



## IDENTIFYING DATA

### Geography for teachers

Subject	Geography for teachers			
Code	P02G110V01907			
Study programme	Grado en Educación Infantil			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	2nd
Teaching language	Spanish			
Department				
Coordinator	Pazo Labrador, Alberto José			
Lecturers	Pazo Labrador, Alberto José			
E-mail	apazo@uvigo.es			
Web				
General description	It treats that the student purchase the knowledges, skills and necessary skills to have a geographic vision of the natural processes and humans. It treats also that the student develop his capacities of analysis and of synthesis and the space reasoning, useful for his professional training.			

## Training and Learning Results

Code	
A1	That the students have showed to possess and comprise knowledges in an area of study that splits of the base of the secondary education general, and is used to find to a level that, although it supports in books of text advanced, includes also some appearances that involve pertinent knowledges of the avant-garde of his field of study.
A2	That the students know to apply his knowledges to his work or vocation of a professional form and possess the competitions that are used to to show by means of the preparation and defence of arguments and the resolution of problems inside his area of study.
A3	That the students have the capacity to gather and interpret notable data (usually notable of índole social inside his area of study) to issue trials that include a reflection on subjects, scientific or ethical.
A4	That the students can transmit information, ideas, problems and solutions to a so much specialised public as no skilled.
A5	That the students have developed those skills of necessary learning to undertake back studies with a high degree of autonomy.
B1	Know the aims, contents curriculares and criteria of evaluation of the Childish Education.
B2	Promote and facilitate the learnings in the first infancy, from a perspective globalizadora and integradora of the different cognitive dimensions, emotional, psicomotora and volitiva.
B3	Design and regulate spaces of learning in contexts of diversity that attend to the singular educational needs of the students, to the equality of gender, to the equity and to the respect to the human rights.
B4	Boost the convivencia in the classroom and out of her and tackle the peaceful resolution of conflicts. Know observe systematically contexts of learning and convivencia and know reflexionar on them.
B5	Reflexionar In group on the acceptance of norms and the respect to the other. Promote the autonomy and the singularity of each student like factors of education of the emotions, the feelings and the values in the first infancy.
B7	Know the educational implications of the technologies of the information and the communication and, in particular, of the television in the first infancy.
B11	Reflexionar On the practices of classroom for innovar and improve the educational work Purchase habits and skills for the autonomous and cooperative learning and promote it in the students.
B12	Comprise the function, the possibilities and the limits of the education in the current society and the fundamental competitions that affect to the schools of childish education and to his professionals. Know models of improvement of the quality with application to the educational centres.
C13	Analyse and incorporate of critical form the most notable questions of the current society that affect to the familiar and school education: social and educational impact of the audiovisual languages and of the screens; changes in the relations of gender and *intergeneracionales; multiculturalidad and interculturalidad; discrimination and social inclusion and sustainable development.
C24	Dominate the technicians of observation and register.
C29	Value the importance of the work in team.

C34	Know didactic strategies to develop numerical representations and space notions, geometrical and of logical development.
C36	Know the scientific methodology and promote the scientific thought and the experimentation.
C37	Purchase knowledges on the evolution of the thought, the habits, the beliefs and the social movements and politicians along the history.
C39	Elaborate didactic proposals in relation with the interaction science, technical, society and sustainable development.
C40	Promote the interest and the respect by the half natural, social and cultural through suitable didactic projects.
C41	Boost experiences of initiation to the technologies of the information and the communication.
C44	Know and dominate technicians of oral expression and written.
D1	Capacity of analysis and synthesis
D2	Capacity of organisation and planning
D3	oral and written Communication
D5	Knowledge of computer
D6	Capacity of management of the information
D7	Resolution of problems
D8	Takes of decisions
D9	Work in team
D12	Recognition of the diversity and multiculturalidad
D13	critical Reasoning
D14	ethical Commitment
D15	autonomous Learning
D16	Adaptation to new situations
D17	Creativity
D19	Knowledge of other cultures and habits
D21	Motivation by the quality
D22	Sensitivity by environmental subjects

