COURSE GUIDE

Didactics of Experimental Sciences 2 (2561139)

Approval date: 24/06/2025

Grado (Bachelor's Degree)	Grado en Educación Primaria (Bilingüe)	Branch	Social and Legal Sciences
Module	Enseñanza y Aprendizaje de las Ciencias Experimentales	Subject	Didáctica de las Ciencias Experimentales II

Year of study	3º	Semester	2º	ECTS Credits	6	Course type	Compulsory course

PREREQUISITES AND RECOMMENDATIONS

- Basic mathematical knowledge and control of correct vocabulary about Life Sciences (crucial).
- Basic knowledge about evolutionary psychology, of pedagogical character and in relation with the autonomic and national educative legislation (recommendable).
- Following the current policy in the University of Granada regarding the Health and Safety Regulations (Ley de Prevención de Riesgos Laborales y RD 664/1997), it is an indispensable requirement to use a labcoat to access the labs. Therefore, each student shall bring their own labcoat for the seminars.
- At least a B1 CEFR in English language (Common European Framework of Reference for Languages) is strongly recommended.

BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)

- Basic principles of natural and physico-chemical sciences present in the school official syllabus for Primary Education, and in agreement with its characteristics.
- Design, elaboration and evaluation of practical activities, experiences and teaching resources related to daily life, of scientific, social and technological interest, and in agreement with the school official syllabus for Primary Education and its characteristics.
- Design of activities of evaluation that help regulating the teaching-learning process in science and technology in the Primary Education classroom.
- Design of teaching sequences about sience and technology promoting attention to diversity, gender equality, sustainability and peace culture in the Primary Education classroom.

SKILLS

SUBJECT-SPECIFIC SKILLS

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- CE01 - Conocer las áreas curriculares de la Educación Primaria, la relación interdisciplinar entre ellas, los criterios de evaluación y el cuerpo de conocimientos didácticos en torno a los procedimientos de enseñanza y aprendizaje respectivos
- CE02 - Diseñar, planificar y evaluar procesos de enseñanza y aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro
- CE04 - Diseñar y regular espacios de aprendizaje en contextos de diversidad y que atiendan a la igualdad de género, a la equidad y al respeto a los derechos humanos que conformen los valores de la formación ciudadana
- CE09 - Valorar la responsabilidad individual y colectiva en la consecución de un futuro sostenible
- CE10 - Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes
- CE11 - Conocer y aplicar en las aulas las tecnologías de la información y de la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural
- CE37 - Comprender los principios básicos y las leyes fundamentales de las ciencias experimentales (Física, Química, Biología y Geología)
- CE38 - Conocer el currículo escolar de estas ciencias
- CE39 - Plantear y resolver problemas asociados con las ciencias a la vida cotidiana
- CE40 - Valorar las ciencias como un hecho cultural
- CE41 - Reconocer la mutua influencia entre ciencia, sociedad y desarrollo tecnológico, así como las conductas ciudadanas pertinentes, para procurar un futuro sostenible
- CE42 - Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover la adquisición de competencias básicas en los estudiantes
- CE54 - Valorar la relación entre matemáticas y ciencias como uno de los pilares del pensamiento científico
- CE61 - Fomentar la lectura y animar a escribir
- CE67 - Conocer el currículo escolar de la educación artística, en sus aspectos plástico, audiovisual y musical

LEARNING OUTCOMES

- To acquire basic formation in Didactics of Life Sciences at the level of Primary Education.
- To analyse the Life Sciences syllabus within the Spanish education system and potentially other foreign countries.
- To analyse the educational problems specific of the area and the proposed actions from the Didactics of Experimental Sciences to solve them.
- To complete and consolidate the knowledge about Life Sciences acquired in previous educational stages.
- To apply didactic knowledge to teaching-learning processes in Life Sciences.
- To know and apply didactic resources to teach Life Sciences.
- To program and rehearse activities for the discipline of Life Sciences for Primary Education.
- To use documental sources and information related to teaching-learning of Life Sciences.
- To recognise the scientific activity as a cultural contribution characterised by a rigorous methodology that differentiates it from other human disciplines and activities.
- To develop critical thinking and research spirit.
- To show knowledge and correct use of relevant vocabulary and expressions, in Spanish as well as in English, for Life Science teaching in Primary Education.

PLANNED LEARNING ACTIVITIES

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THEORY SYLLABUS

Basic concepts and scientific principles, teaching-learning issues, teaching resources and evaluation activities for Primary Education students will be covered in every of the following topics. The order of these topics may be altered due to organisation reasons.

