

**COURSE DATA****DATA SUBJECT****Code:** 43490**Name:** Research in didactics of social sciences: history**Cycle:** Master's Degree / Doctorate**ECTS Credits:** 7**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2157 - Master's degree in Research in Subject Didactics	Facultat de Formació del Professorat	1	First quarter
3112 - PhD in Specific Didactics	Escola de Doctorat		

SUBJECT-MATTER

Degree	Subject-matter	Character
2157 - Master's degree in Research in Subject Didactics	Research in didactics of social sciences	ELECTIVES
3112 - PhD in Specific Didactics		

COORDINATION

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SUMMARY

This subject, integrated into Module 6 of the Master's Degree in Research in Specific Didactics and framed in the specialty of Didactics of the Social Sciences, aims to offer postgraduate students a set of information, approaches, tools and materials that them allow research in the Didactics of History in order to promote innovation and the development of a critical teaching model that improves the quality of the school system.

In this sense, it is expected to contribute to better educational research on the construction of knowledge. historical, about the incidence of the diverse currents epistemological/historiographical in teaching, on the contents and approaches of textbooks and other curricular materials, or on the importance of the spontaneous conceptions of students and teachers in relation to historical and sociocultural identities, citizen education or the configuration of discourses and representations of great importance to understand the world and give it meaning.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

It is recommended that students who enroll in this subject master the basic concepts of the discipline historical, already that is impossible investigate in didactics of the History without this requirement. For this reason, students will be required to have completed a Degree in History, Art History or Geography. or who has developed these contents in other Degrees such as those of Teacher in Early Childhood or Primary Education.

COMPETENCES / LEARNING OUTCOMES

2157 - Master's degree in Research in Subject Didactics

Create spaces for research and learning with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.

Evaluate current research problems on teaching or learning in the fields of knowledge characteristic of Specific Didactics.

Search and synthesise information on research results in bibliographic, material, virtual, etc. repertoires useful to support a new research project.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Synthesise historical, epistemological and ontological aspects associated with the emergence and evolution of research in Specific Didactics.

Synthesise relevant research problems on learning or teaching in the disciplines belonging to Specific Didactics.

DESCRIPTION OF CONTENTS



1. Practices, uses, and representations of History Education

- 1.1. The representation of a school subject as an object of study: History
- 1.2. Social representations and school memory: the reasons behind memories, forgetfulness, and silences
- 1.3. Formulating didactic research based on interviews
- 1.4. Qualitative analysis of discourses on History

2. Theoretical and methodological foundations of research using textbooks and narratives of students and teacher trainees: the example of historical thinking and national identities

- 2.1. The place of research in Didactics of History: epistemological challenges and disciplinary weaknesses.
- 2.2. Theoretical foundations in historical thinking skills and school History.
- 2.3. Theoretical foundations in national identities and school History.
- 2.4. School history textbooks: strategies and resources in quantitative and qualitative methodology.
- 2.5. Narratives and questionnaires in students and future teachers: strategies and resources in quantitative and qualitative methodology.

3. Conflictive topics in the teaching of history as an object of research

- 3.1. "Conflictive" historical topics: definitions and issues in educational research.
- 3.2. School context and students' perspectives on conflictive historical topics.
- 3.3. Teachers' perspectives on conflictive historical topics.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	42,00
Total hours	42,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	133,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	133,00



TEACHING METHODOLOGY

The methodology be own of the investigation scientific. In first place, we will select a problem in relationship with the interests of the student body and the odds of development in he time established and the capabilities of the course management. The problems, therefore, will be related to the contents that will be developed in the module.

He student body will have of a selection of readings that must carry out for contextualize the investigation didactics. A time read out of the classroom these articles and chapters, HE will debate theoretical formulations that can help solve problems.

EVALUATION

The evaluation supposes a process of judgments to improve the investigation developed by the student body, but also has as aim qualify their skills for develop it in he future. Therefore, the following will be taken into account:

- The completion, throughout the course, **of various tests or** individual theoretical-practical activities. In particular, a theoretical-practical test or activity will be carried out at the end of the sessions. of each teacher, the which will serve for apply the knowledge theorists worked and the skills acquired in previous sessions. [80%]
- The **involvement and effort manifested throughout the different non-recoverable sessions** , valuing especially the reading understanding of the texts indicated that HE will demonstrate through oral participation in the classroom. [20%]

He student body that No attend of manner regular to class No will choose to the assessment keep going and will perform a final test that will include the learning objectives and the syllabus provided in the teaching guide for the subject. The answers to the questions posed will be duly argued, with bibliographical references and will contemplate all the theoretical-practical learning taught in the subject. For the first and second calls, the grading of the tasks will be maintained.

The plagiarism or misuse of artificial intelligence tools may be sanctioned in accordance with Article 15 of the evaluation and grading regulations of the University of Valencia.

REFERENCES

- BANDERAS, N. i FUERTES, C. (2021). Representaciones y prácticas docentes en torno a la dictadura de Franco. *Tempo e Argumento*, v. 13, n. 33, 1-37. GONZÁLEZ, M.P. (2021). Saberes, prácticas y materiales: la historia argentina reciente en las aulas. En M.P. González (Comp.). *Saberes y prácticas escolares en torno a la historia contemporánea y reciente. Desafíos en el abordaje del pasado reciente en la Argentina II* (pp. 127-143). Los Polvorines: Universidad Nacional de General Sarmiento. MARTÍNEZ, N., SOUTO, X.M. i BELTRÁN, J. (2006). *Los*



profesores de Historia y la enseñanza de la Historia en España. Una investigación a partir de los recuerdos de los alumnos. Enseñanza de las ciencias sociales. Revista de investigación, 5, 55-71. PARRA, D. (2018). El peso de la tradición en la representación y los usos públicos de la Historia escolar. En A. Delgado y A. Rivera (Eds.), ¿Qué saben de su historia nuestros jóvenes? Enseñanza de la historia e identidad nacional (pp. 55-74). Comares. SÁIZ SERRANO J. Memorizar España sin pensarla históricamente. Historia escolar e identidad nacional. En A. Delgado y A. Rivera (Eds.). ¿Qué saben de su historia nuestros jóvenes? Enseñanza de la historia e identidad nacional, Comares, Granada, 2018, pp. 75-98. SÁIZ SERRANO, J. i LÓPEZ FACAL, R. Competencias y narrativas históricas. El pensamiento histórico de estudiantes y futuros profesores. Revista de Estudios Sociales, 52, 2015, PP. 87-101.