

**COURSE DATA****DATA SUBJECT****Code:** 33693**Name:** Teaching proposals in history and thought**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	3	Second quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Specialist in arts and humanities	ELECTIVES
1305 - Degree in Primary School Education	Specialist in arts and humanities	ELECTIVES

COORDINATION

ASENSI SILVESTRE ELVIRA

SUMMARY

Teaching Proposals in History and Thought is an optional subject taught in the third year of the Degree in Primary School Education and consists of a total of 6 credits. Integrated into the Specialist in Arts and Humanities program, its theoretical and practical nature aims to build on the work done in the compulsory subject Teaching of Social Sciences, focusing on and delving into issues related to the development of teaching proposals in history and thought. Among other aspects, this subject aims to improve the professional competence of future primary school teachers in history teaching and, to this end, seeks to promote collective reflection on classroom practice and, especially, on the development of teaching proposals that integrate and relate the more theoretical aspects (epistemology, educational goals, etc.) with purely methodological ones.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.



OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Develop and evaluate teaching proposals for the contents of the history curriculum.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies as a teaching resource for arts and humanities in the primary school classroom.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS



1.FROM THE OFFICIAL CURRICULUM TO CLASSROOM PRACTICE: POSSIBILITIES, CHALLENGES, AND DIFFICULTIES

1. History and thought in the Primary Education Social Studies curriculum
2. Teaching proposals in history and thought based on basic teaching-learning models
3. The evaluation of teaching proposals in history and thought. Evaluation as an essential basis for research and innovation

2. STRUCTURE AND COMPONENTS OF A TEACHING PROPOSAL

1. Objectives toward which to guide the teaching of History in Primary Education
2. Selection, evaluation, and use of materials and resources for History classes
3. Design and construction of teaching proposals for teaching History

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY



The teaching-learning process will be carried out through different levels: In-person theoretical and practical classes (mandatory attendance) where the teaching model for meaningful reception will be used. These classes will cover the subject content and promote the development of activities aimed at critical reflection and discussion of fundamental ideas using various teaching resources: lectures, seminars, workshops, work groups, etc.

- Group and individual practical sessions aimed at highlighting the importance of cooperative work and reinforcing individual work.
- Eminently practical sessions (field trips, workshops, etc.) to carry out activities that complement the work of classes and seminars.
- Individual and/or group tutoring sessions where any questions students may have regarding classes or the preparation of various group and/or individual practices will be addressed.

EVALUATION

We understand assessment as a process through which, in addition to verifying and measuring student performance, we can obtain evaluative information about the teaching activities carried out, in order to modify them based on the data obtained. Assessment will be continuous and comprehensive, with a guiding and formative nature, and will take into account individual and collective learning processes. Thus, in accordance with these premises, the following will be taken into account:

- Active student participation in the various sessions (both in the classroom and in tutorials and seminars).
- Assessment of the knowledge and skills acquired through theoretical and practical classes and through the reading and critical analysis of the bibliography and other proposed materials that will be implemented in the various assigned practices. All written assessment tests must be correctly written and presented.
- Plagiarism or misuse of artificial intelligence tools may be penalized in accordance with Article 15 of the University of Valencia's Assessment and Grading Regulations. Downloading work from the internet or failing to submit work within the specified timeframe will result in failure in the corresponding activity. In-person classroom exercises must be in-person; they cannot be completed through digital participation.

GRADING CRITERIA

1st call Individual assignments.

This assignment will consist of developing teaching proposals for Primary Education, taking into account the application of theoretical knowledge and the acquisition of the skills outlined in the guide. This assignment will be recoverable and will be worth 35% of the final grade. Group assignments. Within the subject, two group assignments are distinguished: one interdisciplinary and the other group assignment,



which addresses subject-specific content. Both will be worth 65%, divided into 30% for the interdisciplinary assignment and 35% for the group assignment on subject-specific content. Interdisciplinary assignments are non-recoverable, while specific group assignments are recoverable. Students who forfeit their right to continuous assessment due to unjustified absences may complete recoverable activities through a final written test with a maximum score of 7.

2nd call

Students have the right to pass the course in the second examination by taking an exam in which they are assessed on all recoverable continuous assessment activities and to maintain their grade on those that cannot be recovered.

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