- Introduction to children thinking and misconceptions about living beings.
- General introduction to the study of living beings.
- Nutrition function in living beings, with a specific focus on human beings.
- Relation function in living beings, with a specific focus on human beings.
- Reproduction function in living beings, with a specific focus on human beings.
- Origin and evolution of the diversity of life forms on planet Earth.
- Classification and identification of living organisms.
- Foundations of Ecology.

PRACTICAL SYLLABUS

Seminars, lab sessions and practical workshops may be carried out on different interest topics related to the course contents, with the aim of:

- using an assortment of technological resources to obtain suitable and varied documentation and reference materials, and/or
- deepening the knowledge on the topic, and/or
- expressing and reflecting at group level upon their achievements as students and future teachers, and/or
- designing didactic alternatives to the traditional teaching.

A series of lab sessions, workshops and/or fieldtrips are proposed as complementary experimental formation, such as:

- The use of stereoscopical lense as a tool for the Natural Science school lab. Observation of permanent and fresh samples of different origin.
- The use of optical microscope as a tool for the Natural Science school lab. Observation of samples of different origin.
- Basic principles of human nutrition. Use of tables of food composition. Calculations about a balanced diet.
- Elaboration of dychotomous keys as a basic principle of taxonomy and sistematics in Natural Sciences. Identification and classification of species in the different biological kingdoms.
- Elaboration of analogies for geological time and history of life. Fossils as didactic resources. Concept of fossil and fossilisation. Observation, identification and characterisation of fossils as proofs of evolution and didactic resources.
- Didactical interpretation of ecology concepts. Study of simple ecological parameters in urban and periurban environments.
- Participation as science monitor during scientific exhibitions directed to Primary Education students (ex. Science fairs, Science Week, etc).
- Visit to an external resource for scientific and/or environmental education (ex. Granada's Geopark, Fonelas Palaeontological Station, Parque de las Ciencias de Granada, Isla Verde-Alhendín, shool farms, etc)

Other possible classroom workshops and projects:

- Study of exploratory surveys of undergaduate and Primary Education students.
- Planning and didactic resolution of classroom situations: case studies.
- Performance and design of IBSE sequences and projects related to Life Sciences teaching-learning situations.
- Performance and design of Project Based Learning sequences related to Life Sciences teaching-learning situations.
- Design and implementation of CLIL activities related to Life Sciences in Primary

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Education.
- Exposition of Life Science contents in teaching contexts in Primary Education.
- Metacognitive evaluation of classroom exercises and activities.
- Textbooks analysis: contents, images and activities.
- Use of analogies and analogical models as a didactic resource.
- Fostering of respect for all living beings. Experiences of observation of life cycle of living organisms (animals and/or plants).
- Strategies for promoting a healthy and sustainable life style. Basic notions of first aids.
- Promotion of critical scientific thinking instead of pseudo-scientific explanations.
- Interdisciplinary relations with the maths syllabus in Primary Education.
- Development of debating skills and the use of proof and evidence in school contexts.
- Development of linguistic competence in Spanish and in English in the context of Life Sciences education.
- Use of ITCs for the teaching and learning of Life Sciences (including IA).
- Activities using Inmersive Virtual Reality and 3D printing.
- Activites on STEM and STEAM trends in Primary Education.
- Activities on the development of computational thinking in the discipline of Life Sciences.
- Activities on game-based learning related to Education for Sustainability.
- Activities on the importance of emotions in the teaching-learning of Life Sciences.
- Seminars, workshops and exhibitions within the frame of real education projects, such as "Crea, Innova, Educa".
- Intervention in educational centres using methodologies related to service-learning.

RECOMMENDED READING

ESSENTIAL READING

Apart from the following resources, Primary and Secondary Education textbooks on Natural Sciences may be used as additional resources.

References to follow the course in Spanish:

GONZÁLEZ GARCÍA, F. (Coord.) y col. (2015). Didáctica de las Ciencias para Educación Primaria. II. Ciencias de la Vida. Ediciones Pirámide.
GONZÁLEZ GARCÍA, F. (Coord.) y col. (2022). Didáctica de las Ciencias Experimentales II. Prácticas de Laboratorio. Colección Psicología. Ediciones Pirámide.

