



PI-02-F-16 ED. 00



COURSE CONTENTS

**Official Master's Degree in Teaching in Secondary Schools,
Bachelor, Professional exams and Teaching languages (MPS)**

DIDACTIC RESOURCES TO TEACH SOCIAL SCIENCES

Universidad Católica de Valencia

Academic Year 2023-24



COURSE CONTENTS

		ECTS
SUBJECT: Didactic resources to teach Social Sciences		6
FIELD : Learning and teaching Geography and History		12
MODULE : Specific module of Social Sciences, Geography and History		24
TYPE OF LEARNING : COMPULSORY	YEAR: 2013-2014 SEMESTER: 2º	
TEACHER : VICENTE GOMAR ESCRIVÁ	Department: Social Sciences	
	E-mail: vicente.gomar@ucv.es	

MODULE ORGANIZATION

Specific module: Geography and History	24 ECTS
<p>Duration and temporal position in the curriculum:</p> <p>This subject, in Geography and History specific section, expect students know and control all practical resources and most used in teaching-learning process of the Geography and the History.</p> <p>An specific section has been designed for each of MOPS specialities. In geography and history, the subject <i>Educational resources for teaching Geography and History</i> expect to teach the following matters:</p> <ul style="list-style-type: none"> Analysis and comparison of textbooks among different publishers. Historic anecdotes and its educational use. Cinema and history: cinema material use as an educational resource. Schedule visits and guidebooks elaboration. Research in the History and the Geography and their resources. The media: graphical and audiovisual The exaggerated historical version in Social Sciences. Collective games and simulation strategy. Playful activities, competitions and and pastime. Internet resources in Social Sciences. Multimedia resources, simulation games and specific software. 	



Field and Subjects				
Field	ECTS	SUBJECT	ECTS	Course / semester
Complements for disciplinary training	6	/The curriculum of Social Sciences, Geography and History in Secondary Schools and Bachelor.	6	1/2
Learning and teaching Geography and History	12	/Teaching Social Sciences, Geography and History	6	1/2
		/Didactic resources to teach Social Sciences	6	1/2
Teaching innovation and initiation in the research	6	Innovation and research in Teaching Social Sciences, Geography and History	6	1/2

COURSE CONTENTS: Teaching innovation and initiation in the education research

Previous requirements: Without previous requirements, except those whose origins are the speciality and the knowledge of Spanish education system own languages

GENERAL AIMS

- a. To know the main education resources of Social Sciences area.
- b. To apply in a practical way the education resources in the process teaching-learning
- c. To value applied resources and to modify according to educational necessities.

CROSS-SECTIONAL COMPETENCES	Ponderación de la competencia			
Instrumentales	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				x
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				x
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



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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
Interpersonales	1	2	3	4
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	
		x		
Sistémicas	1	2	3	4
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 our society, making decisions and building a sustainable future.			x	
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.		x		
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.			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.				
SPECIFIC COMPETENCES				
Disciplinary	1	2	3	4
E1. To know the cultural and educational value of the specific subjects and the content that is taught.				x
E2. To know the history and perspectives of the classroom subjects in order to transmit a dynamic point of view.				x
E3. To know contexts and situations in which the various course content is used or applied.				x
E4. To know the theoretical and practical processes in teaching and learning different classroom subjects.			x	
Attitudinal	1	2	3	4
E5. To transform the educational plan in work activities.				x
E6. To acquire some criteria to select and develop educational resources.				x
E7. To foster a climate that facilitates learning and evaluates the contributions of the students.				x
E8. To integrate in the teaching-learning process a training for the use of media studies				x



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E9. To learn strategies and evaluation techniques and to understand the evaluation as a tool to regulate and encourage the effort.				x
Professional	1	2	3	4
E10. To know and apply innovative teaching proposals in the field of specialization.				x
E11. To analyze critically the process of teaching, the practicum and the direction using quality indicators.			x	
E12. To identify the problems of teaching and learning and to propose alternatives and solutions			x	
E13. To understand and apply methods and techniques of research and evaluation and to be able to design and develop research, innovation and evaluation.				x
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, G6, G5, G7, G10, G11, G9, E1, E2, E3, E4, E5, E7, E9, E11, E13		
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, G3, G6, G7, G5, G11, G12, E3, E5, E6, E7, E8, E9, E10, E13		
RC. The student knows and applies different specific techniques of assessing CCSS the conditions of correct use in teaching.		G1, G2, G3, G4, G5, G7, G6, G10, G11, G9, G8, G12, E1, E2, E3, E7, E5, E9, E10, E13, E12		
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, G4, G7, G10, G9, G8, G12, E3, E4, E5, E7, E9, E10, E11, E12, E13		
R.E. The student designs and complementary activities in the teaching - learning environment taking as reference, interdisciplinarity and social problems.		G1, G3, G5, G6, G8, G9, G12, G13, G11, E7, E3, E10, E13		

