

SUBJECT TEACHING GUIDE

M1124 - The Formative Value of the Social Sciences, History and Philosophy in the Secondary Education Curriculum Master's Degree in Secondary Education Teacher Training

Academic year 2022-2023

1. IDENTIFYING DATA					
Degree	Master's Degree in Secondary Education Teacher Training			Type and Year	Optional. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Complements for Disciplinary Training Specific Module in the Speciality of Geography, History and Philosophy				
Course unit title and code	M1124 - The Formative Value of the Social Sciences, History and Philosophy in the Secondary Education Curriculum				
Number of ECTS credits allocated	4,5	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
Name of lecturer	ALONSO GUTIERREZ MORILLO
E-mail	alonso.gutierrez@unican.es
Office	Edificio Interfacultativo. Planta: + 3. DESPACHO PROFESORES ASOCIADOS (310)
Other lecturers	

3.1 LEARNING OUTCOMES

- The learning outcomes of the subject should lead to the student mastering the teaching strategies of the subject and assume the educational value of Geography, History and Philosophy.
In the same way, the student will master the problematic of the teaching-learning processes of these subjects and will have enough skills to successfully face this problem, putting into operation the necessary strategies.

4. OBJECTIVES

To review the conventions of professional cultures about the areas and subjects of the specialty, as well as the preconceived ideas about them as a result of the school experience itself.

Warn the complexity of the teaching task and the need to take the reflection on the practice of teaching beyond of immediate emergencies and apparent common sense.

To know in depth the content of the state and Cantabrian curricula of the different areas and subjects , their different elements and the relationships established between them .

To analyze in a rigorous way the characteristics of the curriculum of the specialty areas , to recognize their different sources and be able to establish a critical first judgment about its epistemological nature and its formative potential.

To analyze in a rigorous way the characteristics of the curriculum of the specialty areas , to recognize their different sources and be able to establish a critical first judgment about its epistemological nature and its formative potential.

Evaluate the potentialities and weaknesses of the presence of basic competences as an articulating element and guide of the school curricula, and in particular of the social and civic competence in relation to the curricula of this specialty.

Evaluate the potentialities and weaknesses of the presence of basic competences as an articulating element and guide of the school curricula, and in particular of the social and civic competence in relation to the curricula of this specialty.

Develop a desire to take an active role in determining what happens in the classroom, together with the responsibility to establish rigorously and prudently the interventions, as well as to review those assumptions and actions in light of their practical consequences and of subsequent cycles of study, reflection and action.

6. COURSE ORGANIZATION

CONTENTS

1	Official curriculum of the areas and subjects of Socia Sciencesl, Geography, History and Philosophy
2	The formative value of the curriculum: teachings for life,civic culture and development of basic skills.
3	Scientific disciplines in the curriculum: object of knowledge or work tools?
4	The development of the curriculum: written curriculum, curriculum teaching and learned curriculum