Recommended references:

ALLEN, M. (2014). Misconceptions in Primary Science. Open University Press.
ALLEN, M. (2016). The best ways to teach Primary Science. Open University Press.
ALLEN, M. (2020). Mitos y realidades de la Ciencia para maestros y estudiantes. Editorial Trillas.
AUDESIRK, T., AUDESIRK, G. y BYERS, B.E. (2008). Biología: La vida en la Tierra. Pearson Educación de México, S.A.
COUSO, D., JIMÉNEZ-LISO, M.R., REFOJO, C. y SACRISTÁN, J.A. (Coords.) (2020).Enseñando Ciencia con Ciencia. FECYT & Fundación Lilly. Penguin Random House. Available at: https://www.fecyt.es/es/publicacion/ensenando-ciencia-con-ciencia
PUJOL, R.M. (2003). Didáctica de las ciencias en la Educación Primaria. Editorial Síntesis.

COMPLEMENTARY READING

BENAYAS, J. y MARCÉN, C. (2019). Hacia una educación para la Sostenibilidad. 20 años después del Libro Blanco de la Educación Ambiental en España. Centro Nacional de Educación Ambiental (CENEAM), Organismo Autónomo Parques Nacionales, Ministerio para la Transición Ecológica.

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BLANCO, A. y LUPIÓN, T. (2015). La competencia científica en las aulas. Nueve propuestas didácticas. Andavira Editora.
BURNIE, D. (2010). La vida de los animales. San Pablo Editorial.
CANO, S. y GASCÓ, F. (2018). Jurásico Total 1 - Perdidos sin wifi. Alfaguara.
CAÑAL DE LEÓN, P. (2005). La nutrición de las plantas: enseñanza y aprendizaje.Editorial Síntesis.
CAÑAS, A., MARTÍN-DÍAZ, M.J. y NIEDA, J. (2007). Competencia en el conocimiento y la interacción con el mundo físico. La competencia científica. Alianza Editorial.
CHALMERS, A.F. (1990). ¿Qué es esa cosa llamada ciencia? Siglo XXI
CÍVICO, I. y PARRA, S. (2018). Las chicas son de ciencias: 25 científicas que cambiaron en mundo. Editorial Montena.
COHRSSEN, C. y GARVIS, S. (Eds.). (2021). Embedding STEAM in Early Childhood Education and Care. Springer International Publishing.
DE MANUEL TORRES, E. (2004). Los objetos reales en el aula. Arial.
DRIVER, R., GUESNE, E. y TIBERGHIEN, A. (1989). Ideas científicas en la infancia y la adolescencia. Ministerio de Educación y Cultura / Morata.
ENDERLE, P., BICKEL, R., GLEIM, L., GRANGER, E., GROOMS, J., HESTER, M. y SOUTHERLAND, S.A. (2015). Argument-driven inquiry in life science: Lab investigations for grades 6-8. National Science Teachers Association Press.
EVAGOROU, M., NIELSEN, J.A. y DILLON, J. (2020). Science Teacher Education for Responsible Citizenship: Towards a Pedagogy for Relevance Through Socioscientific. Issues (Vol. 52). Springer Nature.
EZQUERRA, Á., FERNÁNDEZ-CARRO, R., VÍLCHEZ, J.E. y VÍLCHEZ-GONZÁLEZ, J.M.(2022). Aprendiendo a buscar ciencia en la sociedad: recursos didácticos para el profesorado. Pirámide.
FERNÁNDEZ, M.C. y LÓPEZ PALOMO, V. (1984). Los vegetales y el microscopio. Anaya.
FLINN, E. & MULLIGAN, A. (2022). Ideas STEM para Primaria: más de 60 actividades que combinan matemáticas, ciencia, diseño y tecnología. Narcea.
FRESNEDA, C. (2020). Ecohéroes: 100 voces por la salud del planeta. RBA.
FRIEDL, A.E. (2000). Enseñar ciencias a los niños. Gedisa Editorial.
FROSCHAUER, L. (Ed.). (2016). Bringing STEM to the elementary classroom. National Science Teachers Association Press.
GALLEGOS DÍAZ, J.A. (2002). Nociones de geología y biología para magisterio. GEU.
GARCÍA GARCÍA, J.L. (coord.). (1983). Experiencias básicas en la enseñanza de las Ciencias de la naturaleza. ICE.
GONZÁLEZ GARCÍA, J.A. y ENRIQUE, C. (2010). Paseos botánicos por la ciudad de Melilla.GEEPP Ediciones.
GONZÁLEZ GARCÍA, J.A., ENRIQUE, C. y PAREDES, P. (2020). Guías de campo de la flora y fauna de Melilla para Educación Primaria (Vol 1-5). GEEPP Ediciones.
GONZÁLEZ GARCÍA, J.A., PAREDES, P. y ENRIQUE, C. (2021). Guía de campo de la geología de Melilla para ESO y Bachillerato. GEEPP Ediciones.
GRECA DUNFRAC, I.M. y MENESES VILLAGRA, J.A. (Coords.) (2018). Proyectos STEAM para la Educación Primaria. Dextra.
GUTIÉRREZ RODILLA, B. (2005). El lenguaje de las ciencias. Gredos.
HIERREZUELO, J. y MONTERO, A. (1991). La Ciencia de los alumnos. Elzevir.
JIMÉNEZ ALEIXANDRE, M.P. (coord.). (2003). Enseñar ciencias. Graó.
KAHN, S. (2019). It's Still Debatable!: Using Socioscientific Issues to Develop Scientific Literacy, K-5. National Science Teachers Association Press.
KEELEY, P. (2011). Uncovering student ideas in life science (Vol. 1). National Science Teachers Association Press.
LOESCHNIG, L.V. (2001). Experimentos sencillos de biología y geología. Oniro.
OSBORNE, R. y FREYBERG, P. (1998). El aprendizaje de las ciencias. Narcea.
PERALES, F.J. y CAÑAL, P. (Dir.) (2000). Didáctica de las Ciencias Experimentales. Marfil.
POZO, J.I. y GÓMEZ CRESPO, M.A. (1998). Aprender y enseñar ciencia. Ediciones Morata.
RUDOLPH, J.L. (2019). How we teach science. What´s changed and why it matters. Harvard

