



Didactics of Social
Sciences,
Geography and
History

**Master in Bilingual
Education**



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject: Didactics of Social Sciences, Geography and History

Degree: Master in Bilingual Education

Type: Optional

Language: English

Modality: Blended and online

Credits: 6

Semester: 2

Professor/Available teaching staff: Ángela Hernández

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competences

Basic competences

CB6 To possess and understand knowledge that provides the basis and opportunity to be original in the development and application of ideas, often within a research context.

CB7 That students know how to apply the knowledge acquired and the capacity for problem solving in new and lesser-known environments within the broadest (or multi-disciplinary context) in relation to their area of study.

CB8 That students are capable of integrating knowledge and facing the complexity of opinion forming starting from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities that are linked to the application of opinions and judgements.

CB9 That students know how to communicate their conclusions, and the knowledge and reasoning that supports them to a specialist and non-specialist public in a clear and unambiguous manner.

CB10 That students possess the learning ability that allows them to continue studying in a way that will be largely self-directed or autonomous.

General competences

CG3 To apply the knowledge acquired in decision making in relation to the different factors involved in the teaching and learning of foreign languages.

CG5 To be capable of transmitting social and cultural values in accordance with the current multilingual and multicultural reality.

CG7 To acquire basic theoretical knowledge designed as the foundation of an informed teaching practice in an environment of bilingual education.

CG8 To know the legislation and regulations with reference to the ordination and organisation of bilingual centres.

Specific competencies

CE1 To design integrated syllabuses combined with linguistic content within their area of knowledge to create English/Spanish bilingual teaching programmes.

CE2 To create and adapt didactic materials for English/Spanish bilingual education, modifying the linguistic level with awareness of different rhythms of learning, and adapting authentic materials to transform them into didactic material.

CE3 To know about the instruments for planning and evaluation necessary in the teaching/learning of English/Spanish.

CE4 To develop and apply didactic methodologies adapted to the diversity of students in an English/Spanish bilingual environment.

CE5 To evaluate linguistic as well as social and cultural content in bilingual English/Spanish teaching.

CE6 To incorporate new strategies, teaching materials, and information technology to activities in the English/Spanish bilingual classroom.

CE8 To be capable of using specialist terminology in English and Spanish in the field of second language acquisition.

CE10 To be capable of communicating with fluency at C1 level of the European Common Framework.

CE15 To know the elements of the syllabuses, methodology, and objectives of Social Sciences.

CE16 To be capable of adapting the content to the diversity of students in the area of Social Sciences, Geography, and History.

CE17 Ser capaz de utilizar las técnicas didácticas más apropiadas para el área de Ciencias Sociales, Geografía e Historia.

1.2. Learning outcomes:

At the end of the subject, the student must:

- Know how to apply the knowledge acquired and the capacity for problem solving in new environments within their area of study, the teaching/learning of a foreign language
- Be capable of integrating their knowledge, facing the complexity of forming opinions starting from incomplete information on their social and ethical responsibilities linked to their area of study
- Be capable of communicating reasonably on themes related to their area of study
- Be capable of acquiring new knowledge in an autonomous manner in their field of study, the teaching/learning of a modern language
- Know how to apply the knowledge applied when taking decisions in relation to the factors implied in the processes of bilingual teaching/learning
- Be capable of carrying out critical analysis, evaluation, and synthesis of ideas in said field
- Be capable of transmitting social and cultural values that attend to the multicultural and multilingual European reality
- Know how to base their teaching practice in an informed manner according to the knowledge acquired
- Know the legislation and regulations in connection with the management of bilingual centres
- Know how to design integrated syllabuses in the area of teaching/learning foreign languages
- Be capable of creating and adapting didactic materials for bilingual education taking into account the different levels of linguistic competencies and different rhythms of learning
- Know how to develop and apply methodologies to the diversity of students in a bilingual environment
- Know how to evaluate linguistic and cultural content in bilingual English/Spanish teaching
- Be capable of incorporating new strategies, materials, and technologies to the activities of the Spanish/English bilingual classroom
- Know how to design and develop specific learning spaces for the bilingual classroom with attention to human rights and the values worthy of a democratic culture
- Practice and acquire the skills necessary to reach C1 level of English language
- Know the curricular elements, methodologies, and objectives of the area of Social Sciences; that they know how to adapt the contents to the diversity of the students and utilise the didactic techniques most appropriate for the area.

