Universidad de Valladolid

Course Syllabus

Course	Geographic, Historical and Citizenship Education for the 21s Century
Module	MODULE # 05: Social and civic competencies
Degree	International Semester on Education

Plan Code	904	**Course Code**	75045
Teaching period	Second semester	**Type**	Compulsory
Level	Degree	**Academic Year**	2019/20

ECTS	2,5 ECTS
Language	English
Lecturers	Diego Miguel Revilla
Department	Didáctica de las Ciencias Experimentales, Sociales y de la Matemática. (Experimental Sciences, Social Sciences and Mathematics Didactics)
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1. General scope

The development of key competences, their validation and the provision of competence-oriented education, training and learning should be supported by establishing good practices for better support of educational staff in their tasks and improving their education, for updating assessment and validation methods and tools, and for introducing new and innovative forms of teaching and learning.

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood and other communities.

The key competences are all considered equally important; each of them contributes to a successful life in society. Competences can be applied in many different contexts and in a variety of combinations. They overlap and interlock; aspects essential to one domain will support competence in another. Skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences.

1.1 Context

Taking into account many of the significant changes that have taken place in the world in the last few decades, a new concept of citizenship has steadily acquired a distinct, but key role in modeling our concept of society.

From this point of view, the way disciplines such as History and Geography are taught in schools can greatly determine these conceptions, providing a way for students to understand and critically interpret the past and their own context, but also to be actively involved in aspects such as democratic participation. Focusing on a more reflexive and a competence-based approach when teaching these disciplines can facilitate a more engaging teaching practice, always with the intention of developing students' historical and geographical thinking.

1.2 Relation with other courses

This course is included in the "set of subjects" oriented by the European Council Recommendation on key competences for lifelong learning (2018). The list of courses developed in this semester are interlinked, and everyone is part of the integrated project that every student have to develop as a whole. In this sense, this course is related into the international semester as a key competence for the building to the European citizenship through this integrated strategy of initial or permanent teacher training for the primary and/or secondary school.

1.3 Prerequisites

Fluency in English is expected (B2 Level).

2. Competences

2.1 General

The course focuses on the social and civic competences, as described by the European Framework of Key Competences for Lifelong Learning. They are defined as the ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.

2.2 Specific

The course will promote those competences that are specific to historical, geographic and citizenship education.

3. Learning Outcomes

The students will be able to:

- Acquire an understanding of the evolution of the idea of citizenship, and will be able to question the different meanings of the concept, as well as its evolution over time.
- Understand the concept of citizenship education, and to distinguish it from other institutional approaches, such as civic education.
- Consider the opportunities and challenges of citizenship education, as well as its relation with social studies disciplines such as history and geography.
- Consider the different ways history can be used in today's society, and compare the diverse approaches to history education.

- Be initiated to the different historical thinking concepts, in order for them to apply them critically in their lessons for a more comprehensive understanding.
- Contrast different types of history and geography education applied methodologies, researching and proposing new ways to introduce complex concepts in their educational practice.
- Differentiate how geography has evolved as a subject in the last decades, understanding the new approaches to geography education.
- Design different activities that will allow them to tackle controversial or difficult topics in the classroom.
- Discuss how to promote the idea of citizenship in primary and secondary education while also developing students' critical thinking.
- Engage with each other, considering and discussing their ideas and proposals.

4. Contents

- Rethinking the role of social studies
    - From the 20th to the 21st century: changes and transformations
    - A new concept of citizenship in a globalized world
    - The time for education: challenges and opportunities

- The role of history education
    - Uses of the past: tradition, appropriation, inquiry
    - Second-order concepts and the rise of historical thinking
    - Critical approaches to history education

- The role of geography education
    - The conceptualization of geography as a subject
    - The nature of geographical thinking
    - Critical approaches to geography education

- Citizenship education for the 21st century
    - Curricular and institutional visions for citizenship education
    - Examining key concepts and social issues from a citizenship framework
    - The social studies curriculum in practice: new approaches and implications for citizenship education

5. Methodology

The course will be structured in such a way that students are able to attend to the lectures and participate actively in them. In order for students to prepare these theoretical lessons beforehand, they will be required to make a series of readings, including a selection of articles or book chapters that will be provided to them before each session. These materials (as well as videos, documents or any other resource) will be uploaded to the virtual learning environment offered by the University of Valladolid.

