



## SOCIAL AND CIVIC COMPETENCIES

Title of the course	Geographic, Historical and Citizenship Education for the 21st Century
ECTS	2,5
Description	<p>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.</p>
Learning outcomes	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand the concept of citizenship education, and to distinguish it from other institutional approaches, such as civic education.</li> <li>• Consider the opportunities and challenges of citizenship education, as well as its relation with social studies disciplines such as history and geography.</li> <li>• Consider the different ways history can be used in today's society, and compare the diverse approaches to history education.</li> <li>• Be initiated to the different historical thinking concepts, in order for them to apply them critically in their lessons for a more comprehensive understanding.</li> <li>• Contrast different types of history and geography education applied methodologies, researching and proposing new ways to introduce complex concepts in their educational practice.</li> <li>• Differentiate how geography has evolved as a subject in the last decades, understanding the new approaches to geography education.</li> <li>• Design different activities that will allow them to tackle controversial or difficult topics in the classroom.</li> <li>• Discuss how to promote the idea of citizenship in primary and secondary education while also developing students' critical thinking.</li> <li>• Engage with each other, considering and discussing their ideas and proposals.</li> </ul>
Contents	<ol style="list-style-type: none"> <li>1. Rethinking the role of social studies             <ul style="list-style-type: none"> <li>○ From the 20th to the 21st century: changes and transformations</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>○ A new concept of citizenship in a globalized world</li> <li>○ The time for education: challenges and opportunities</li> </ul> <p>2. The role of history education</p> <ul style="list-style-type: none"> <li>○ Uses of the past: tradition, appropriation, inquiry</li> <li>○ Second-order concepts and the rise of historical thinking</li> <li>○ Critical approaches to history education</li> </ul> <p>3. The role of geography education</p> <ul style="list-style-type: none"> <li>○ The conceptualization of geography as a subject</li> <li>○ The nature of geographical thinking</li> <li>○ Critical approaches to geography education</li> </ul> <p>4. Citizenship education for the 21st century</p> <ul style="list-style-type: none"> <li>○ Curricular and institutional visions for citizenship education</li> <li>○ Examining key concepts and social issues from a citizenship framework</li> <li>○ The social studies curriculum in practice: new approaches and implications for citizenship education</li> </ul>
<p><b>Methodology</b></p>	<p>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.</p> <p>Additionally, students will be required to take part in practical lessons, where 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.</p>
<p><b>Evaluation</b></p>	<p>Lesson plan integrating all the eight key competences. Written in English, a maximum of 5000 words. Public exposition and debate.</p>
<p><b>Bibliography</b></p>	<p>Brooks, C., Butt, G., &amp; Fargher, M. (Eds.). (2017). <i>The Power of Geographical Thinking</i>. New York: Springer.</p> <p>Carretero Rodríguez, M., Berger, S., &amp; Grever, M. (Eds.). (2017). <i>Palgrave Handbook of Research in Historical Culture and Education</i>. London: Palgrave Macmillan.</p> <p>Davies, I., Ho, L.-C., Kiwan, D., Peck, C., Peterson, A., Sant, E., &amp; Waghid, Y. (Eds.) (2018). <i>The Palgrave Handbook of Global Citizenship and Education</i>. London: Palgrave Macmillan UK.</p> <p>Ross, E. W. (Ed.) (2014). <i>The Social Studies Curriculum. Purposes, Problems, and Possibilities</i> (4th ed.). New York: Suny Press.</p> <p>Seixas, P., &amp; Morton, T. (2012). <i>The Big Six Historical Thinking Concepts</i>. Toronto: Nelson.</p>