VNIVERSITAT DE VALÈNCIA

Course Guide
43489 Research in didactics of social sciences: geography

COURSE DATA

Data Subject	
Code	43489
Name	Research in didactics of social sciences: geography
Cycle	Master's degree
ECTS Credits	7.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
2157 - Master's degree in Research in Subject Didactics	Faculty of Teacher Training	1	First term

Subject-matter

Degree	Subject-matter	Character
2157 - Master's degree in Research in Subject Didactics	10 - Research in didactics of social sciences	Optional

Coordination

Name	Department
ASENSI SILVESTRE, ELVIRA	90 - Methodology of experimental and social sciences
GARCIA MONTEAGUDO, DIEGO	90 - Methodology of experimental and social sciences
MOROTE SEGUIDO, ALVARO FRANCISCO	90 - Methodology of experimental and social sciences

SUMMARY

The subject HE corresponds to the Module 6 of the Master of Investigation in Didactics Specific. It seeks to offer students a set of information, skills and materials that allow them to investigate the construction of knowledge about geographical space and the environment. In this way, it is expected to contribute to better educational research on the spontaneous conceptions of students, adolescents and young people in relation to spatial identities, citizen education and the relevance of geographical education to promote investigative attitudes about everyday problems.

For it in the subject of Investigation in Didactics of the Geography HE try analyze the epistemological currents and concrete ways of representing through concepts the elements and factors that constitute geographical phenomena.

He aim of the subject is contribute to the training of the student body assistant for that be able to investigate in the areas of the space geographical, of such manner that can propose problematic research and innovation activities that improve the quality of the school system.

In the specific case of Research in the Didactics of Geography, emphasis will be placed on research made in the conceptions spontaneous of the society (in special, of the students) with respect to the territories and the way of conceiving and programming the school curriculum.

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 necessary that the students who enroll in this module master the basic concepts of the subjects of Geography and Social Sciences, since it is impossible to investigate the geographical space without these requirements.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

2157 - Master's degree in Research in Subject Didactics

- Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
- To be able to integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- Know how to communicate your conclusions (and the underlying knowledge and reasons) to both specialist and non-specialist audiences in a clear and unambiguous way.
- Possess the learning skills that will allow them to continue studying in a way that will be largely self-directed or autonomous.
- 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.
- 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.
- Search and synthesise information on research results in bibliographic, material, virtual, etc. repertoires useful to support a new research project.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

At the end of the course, the student is expected to be able to:

- Know the investigation in didactics of the Sciences Social (Geography) and he development of the main areas of such investigations.
- Use the knowledge of the investigation educational in didactics of the Geography for generate school innovation through didactic proposals.
- Define some problem of investigation in relationship with the questions that HE do teaching professionals and, in addition, know how to formulate hypotheses and a research methodology that help to solve said obstacles.
- Develop teaching guidelines to better understand the territory.
- Formulate Projects of investigation interdisciplinary taking advantage the characteristics specific of the construction of geographical knowledge.

DESCRIPTION OF CONTENTS

1. Research in Geography Didactics

1.1. The field of Geography Didactics: training and recent state of research
1.2. Geographic literacy: learning paths for the construction of geographic thinking in basic education. Curricular materials and alternative proposals from research and school innovation

2. Research methodologies on space as an educational environment: resources and tools

2.1. Didactic tools for civic education focusing on urban space
2.2. Didactic research on community space in a critical manner: counter-mapping

3. Evaluation of research on space as an educational environment

3.1. Introduction to research and quantitative methodology applied to the Didactics of Geography
3.2. Databases and online resources for research in the Didactics of Geography
3.3. The questionnaire as an evaluation instrument for geographic phenomena

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	42,00	100
Attendance at events and external activities	5,00	0
Study and independent work	128,00	0
TOTAL	**175,00**	

TEACHING METHODOLOGY

The teaching-learning process will be carried out through different levels:

- Theoretical-practical classes (mandatory attendance) where the meaningful reception teaching model will be used. They will provide basic information and promote activities that encourage he debate and the reflection criticism. The resources used in he classroom they will be to provision of the students in the Virtual Classroom.
- Workshops and activities of character practical as Departures, seminars, etc that complete explanations given in class.
- Tutoring individual and collective where HE will resolve issues relative to the classes and the different activities proposed.

EVALUATION

The assessment be keep going and global; will have a character counselor and formative; and will analyze the individual and collective learning processes. In it, the theoretical-practical activities will be valued, which include the common objectives and competencies as well as those specific to the area.

The qualification, the ultimate representation of the evaluation process, will reflect individual learning understood not only as the acquisition of knowledge, but as a process that has to do fundamentally with with the changes intellectuals and personal of the student body that it enable for the future teaching practice.

In consequence, the informations for show he learning they will be collected mainly through the following evaluation criteria:

- **Delivery of non-recoverable tasks that evaluate the periodic monitoring of the student's progress, their attendance and active participation in the classroom and outside of it, and derive from a guide of activities in which the contents, objectives and competences of the guide are specified. teacher (30%).** These works are non-recoverable and include the resolution of specific tasks (oral presentations, questionnaires, classroom practices) in accordance with the provisions of the components general of the guide teacher. As minimum a 10% of are tasks they will have a single rating.
- **Delivery of recoverable tasks that evaluate the periodic monitoring of the student's progress, derived from a guide of activities in which the contents, objectives are specified. and skills of the guide teacher (70 %).** These jobs have character recoverable and understand the resolution of specific tasks. At least 20% of these tasks will have an individual grade.

In the case of students who do not attend class regularly, they will not be eligible for continuous evaluation and will take 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 raised will be duly argued, with bibliographical references and will contemplate all the theoretical-practical learning taught in the subject. For this first and second announcement HE will keep the qualification of non-retrievable jobs delivered.

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

Basic

- CARDONA, M.C. (2002). Introducción a los Métodos de Investigación en Educación. EOS.
DE MIGUEL, R. (2018). Geografía y tiempo contemporáneo: educación geográfica y enseñanza de las ciencias sociales para el mundo global. REIDICS, Revista de Investigación en Didáctica de las Ciencias Sociales, 2, 36-54. https://doi.org/10.17398/2531-0968.02.36
MARRÓN, M.J. y MORENO, A. (1995). Enseñar geografía: de la teoría a la práctica. Síntesis.
MCMILLAN, J.H. y SCHUMACHER, S. (2005). Investigación educativa (5ªed.). Pearson.
SOUTO, X. M. (2023). Entre el decir y el hacer: La construcción de un programa de investigación sobre la praxis escolar. Ar@cne. Revista Electrónica de Recursos en Internet sobre Geografía y Ciencias Sociales, 27. https://doi.org/10.1344/ara2023.279.42667