

**1. General information****Course:** NEW TEACHING METHODOLOGIES IN HISTORY**Type:** PRACTICUM-RELATED COURSE**Degree:** 392 - BACHELOR'S DEGREE IN PRIMARY EDUCATION (AB)**Center:** 101 - FACULTY OF EDUCATION IN ALBACETE**Year:** 3**Main language:** Spanish**Use of additional languages:****Web site:****Code:** 46354**ECTS credits:** 6**Academic year:** 2023-24**Group(s):** 17**Duration:** First semester**Second language:** English**English Friendly:** Y**Bilingual:** N**Lecturer:** RAMON COZAR GUTIERREZ - Group(s): 17

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**2. Pre-Requisites**

Not established

**3. Justification in the curriculum, relation to other subjects and to the profession**

The minor of History, Culture and Heritage contributes to the initial training of the Teacher in Primary Education. With this minor, it is intended to prepare education professionals to fully develop the cultural and humanistic vision that a Teacher should have, through promoting the historical knowledge and respect for cultural differences while contributing to broadening their critical vision, artistic taste as well as knowledge of the cultural identity of the community.

The course aims that students of the Teacher's Degree in Primary Education know the possibilities offered by the new methodologies in the teaching / learning of History, as well as to offer them a large number of searching, management, and information editing tools and didactics resources for the elaboration of historical contents that can, later, be applied in their own teaching.

**4. Degree competences achieved in this course****Course competences**

Code	Description
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CG01	Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and didactic knowledge about the corresponding teaching and learning procedures.
CG02	Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals in the centre.
CG11	Know and apply information and communication technology in the classroom. Select audiovisual information which contributes to learning, civic training and cultural richness.
CT02	Master information and communication technology (ICT).
MHC.02.	Identify the contents, techniques, methods and evaluation criteria of these disciplines in the curriculum of the stage of Primary Education.
MHC.06.	Develop and evaluate curricular contents through suitable didactic resources and promote the corresponding competences among students.
MHC.07.	Develop the habit of consulting specialized sources in the subject to be taught.
MHC.09.	Identify, classify and design different types of learning activities for the teaching of History, Geography and other Social Sciences.
MHC.10.	Design teaching units and planning of typical contents of the area of knowledge.
MHC.11.	Know how to integrate new (either computer or audio-visual) technology in the teaching of History and other Social Sciences.
MHC.14.	Know how to foster the interdisciplinarity of social sciences and the rest of curricular areas in compulsory education.

**5. Objectives or Learning Outcomes****Course learning outcomes****Description**

Apply the criteria and evaluation techniques of the area in Primary Education.

Understand the historical and social reality of the world, its evolution, its achievements and its problems.

Recognize plurality, show respect for the customs and ways of life of cultures other than their own.

Reflect critically on the concepts of democracy, freedom, equality, solidarity, co-responsibility, participation and citizenship, with particular attention to the rights and duties recognized in international declarations, in the Spanish Constitution and in regional legislation, as well as its application by diverse institutions

Know how to appreciate the cultural fact in general and the historical-artistic fact in particular to have those skills and attitudes that allow access to its different manifestations in order to understand, value and enjoy them.

Know how to develop and evaluate curriculum contents through interesting and appropriate didactic resources and promote the corresponding competences in the students.

Be aware of the values of the environment, evaluate them and reconstruct them affectively and rationally to progressively create a value system of their own and

behave in coherence with them when facing a decision or conflict.  
 Acquire basic training on the elementary contents of History and the ways of life of societies in the past.  
 Know the evolution and organization of societies and the features and values of the democratic system.  
 Know and apply certain concepts and scientific processes in the curriculum of Primary Education  
 Know, understand, appreciate and value different cultural and artistic expressions, use them as a source of enrichment and enjoyment and consider them as part of the heritage of the people  
 Understand the features of current societies, their growing plurality and their evolutionary character, as well as demonstrate understanding of the contribution that different cultures have made to the evolution and progress of humanity, and have a common sense of belonging. In short, show a sense of global citizenship compatible with the local identity.  
 Recognize the nature, strengths and limits of research activity as a social construction of knowledge throughout history

