., SÁNCHEZ AGUSTÍ, M., eds. (2018). Buscando formas de enseñar: investigar para innovar en Didáctica de las Ciencias Sociales, Valladolid.

MARTÍNEZ MEDINA, R.; GARCÍA-MORÍS, R.; GARCÍA RUIZ, C. R., eds. (2017). Investigación en Didáctica de las Ciencias Sociales. Retos, preguntas y líneas de investigación, Córdoba.

MORENO, A. y MARRÓN, M.J. (ed.) (1996): Enseñar geografía. De la teoría a la práctica. Madrid. Síntesis.

PRATS, J. (Coord) (2011): Geografía, Historia y otras ciencias sociales. Complementos de formación disciplinar. Barcelona. Ed. Graó

PRATS, J. (Coord)(2011): Geografía, Historia y otras ciencias sociales. Vol II. Barcelona. Ed. Graó

PRATS, J. (Coord)(2011): Geografía, Historia y otras ciencias sociales. Investigación, innovación y buenas prácticas. Barcelona. Ed. Graó

RIVERO GARCÍA,P. y TREPAT CARBONELL, C. (2010) Didáctica de la historia y multimedia expositiva.



Barcelona. Ed. Graó

ROZADA, J.M. (1997). Formarse como profesor, Ciencias Sociales, Primaria y Secundaria Obligatoria. Madrid. Ed. Akal.

SANZ CAMAÑES, P., MOLERO GARCÍA, J.M. y RODRÍGUEZ GONZÁLEZ, D. (Eds.) La historia en el aula. Innovación docente y enseñanza de la historia en la educación secundaria. Lleida. Ed. Milenio.

SOUTO GONZÁLEZ, X. M. (1998). Didáctica de la geografía. Problemas sociales y conocimiento del medio. Barcelona: Ediciones del Serbal.

TORRUELLA, M.F. Y HERNÁNDEZ, F.X.(2011): 12 ideas clave. Enseñar y aprender historia. Barcelona. Ed. Graó.

TREPAT, C. A. (1995). Procedimientos en historia. Un punto de vista didáctico. Barcelona. Ed. Graó.

TREPAT, C. A. y COMES, P. (2007). El tiempo y el espacio en la didáctica de las ciencias sociales. Barcelona. Graó.

TREPAT, C.A. y COMES, P. (1998): El tiempo y el espacio en la enseñanza de las Ciencias Sociales. Barcelona. Graó.

TREPAT, C.A. (1995): Procedimientos en historia. Un punto de vista didáctico. ICE de la Universidad de Barcelona. Ed. Graó.

VALLS, E. (1989): Los procedimientos: su concreción en el área de historia. Revista Cuadernos de Pedagogía, nº 168 . Ed. Fontalba. Barcelona.

VV. AA. (1997). La formación del profesorado y la didáctica de las ciencias sociales. Sevilla. Ed. Diada.

VV. AA. (1999). Un currículo de ciencias sociales para el siglo XXI. Sevilla. Ed. Diada.

VV. AA. (1999) III Jornades l'ensenyament de les ciències socials: reflexió i experiències. Ed. Rosa Sensat. Barcelona.

VV. AA. (2007): Competencias en Ciencias Sociales, Geografía e Historia. Secundaria. Consejería de Educación y Ciencia (Asturias).

VV.AA. (2011): El aprendizaje por competencias en la educación obligatoria. Ed. Brief. ZARANDIETA, F. y ZARANDIETA, J. A. (2002): La educación por Internet. Madrid. Ed. Anaya.

#### REVISTAS ESPECIALIZADAS:

IBER: Revista de las Ciencias sociales, Geografía e Historia. Editorial Graó.  
<https://www.grao.com/es/iber>

ENSEÑANZA DE LAS CIENCIAS SOCIALES. REVISTA DE INVESTIGACIÓN. Barcelona: ICE de la Universidad Autónoma de Barcelona e ICE de la Universidad de Barcelona.  
<http://www.publicacions.ub.edu/revistes/eccss10/presentation.asp>



DIDÁCTICA DE LAS CIENCIAS EXPERIMENTALES Y SOCIALES. Valencia: Departament de Didàctica de les Ciències Experimentals i Socials. Universitat de València. Bianual. (1er número 1988) <https://ojs.uv.es/index.php/dces>



## Addendum to the Didactics of Social Sciences

**Official Master Teacher Training Secondary, bachelor's degree, Vocational Training and Language Teaching (MOPS)**

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

**Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).**

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

**All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.**

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case,

students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams

### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

**All the foreseen onsite activities described in this section of the Course Guide,** as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams

*Explanation about the practical sessions:*



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:

### ONLINE WORK

#### Regarding the Assessment Tools:



- The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.