Additionally, students will be required to take part in practical lessons, were they will work in groups in collaborative assignments. By dealing with research tasks, public debates and expositions, students are expected to approach this course with an open mind and a willingness to participate and engage with each other.

6. Student dedication to the course

Classroom activities	Hours	Outside the classroom	Hours
Lectures	10	Autonomous work.	37,5
Practice sessions	15		
Total in the classroom	**25**	Total outside the classroom	**37,5**

7. Grading criteria

Evaluation	Percentage	Comments
Participation in class dynamics	25	Attendance is compulsory.
Practice activities	50	
Contribution to the integrated project	25	

Spanish Scale		ECTS Scale	Definition
9.0-10.0	Matrícula de honor	A+	Excellent with Honours
9.0-10.0	Sobresaliente	A	Excellent
8.0-8.9	Notable	B	VeryGood
7.0-7.9	Notable	C	Good
6.0-6.9	Aprobado	D	Satisfactory
5.0-5.9	Aprobado	E	Sufficient
0.0-4.9	Suspenso	FX/F	Fail

8. Basic references

Alan Metzger, S., & Harris, L. M. (Eds.). (2018). *The Wiley International Handbook of History Teaching and Learning*. New York: Wiley-Blackwell.

Barton, K. C., & Levstik, L. S. (2004). *Teaching History for the Common Good*. New Jersey: Lawrence Erlbaum Associates.

Brooks, C., Butt, G., & Fargher, M. (Eds.). (2017). *The Power of Geographical Thinking*. New York: Springer.

Carretero Rodríguez, M., Berger, S., & Grever, M. (Eds.). (2017). *Palgrave Handbook of Research in Historical Culture and Education*. London: Palgrave Macmillan.

Davies, I., Ho, L.-C., Kiwan, D., Peck, C., Peterson, A., Sant, E., & Waghid, Y. (Eds.). (2018). *The Palgrave Handbook of Global Citizenship and Education*. London: Palgrave Macmillan UK.

De Miguel, R., & Donert, K. (Eds.). (2014). *Innovative Learning Geography in Europe: New Challenges for the 21st Century*. Newcastle: Cambridge Scholars Publishing.

Lévesque, S. (2008). *Thinking Historically: Educating Students for the Twenty-First Century*. Toronto: University of Toronto Press.

Ross, E. W. (Ed.). (2014). *The Social Studies Curriculum. Purposes, Problems, and Possibilities* (4th ed.). New York: Suny Press.

Santisteban Fernández, A., Pagès Blanch, J., & Bravo, L. (2018). History Education and Global Citizenship Education. In I. Davies, L.-C. Ho, D. Kiwan, C. Peck, A. Peterson, E. Sant, & Y. Waghid (Eds.), *The Palgrave Handbook of Global Citizenship and Education* (pp. 457–472). London: Palgrave Macmillan UK.

Seixas, P., & Morton, T. (2013). *The Big Six Historical Thinking Concepts*. Toronto: Nelson.

Sharpe, B., Bahbahani, K., & Tu Huynh, N. (2007). *Teaching Geographical Thinking (Revised and expanded edition)*. Vancouver: The Critical Thinking Consortium.

Stipp, S., Gibson, L., Denos, M., Case, R., & Miles, J. (2017). *Teaching Historical Thinking*. Vancouver: The Critical Thinking Consortium.

van Boxtel, C., & van Drie, J. (2018). Historical Reasoning: Conceptualizations and Educational Applications. In S. Alan Metzger & L. M. Harris (Eds.), *The Wiley International Handbook of History Teaching and Learning* (pp. 149–176). New York: Wiley-Blackwell.

9. Final considerations

As said above, this semester is a cluster of training modules for initial or permanent teachers interested in introducing a complementary strategy of teaching within the core curriculum of primary and secondary schools. Therefore, the main purpose of the final project is to integrate all the courses' contents in a comprehensive way.