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	2,4 ECTS (40%)



THEORY CLASS	Exposition of contents by the lecturer, analysis of competences, explanation and demonstration of capabilities, skills and knowledge in classroom.	RA, RB, RC, RD, RE	1,15 (48%)
PRACTICAL CLASS	Group work sessions in groups supervised by the professor. Study of cases, analysis, problems, field study, computer lab, visits, search of data, library, online, Internet, etc.	RA, RB, RC, RD, RE	0,67 (28%)
LABORATORIO/ LAB	Activities developed in spaces with specialized equipment.	RB, RC, RE	0,3 (12%)
SEMINAR	Monographic sessions supervised with shared participation	RA, RC	0,06 (2,5%)
WORKS GROUP EXPOSITION	Application of interdisciplinary knowledge	RA, RB, RC, RD, RE	0,06 (2,5%)
TUTORIAL	Personalized and in small group attention. Period of education and/or orientation made by a tutor with the aim of examining and discussing the materials and matters explained in classes, seminars, readings, realization of works, etc.	RC, RD, RE	0,04 (1,6%)
ASSESSMENT	Oral and/or written tests used in initial, formative or additive assessment of each student.	RA, RB, RD	0,12 (5%)
Total			(2,4*)

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	R elationship of Course with Learning Outcomes	3,6 ECTS (60%)
WORK GROUP	Preparation in group: readings, attempts, solution of problems, seminars, works, reports, etc. to explain or deliver in theoretical classes, practical classes and/or tutorials in small groups. Work made in the university platform (www.plataforma.ucv.es)	RA, RB, RC, RD, RE	1,44 (40%)



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INDEPENDENT WORK	Student study: individual preparation of readings, attempts, solution of problems, seminars, works, reports, etc. to explain or deliver in theoretical classes, practical classes and/or tutorials in small groups. Work made in the university platform (www.plataforma.ucv.es)	RA, RB, RC, RD, RE	2,16 (60%)
Total			(3,6*)



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM

Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Tasks and individual and cooperative activities required in the course.	RA, RB, RC, RD, RE	20-30%
Exhibition and presentation of group work	RA, RB, RC, RD, RE	20-30%
Exhibition and presentation of individual	RA, RB, RC, RD, RE	20-30%
Assistance to at least 80% of the class sessions and active participation in the development of the different activities of the subject.	RA, RB, RC, RD, RE	5-10%

DESCRIPTION OF CONTENTS	COMPETENCES
<p>1º) Analysis and comparison of textbooks among different publishers.</p> <p>2º) Historic anecdotes and its educational use.</p> <p>3º) Cinema and history: cinema material use as an educational resource.</p>	<p>G1, G2, G3, G4, G6, G7, G8, G10, G11, G9, G12, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13.</p>
<p>4º) Schedule visits and guidebooks elaboration.</p> <p>5º) Research in the History and the Geography and their resources.</p> <p>6º) The media: graphical and audiovisual</p>	<p>G1, G2, G3, G4, G6, G7, G10, G11, G9, G12, E1, E3, E4, E5, E6, E7, E9, E10, E12, E13.</p>
<p>7º) The exaggerated historical version in Social Sciences.</p> <p>8º) Collective games and simulation strategy.</p> <p>9º) Playful activities, competitions and and pastime.</p>	<p>G1, G2, G3, G4, G5, G6, G7, G10, G11, G9, G12, E1, E2, E3, E4, E5, E6, E7, E9, E10, E12, E13.</p>
<p>10º) Internet resources in Social Sciences.</p> <p>11º) Multimedia resources, simulation games and specific software.</p>	<p>G1, G2, G3, G4, G6, G7, G9, G10, G11, G9, G12, E1, E3, E4, E5, E6, E7, E8, E9, E10, E12, E13.</p>



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COURSE ORGANISATION:

	BLOCK CONTENT / TEACHING UNIT	SESSION (2:30 hours)
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**Course Contents. MPS**

1	Analysis and comparison of textbooks among different publishers.	1
2	Historic anecdotes and its educational use.	1
3	Cinema and history: cinema material use as an educational resource.	1
4	Programación de visitas y elaboración de guías. Schedule visits and guidebooks elaboration.	1
5	The media: graphical and audiovisual	1
6	La investigación en el aula y sus recursos.	1
7	The exaggerated historical version in Social Sciences.	1
8	Collective games and simulation strategy.	1
9	Playful activities, competitions and and pastime.	1
10	Internet resources in Social Sciences.	1
11	Multimedia resources, simulation games and specific software.	1







Addendum to the DIDACTIC RESOURCES TO TEACH 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.