### Expected results from this subject

Expected results from this subject	Training and Learning Results			
Purchase knowledges and understanding of a notable area of the curriculum of Childish Education	A1	B1	C24	D1 D3 D13 D14 D21 D22
Purchase the knowledges and the understanding to design and justify educational programmings	A2	B1 B11	C13 C36 C40	D1 D2 D3 D8 D9 D17
Know and apply the methods and technical own of the Geography in the study and space analysis and dominate the basic geographic vocabulary	A1 A4 A5	B11	C13 C24 C36 C40 C41 C44	D1 D2 D3 D5 D6 D7 D13 D22
Elaborate and evaluate resources for the education and the geographic learning	A2 A4	B2 B3 B11	C13 C36 C39 C40	D1 D2 D3 D5 D6 D17 D21
Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding competitions in the students	A2 A4	B7 B11	C29 C36 C40	D2 D3 D5 D8 D9 D17

Boost the democratic education of the citizenship and the practice of the social thought critic	A3	B5 B11	C13 C44	D1 D2 D3 D6 D17
I handle of the Tics of suitable form to the needs and levels of the Childish Education	A2 A4	B7	C34 C41	D5 D6 D9 D15 D16 D17
Expand the cultural training	A1 A2 A3 A4	B4 B11 B12	C13 C36 C37 C40	D1 D3 D12 D13 D14 D16 D19 D22

## Contents

### Topic

1. BLOCK 1: Situation and space representation	How it is the Earth? How we represented it? The need to know read and interpret maps
2. BLOCK 2. The geographic consequences of the natural processes	The natural system and his components. The geographic foundations of the diversity of natural landscapes
3. BLOCK 3. The geographic consequences of the human action	How many are and how distributed us? How we organised us? How it works the global system?

## Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	22.5	22.5	45
Mentored work	9	21	30
Previous studies	5	13	18
Problem solving	6	21	27
Essay questions exam	5	10	15
Problem and/or exercise solving	5	10	15

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

	Description
Lecturing	Exhibition of the contents of the matter, with support of audiovisual material and practical examples
Mentored work	Realisation, in group, of an exhaustive comment of a leaf of the Topographical Map
Previous studies	Reading and analysis of the material provided previously by the professor
Problem solving	Resolution of exercises; works with cartographic material; realisation, analysis and comment of charts; comments of text; analysis and realisation of resources; design of programmings

## Personalized assistance

### Methodologies Description

Mentored work	Resolution of doubts and problems that can go arising when making the works proposed, as well as make a more customised follow-up of the activities of learning, by means of mentoring face-to-face or virtual, through the email, virtual room, forums of moovi, etc.
Problem solving	Resolution of doubts and problems that can go arising when making the works proposed, as well as make a more customised follow-up of the activities of learning, by means of mentoring face-to-face or virtual, through the email, virtual room, forums of moovi, etc.
Previous studies	Resolution of doubts that pose the proportionate material to the student by means of mentoring face-to-face or virtual, through the email, virtual room, forums of moovi, etc.

## Assessment

Description		Qualification Training and Learning Results					
Mentored work	Presentation of the work made chord to the guidelines proposed. The results of learning expected are: - Know and apply the methods and technical own of the Geography in the study and space analysis and dominate the basic geographic vocabulary - Purchase the knowledges and the understanding to design and justify educational programmings - Handle of the Tics of suitable form to the needs and levels of the Childish Education	15	A1 A3 A4	B2 B3 B11	C29 C36 C39 C41	D1 D2 D3 D6 D7 D9 D13	
Previous studies	Assistance and participation in class The results of learning expected are: - Purchase knowledges and understanding of a notable area of the curriculum of Childish Education - Purchase the knowledges and the understanding to design and justify educational programmings - Know and apply the methods and technical own of the Geography in the study and space analysis and dominate the basic geographic vocabulary - Expand the cultural training	5	A1 A2 A4 A5	B1	C36 C37 C41 C44	D1 D2 D3 D8 D13 D22	
Problem solving	Presentation of the works made in the classroom (comments, reflections, analysis). The results of learning expected are: - Know and apply the methods and technical own of the Geography in the study and space analysis and dominate the basic geographic vocabulary - Elaborate and evaluate resources for the education and the geographic learning - Handle of the Tics of suitable form to the needs and levels of the Childish Education - Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding competitions in the students	10	A1 A3 A4	B11	C24 C29 C36 C41	D1 D2 D3 D6 D9 D13 D15	
Essay questions exam	Theoretical proofs on the basic concepts and contents of the program. The results of learning expected are: - Purchase knowledges and understanding of a notable area of the curriculum of Childish Education - Purchase the knowledges and the understanding to design and justify educational programmings - Know and apply the methods and technical own of the Geography in the study and space analysis and dominate the basic geographic vocabulary - Expand the cultural training	35	A1 A2 A4 A5	B1	C36 C37 C41 C44	D1 D2 D3 D8 D13 D22	
Problem and/or exercise solving	Practical proofs on appearances treated in the *temario. The results of learning expected are: - Know and apply the methods and technical own of the Geography in the study and space analysis and dominate the basic geographic vocabulary - Elaborate and evaluate resources for the education and the geographic learning - Purchase the knowledges and the understanding to design and justify educational programmings	35	A1 A3 A4	B11	C13 C34 C36	D1 D3 D7 D8 D13	