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
Individual works	Work	No	Yes	60,00
Theoretical-practical tests	Others	No	Yes	40,00
TOTAL				100,00
Observations				
<p>The College of Education Board has approved the following agreements regarding spelling, plagiarism, and citation.</p> <p>ORTHOGRAPHY We understand that university students have assumed the linguistic abilities in relation to oral expression and written. Therefore, correct spelling (spelling, accentuation and punctuation), grammar and vocabulary in the works and exams carried out as an essential condition to pass the subject.</p> <p>PLAGIARISM Regarding the fraudulent performance (plagiarism) of the evaluation tests, the qualification will be adjusted to what is established in article 32 of the Regulation of the evaluation processes at the University of Cantabria: 'The fraudulent realization of the tests or assessment activities will directly lead to a failing grade of '0' in the subject in the call corresponding, invalidating with it any qualification obtained in all the evaluation activities with a view to the extraordinary call.</p> <p>CITATION RULES APA Standards are assumed as citation criteria for all academic papers . Although these rules have different editions, as an initial reference we refer to the following BUC link: http://www.buc.unican.es/node/9388/</p> <p>Evaluation criteria for part-time students Students enrolled in this part-time dedication regime must submit the compulsory works of the subject on the dates determined by the Faculty for the examination of the subject We understand that university students have assumed linguistic abilities in relation to oral and written expression . Therefore, orthographic correction (spelling, accentuation and punctuation), grammar and lexical in the works and exams carried out as essential to overcome the subject is essential.</p> <p>PLAGIARISM In case of fraudulent realization (plagiarism) of the evaluation tests, the qualification will be adjusted to the established in the article 54.1 of the Regulation of the evaluation processes in the University of Cantabria: 'The fraudulent realization of the tests or evaluation activities will suppose directly the grade of suspense '0' in the subject '.</p> <p>CITATION RULES The APA Standards are assumed as a citation criterion for all academic works . Although these standards have different editions, as an initial reference we refer to the following link of the BUC: http://www.buc.unican.es/node/9388/</p>				
Observations for part-time students				
Students enrolled in this regime of part-time dedication must submit the compulsory works of the subject on the dates determined by the Faculty for the examination of the subject.				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- ARGIBAY, M.; CELORIO, J.J.; CELORIO, G. (2009): Educación para la ciudadanía global. Propuestas y desafíos. Bilbao, Hegoa, 116 pp.
- BOLIVAR, A. (2007): Educación para la ciudadanía. Algo más que una asignatura. Barcelona, Graó, 216 pp.
- BOLIVAR, A. (2008): "Competencias básicas y ciudadanía", Caleidoscopio. Revista digital de contenidos educativos del CEP de Jaén, nº1. Disponible en http://revista.cepjaen.es/numero_01/pdf/articulo_01.pdf
- BOLIVAR, A. (2010): Competencias Básicas y Currículo. Madrid, Síntesis, 287 pp
- BUXARRAIS, M^a.R. (2013): Nuevos valores para una nueva sociedad. Un cambio de paradigma en Educación. EDETANIA, 43.
- COLL, C. (2007): "Las competencias en la educación escolar: algo más que una moda y mucho menos que un remedio". Aula de Innovación Educativa, nº 161, pp. 34-39
- COLL, C. (e.p.): Enseñar y aprender en el siglo XXI. El sentido de los aprendizajes escolares. www.ub.edu/grintie (12-XII-2014)
- COMISIÓN EUROPEA (2004): Competencias clave para un aprendizaje a lo largo de toda la vida. Un marco de referencia europeo (Programa de Trabajo Educación y Formación 2010, grupo de trabajo B. Competencias clave. Comisión Europea. Dirección General de Educación y Cultura.
- FERNÁNDEZ ENGUITA, M. (1991): "El aprendizaje de lo social". Educación y Sociedad, nº 8, Madrid, pp. 7-24.
- FERNÁNDEZ ENGUITA, M. (2001): "La ciudadanía en la era de la globalización". En FERNÁNDEZ ENGUITA, M.: Educar en tiempos inciertos. Madrid: Morata, pp. 4-60.
- GARAGORRI, X. (2007): "Currículo basado en competencias: aproximación al estado de la cuestión". Aula de Innovación Educativa, nº 161, pp. 47-55.
- GARCÍA, F. F. (2001): "El conocimiento escolar en una didáctica crítica. Reflexiones críticas y planteamiento de algunos debates". En MAINER, J. (coord.): Discursos y prácticas para una didáctica crítica. Díada, Sevilla, pp. 119-139.
- GIMENO SACRISTÁN, J. (comp.) (2008): Educar por competencias, ¿qué hay de nuevo? Madrid, Morata, 233 pp.
- GÓMEZ CARRASCO, C.J. y MIRALLES MARTÍNEZ, P. (2013): La enseñanza de la Historia desde un enfoque social. Clio. History and History teaching. 39
- MARCELO, C (2009): Los comienzos en la docencia: Un profesorado con buenos principios. Profesorado. Vol. 13, nº. 1
- MONEREO, P.; POZO, J.I. (2007): "Competencias para (con)vivir con el siglo XXI". Cuadernos de Pedagogía, nº 370, pp.12-22
- PÉREZ GÓMEZ, A.I. (2007): Las Competencias Básicas: su naturaleza e implicaciones pedagógicas (Cuaderno de Educación nº 1). Santander, Consejería de Educación.
- PRATS, J. (coord.) (2011): Didáctica de la Geografía y la Historia. Barcelona: Graó, 224 pp.
- ROZADA, J. M^a. (1997): Formarse como profesor. Ciencias Sociales. Primaria y Secundaria Obligatoria (Guía de textos para un enfoque crítico). Madrid, Akal, 318 pp.
- SANTOS GUERRA, M.A. (1996-97): Curriculum oculto y construcción del género en la escuela. Kikiriki. 42-43,14-27.
- TEDESCO, J.C. (2010): Educación y justicia. El sentido de la Educación. XXV SEMANA MONOGRÁFICA DE EDUCACIÓN (Documento Básico). Fundación Santillana

DISPOSICIONES CURRICULARES:

Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.(BOE, 10 de diciembre 2013)

Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria

Obligatoria y del Bachillerato. BOE 3 de enero 2015.

Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato. BOE, 29 de enero 2015.

REVISTAS:

- Aula de Innovación Educativa
- Aula Historia Social
- Con-Ciencia Social
- Cuadernos de Pedagogía
- Didáctica de las Ciencias Sociales y Experimentales
- Enseñanza de las Ciencias Sociales. Revista de investigación
- Íber. Didáctica de las Ciencias Sociales, Geografía e Historia
- Investigación en la Escuela
- Paideia. Revista de filosofía y didáctica filosófica
- Scripta Nova. Revista Electrónica de Geografía y Ciencias Sociales (www.ub.es/geocrit/nova.htm)

PÁGINAS WEB:

- Consejería de Educación de Cantabria: www.educantabria.es
- Federación Icaria (Fedicaria): www.fedicaria.org (al margen de su contenido específico, véase también el apartado "Enlaces de interés").
- IRES (Investigación y Renovación Escolar): www.redires.net/
- Portal Innova: <http://innova.usal.es/>
- Recursos didácticos en las web del Ministerio de Educación.
<http://recursos.cnice.mec.es/filosofia/>
<http://www.isftic.mepsyd.es/profesores/asignaturas/filosofia/>
http://www.isftic.mepsyd.es/profesores/asignaturas/educacion_para_la_ciudadania/
http://www.isftic.mepsyd.es/profesores/asignaturas/ciencias_sociales/
<http://www.ite.educacion.es/w3/recursos/secundaria/sociales/index.html>
- Sociedad española de profesores de filosofía: www.filosofia.org/bol/soc/bs005.htm
- <http://www.mecd.gob.es/inee/portada.html>