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University Press.
SÁNCHEZ, M.I. y PALOMAR, A. (1986). El laboratorio de Ciencias Naturales. Penthalon.
SANMARTÍ, N. (2002). Didáctica de las ciencias en la educación secundaria obligatoria. Síntesis.
SOLER, M.A. (1999). Didáctica multisensorial de las ciencias. Paidós.

RECOMMENDED LEARNING RESOURCES/TOOLS

Some journals on Education Research
ENSEÑANZA DE LAS CIENCIAS: https://ensciencias.uab.es/issue/archive/ Revista de Didáctica de las Ciencias Experimentales (Universidad Autónoma de Barcelona, Universidad de Valencia).
EUREKA: https://revistas.uca.es/index.php/eureka/issue/archive/ Revista sobre enseñanza y divulgación de las Ciencias (Universidad de Cádiz).
REEC: http://reec.uvigo.es/REEC/spanish/REEC_older_es.htm Revista Electrónica de Enseñanza de las Ciencias (Universidad de Vigo).
ALAMBIQUE: https://www.grao.com/revistas/revista-alambique/ Revista de Didáctica de las Ciencias Experimentales (Universidad de La Coruña, Universidad de Almería).
SCIENCE IN SCHOOL: http://www.scienceinschool.org/
SCIENCE JOURNAL FOR KIDS AND TEENS: https://sciencejournalforkids.org/
FRONTIERS FOR YOUNG MINDS: https://www.frontiersin.org/
Some links with divulgation/outreach materials:
Divulgación Científica "Ciencia Abierta" Granada Hoy:
https://www.didacticacienciasugr.es/ciencia-abierta/
Compilation of science podcasts (in Spanish): https://naukas.com/2011/11/23/podcast-ciencia/
ASE resources by age and science topic (in English):
https://www.ase.org.uk/resources/
Compilation of BBC videos by age and science topic (in English):
https://www.bbc.com/bitesize/
Compilation of ABPI resources by age and science topic (in English):
https://www.abpischools.org.uk/
Compilation of NSTA resources [inglés]: https://www.nsta.org/
Compilation of resources by the "Granja-Escuela de Melilla" (in Spanish):
https://www.granjamelilla.es/
Shool journal "Reportero DOC" (in Spanish):
https://www.bayardeducacion.com/revista/reporterodoc

TEACHING METHODS

- MD01 - Aprendizaje cooperativo. Desarrollar aprendizajes activos y significativos de forma cooperativa.
- MD02 - Aprendizaje por proyectos. Realización de proyectos para la resolución de un problema, aplicando habilidades y conocimientos adquiridos.
- MD03 - Estudio de casos. Adquisición de aprendizajes mediante el análisis de casos reales o simulados.
- MD04 - Aprendizaje basado en problemas. Desarrollar aprendizajes activos a través de la resolución de problemas.