2. CONTENTS

2.1. Previous requirements:

None

2.2. Description of contents:

This course starts focusing on the relevance of teacher's work and the importance of Social Sciences Subjects in the Secondary school. It begins by analyzing the general objectives of education and its main elements in relation with Social Sciences, History, Geography and History

of Art subjects within the particular frame of the Spanish Education Law. The second part of the course will explore more carefully the different teaching methods and strategies in relation with Social Sciences subjects. More specifically, CLIL strategies and bilingual teaching-learning processes will be at the core of the course.

2.3. Detailed content:

1. Critical analysis of Master students' experiences as pupils and as teachers of the area.
2. Possibilities and limitations to carry out innovations in the Didactics of Social Sciences.
3. Educational value of Social Sciences.
4. Selection and sequencing of social contents.
5. Teaching strategies of Social Sciences.
6. Evaluation of learnings in Social Sciences
7. Resources and materials for the learning of Social Sciences.
8. Selection and reelaboration of a lesson plan of Social Sciences.

2.4. Training activities

Blended modality

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	51,4	34,3%
AF2. Individual and group learning activities outside the teaching sessions	53,6	30%
AF3. Tutorials	15	10%
AF4. Complementary training activities	15	10%
AF7. Evaluation Activities	15	0%

Online modality

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	51,4	0%
AF2. Individual and group learning activities outside the teaching sessions	53,6	0%
AF3. Tutorials	15	0%
AF4. Complementary training activities	15	0%
AF7. Evaluation Activities	15	0%

2.5 Teaching methodologies

An active didactic methodology in which the student is the protagonist of their own learning process, and the teacher an expert in the field. The teacher will possess the knowledge of the materials and resources necessary to help the student in the learning process and to optimise their learning strategies. Through interaction and mutual co-operation, the student will achieve the competencies that they can then incorporate within their professional profile.

The teaching methodology will combine real-life and online teaching in the semi-present mode and online teaching in the online mode. This is therefore a mixed methodology that will be supported by the use of ICT as well as collaborative work (forums, chats, video-conferences) in accordance with the teacher's tools (agenda, announcements, files of materials, and links). For this purpose, the Virtual Campus will be used with the Blackboard Ultra platform. This interactive methodology requires the systematic and continuous active participation of the students and teachers.

3. EVALUATION SYSTEM:

3.1 Grading:

The grading system (R.D. 1125/2003, of 5th September) will be as follows:

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Good (NT)
- 9.0 - 10 Excellent (SB)

The mention of "honors" may be obtained at the proposal of the professor of the subject after completing a tutored work. The teacher must write a report evaluating the contributions of the work.

3.2 Assessment

Ordinary or Extraordinary Calls

Blended Modality

Assessment	Percentage
Participation in work groups and discussion	15%
Guided activities	25%
Design of Didactic Unit	60%

Online Modality

Assessment	Percentage
Participation in work groups and discussion	15%
Guided activities	25%
Final exam	60%

3.3 Restrictions

Minimum grade

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final exam.

Attendance

Students who, without justification, fail to attend more than 75% of the face-to-face classes may be deprived of the right to take the exam in the regular exam.

Writing standards

Special attention will be paid in the papers, practices and written projects, as well as in the exams, to both the presentation and the content, taking care of the grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted in such work.

3.4 Warning about plagiarism

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. The use of quotations cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

4. BIBLIOGRAPHY

Basic bibliography

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- De la Cruz Solis, I. (2009). Enseñar Historia del Arte. Una propuesta didáctica para Primaria y Secundaria, Ed. CCS, Madrid.
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- Zevin, J. (2011). Social Studies for the Twenty-First Century. Methods and Material for Teaching in Middle and Secondary School, Routledge.

5. PROFESSOR

You can consult the e-mail addresses of the professors and the academic and professional profile of the teaching staff at <https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>