## 6. Units / Contents

### Unit 1: Educational change in the teaching / learning of Social Sciences

**Unit 1.1** Curricular Design in Social Sciences: Contents, Competencies, Methodology, and Evaluation.

**Unit 1.2** Curricular Project in Social Sciences: Theoretical Foundations and Practical Implementation.

### Unit 2: Didactic resources through ICTs for the teaching / learning of Social Sciences.

**Unit 3: Other resources and strategies: investigative methodology, oral history, local history, urban and rural itineraries, audiovisual media, etc.**

## 7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (practical) [ON-SITE]	Practical or hands-on activities	CB02 CB03 CG01 CG02 CG11 CT02 MHC.02. MHC.06. MHC.07. MHC.09. MHC.10. MHC.11. MHC.14.	1.6	40	Y	N	Practical lessons. Projects in small groups guided by the teacher.
Class Attendance (theory) [ON-SITE]	Lectures	CB02 CB03 CG01 CG02 CG11 CT02 MHC.02. MHC.06. MHC.07. MHC.09. MHC.10. MHC.11. MHC.14.	0.8	20	Y	N	Presentation of the contents by the teacher in the classroom and lockstep participatory lessons.
Writing of reports or projects [OFF-SITE]	Guided or supervised work	CB02 CB03 CG01 CG02 CG11 CT02 MHC.02. MHC.06. MHC.07. MHC.09. MHC.10. MHC.11. MHC.14.	3.6	90	Y	Y	Elaboration of projects related with the syllabus of the course unit, both group and individual, outside the classroom and with previous guidelines provided by the teacher in tutorials.
<b>Total:</b>			<b>6</b>	<b>150</b>			
<b>Total credits of in-class work: 2.4</b>				<b>Total class time hours: 60</b>			
<b>Total credits of out of class work: 3.6</b>				<b>Total hours of out of class work: 90</b>			

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

## 8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Progress Tests	20.00%	50.00%	Content and skills evaluation tests. It will be necessary to obtain a minimum of 4 out of 10 points in this evaluation system to be able to average with the rest of assessable activities. You will be able to retake it in the extraordinary test, evaluating the same skills as in the ordinary call.
Portfolio assessment	20.00%	50.00%	All the training activities carried out in the course unit will be collected in a portfolio. It will be necessary to obtain a minimum of 4 out of 10 points in this evaluation system to be able to average with the rest of the evaluable activities. You can retake it in the extraordinary test, evaluating the same competences as in the ordinary call.
Assessment of activities done in the computer labs	40.00%	0.00%	Carrying out individual and group projects. Oral presentation in the, valuing active participation and significant contributions. It will be necessary to obtain a minimum of 4 out of 10 points in this evaluation system to be able to average with the rest of the evaluable activities. You can retake it in the extraordinary test, evaluating the same competences as in the ordinary call. The students who opt for not continuous assessment system will be assessed of these activities both in the Progress tests and in portfolio.
Assessment of active participation	20.00%	0.00%	Assessment of attendance, participation with profit and attitude in class.
<b>Total:</b>	<b>100.00%</b>	<b>100.00%</b>	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

**Evaluation criteria for the final exam:**

**Continuous assessment:**

The evaluation of the ordinary call will collect the grades obtained in the different evaluation systems, once the percentage has been applied on the total that correspond to them. It will be necessary to obtain a 5 out of 10 to pass the course.

The finding of fraudulent performance on an evaluation test or failure to comply with the instructions set for carrying out the test, it will lead to a failure grade (with a numerical grade of 0) in said test. In the particular case of the final tests, the failure will be applied to the corresponding call.

Where appropriate, any necessary modification or adaptation in the teaching guides as a result of any change in the teaching model or assessment derived from the evolution of the pandemic will be documented through an agenda.

**Non-continuous evaluation:**

Students who opt for the non-continuous assessment system must notify their teachers in the first three weeks of the course. Likewise, those students who have passed 50% of the evaluation activities through the continuous evaluation system will not be able to change to non-continuous evaluation.

For non-continuous assessment, students must present, defend or perform all exercises on the day established for the final test, proposed in the evaluation systems that will be detailed in the virtual platform Moodle.