ASSESSMENT METHODS (Instruments, criteria and percentages)

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ORDINARY EXAMINATION DIET

ASSESSMENT INSTRUMENTS:
Written examinations: essays, short answer questions, multiple-choice questions, case analysis and solution, problem solving, questionnaires, etc.
Oral examination: presentations (individually or in groups), audiovisual production, interviews, debates, etc.
Record of progression: memories, reports, portfolios, diaries, forums, wiki, etc.
EVALUATION CRITERIA:
Continuous evaluation will be the evaluation by default, with a general character, for those students that attend regularly full group and small group lessons. It does not require a specific application.
It will be carried out as follows:

- EV-C1 (40-60%). Demonstration of mastery of theoretical-practical contents and critical elaboration of those contents with linguistic correction. It is a requirement to pass this section with at least a score of 5 marks out of 10 in order to add the scores from the rest of the evaluation criteria. There will be no eliminatory partial exams.
- EV-C2 (30-50%). Evaluation of activities on theoretical and/or practical contents, individually or in groups, considering the presentation, writing quality, clarity of ideas, structure and scientific level, linguistic correction, creativity, justification of the ideas, quality of the critical comments, adequacy of methodology and of selected references. It is a requirement to pass this section with at least a score of 5 marks out of 10 in order to add the scores from the rest of the evaluation criteria.
- EV-C3 (5-10%). Degree of implication and attitude shown in any individual or collective surveys, forums, presentations, debates, common tutorial sessions, etc.

In order to pass the course, it is a requirement to obtain, in total, at least a total score of 5 marks out of 10 in every section.

EXTRAORDINARY EXAMINATION DIET

Those students that have not passed the course in the ordinary diet exam will be allowed to take an extraordinary exam. This option will be available for any student, independently of having followed or not a continuous evaluation process.
It will be carried out as follows:

- EV-C1 (60-70%). Demonstration of mastery of conceptual and attitudinal theoretical-practical contents and critical elaboration of those contents with linguistic correction. It is a requirement to pass this section with at least a score of 5 marks out of 10 in order to add the scores from the rest of the evaluation criteria.
- EV-C2 (30-40%). Demonstration of mastery of procedural practical contents and critical elaboration of those contents with linguistic correction. For this evaluation, different instruments may be applied (report, portfolio, written or oral exam, etc)

In order to pass the course, the sum of the marks of both criteria must be at least 5 marks out of 10.

SINGLE FINAL ASSESSMENT (evaluación única final)

The Single Final Assessment (Evaluación Única Final) is for those students that can not follow a continuous process of evaluation for justified reasons (shown in the applicable legislation). The student must officially apply for it, addressing the application to the Head of Department during the first two weeks since the date of enrollment in the course. The application must include proof of enrollment date.
The Single Final Assessment (Evaluación Única final) will be carried out in a single academic act

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which will consist in:

- EV-C1 (60-70%). Demonstration of mastery of conceptual and attitudinal theoretical-practical contents and critical elaboration of those contents with linguistic correction. It is a requirement to pass this section with at least a score of 5 marks out of 10 in order to add the scores from the rest of the evaluation criteria.
- EV-C2 (30-40%). Demonstration of mastery of procedural practical contents and critical elaboration of those contents with linguistic correction. For this evaluation, different instruments may be applied (report, portfolio, written or oral exam, etc)

In order to pass the course, the sum of the marks of both criteria must be at least 5 marks out of 10.

ADDITIONAL INFORMATION

- It is the responsibility of the student to check PRADO (the moodle virtual learning platform) frequently, in order to be informed about the structure and timing of the course and any events or incidents.
- All information about class groups, seminars, grades and the exam calls will be uploaded to PRADO.
- Students will be required to learn the main terms and expressions related to the course both in Spanish and in English.
- The course will be taught and evaluated in English, although this is a bilingual course (Spanish-English), so the lecturer may also use Spanish at any point during the course and/or as part of the evaluation instruments, to ensure that a bilingual instruction is acquired.
- The tutoring/appointment hours may be used to perform activities related to the course.
- EMI and CLIL approaches (and any other English language-teaching related methodologies or approaches) may be used during the course and its evaluation.
- For those students with special needs (NEAE) that have communicated them officially to the University of Granada, the teaching methodologies and evaluation will be adapted, following the legislation (Artículo 11 de la Normativa de evaluación y de calificación de los estudiantes de la Universidad de Granada, publicada en el Boletín Oficial de la Universidad de Granada, nº 112, de 9 de noviembre de 2016).
- Once the revision period of exams is over, the final marks shall not be changed, except when there is evidence of a mechanical error in their transcription.
- The use of artificial inteligence tools in the context of this course will follow the policy of the UGR estated in the following document: "Documento de Recomendaciones para el uso de la Inteligencia Artificial en la Universidad de Granada", aprobado en la sesión ordinaria del Consejo de Gobierno de 16 de diciembre de 2024": https://ceprud.ugr.es/sites/centros/ceprud/public/ficheros/Recomendaciones_IA_en_UGR.pdf

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): Gestión de servicios y apoyos (https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad).

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