The finding of fraudulent performance on an evaluation test or failure to comply with the instructions set for carrying out the test, it will lead to a failure grade (with a numerical grade of 0) in said test. In the particular case of the final tests, the failure will be applied to the corresponding call.

Where appropriate, any necessary modification or adaptation in the teaching guides as a result of any change in the teaching model or assessment derived from the evolution of the pandemic will be documented through an agenda.

**Specifications for the resit/retake exam:**

In the evaluation of the extraordinary call, all the grades passed in the proposed evaluation systems will be saved, and the student must retake only those that have failed. Likewise, it will be left to the student's decision to repeat the evaluation systems passed to be able to improve the final grade.

**Specifications for the second resit / retake exam:**

The evaluation of the special closing call will maintain the same evaluation criteria as the ordinary call.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
<b>Unit 1 (de 3): Educational change in the teaching / learning of Social Sciences</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	9
<b>Teaching period: 1 CU</b>	
Group 10:	
<b>Initial date:</b> 18-09-2023	<b>End date:</b> 30-09-2023
Group 17:	
<b>Initial date:</b> 18-09-2023	<b>End date:</b> 30-09-2023
<b>Unit 2 (de 3): Didactic resources through ICTs for the teaching / learning of Social Sciences.</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	32
Class Attendance (theory) [PRESENCIAL][Lectures]	16
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	72
<b>Teaching period: 1 CU</b>	
Group 10:	
<b>Initial date:</b> 02-10-2023	<b>End date:</b> 08-12-2023
Group 17:	
<b>Initial date:</b> 02-10-2023	<b>End date:</b> 08-12-2023
<b>Unit 3 (de 3): Other resources and strategies: investigative methodology, oral history, local history, urban and rural itineraries, audiovisual media, etc.</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	9
<b>Teaching period: 1 CU</b>	
Group 17:	
<b>Initial date:</b> 11-12-2023	<b>End date:</b> 22-12-2023
Group 10:	
<b>Initial date:</b> 11-12-2023	<b>End date:</b> 22-12-2023
<b>Global activity</b>	
<b>Activities</b>	<b>hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	20
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	90
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	40
<b>Total horas: 150</b>	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Aranda Hernando, Ana María	Didáctica del conocimiento del medio social y cultural en ed	Síntesis		84-9756-142-2	2003	
Cabero Almenara, Julio	Tecnología educativa :diseño y utilización de medios en la e	Paidós		84-493-1135-7	2001	
Calaf Masachs, Roser	Didáctica de las ciencias sociales, didáctica de la historia	Oikos-tau		84-281-0828-7	1994	
		Ministerio de				

Cooper, Hilary	Didáctica de la historia en la educación infantil y primaria	Educación, Cultura y Deporte, Sec	84-7112-476-9	2002
Cózar Gutiérrez, R. y De Moya Martínez, M.V. (coord.)	Las TIC en el aula desde un enfoque multidisciplinar	Octaedro	Barcelona 978-84-9921-495-5	2013
Hernández, Francesc Xavier (1954-)	Didáctica de las ciencias sociales, geografía e historia	Graó	978-84-7827-270-9	2008
Plata Suárez, Julián	Didáctica de las ciencias sociales	Universidad, Vicerrectorado de Ordenación Acadé	978-84-96971-06-6	2007
Ríos Ariza, José Manuel	Nuevas tecnologías de la información y de la comunicación ap	Aljibe	84-95212-34-X	2000
Tonda Monllor, Emilia María	Didáctica de las ciencias sociales en la formación del profe	Universidad de Alicante	84-7908-634-3	2001
	Eduteca, buenas prácticas en CCSS www.eduteka.org/MejoresPracticasCS1.php			
	Internet para investigadores : hacia la e-ciencia	Universidad de Huelva	84-95699-31-1	2001
Cózar Gutiérrez, R. & De Moya Martínez, M.V.	Entornos humanos digitalizados : experiencias TIC en escenar	Síntesis,	978-84-9077-463-2	2017
Cózar Gutiérrez, R. & González Calero, J.A.	Tendencias y tecnologías emergentes en investigación e innov	Graó,	978-84-9980-920-5	2018