### Other comments on the Evaluation

Continuous assessment consists of theoretical and practical tests, classroom work, tutored work and other activities, which will be released. In the final (official) exam, the parts that are still pending, if applicable, will be taken. The overall assessment will be in the final (official) exam, where all the classroom activities not carried out by those who opt for this type of assessment will also be taken. In order to obtain a pass in the final grade, it is NECESSARY to have passed the theoretical and practical tests. The completion of the other activities on their own, even if numerically they allow it, will not be enough to obtain a pass in the final grade. In the same way, a pass in the theoretical-practical part will not be sufficient for the final pass without the completion and passing of the other activities.

The theoretical and practical tests will not be offset against each other for the final mark; the parts must be passed independently.

Only those students who have handed in a duly completed form within the first month and who regularly attend class, opting for continuous assessment, may take the partial theory-practical tests. Attendance to the B classes, for the continuous assessment, is compulsory.

In the second sitting, July, and other extraordinary sittings, an overall examination of the subject must be taken. The marks of any parts passed will not be retained. Only the marks for the B class activities will be retained if they have been carried out in the classroom. If these activities have not been done, they must be done in this exam.

All students, whether or not they attend the classrooms, have the right to be assessed (by means of an exam or in the manner established in the teaching guide). The same general assessment conditions apply to those students who, for whatever reason, are unable to attend class regularly.

The dates of the exams can be consulted on the Faculty's website, at the link <http://fcced.uvigo.es/es/docencia/examenes/>.

---

## Sources of information

### Basic Bibliography

AGUILERA ARILLA, M.J. y otros, **Geografía General I. Geografía Física**, UNED, 2013

AGUILERA ARILLA, M.J., **Geografía General II. Geografía Humana**, UNED, 2014

ALONSO, J. y otros, **Geografía. Curso de Acceso**, Centro de Estudios Ramón Areces, 2000

BIELZA DE ORY, V. (ed.), **Geografía General**, 3ª ed., Taurus, 1993

PAZO LABRADOR, A.J., **Nocións básicas de Xeografía Xeral Física para Mestres. As consecuencias humanas dos procesos naturais**, Servicio de Publicacións da Universidade de Vigo, 2007

TROITINO TORRALBA, N.L., **Geografía General**, Centro de Estudios Financieros, 2011

### Complementary Bibliography

ALBET, A. y BENEJAM, P., **Una Geografía Humana renovada. Lugares y regiones en un mundo global**, ICE de la Universitat Autònoma de Barcelona-Vicens, 2000

PLANS, P., **Geografía Física, Geografía Humana.**, EUNSA, 1993

ROMERO, J. (coord.), **Geografía Humana**, Ariel, 2004

ESTÉBANEZ, J. y otros (1992), **Geografía Humana**, Cátedra, 1992

LÓPEZ BERMÚDEZ, F. y otros, **Geografía Física**, Cátedra, 1992

ZÁRATE MARTÍN, M.A. y RUBIO BENITO, M.T., **Geografía Humana. Sociedad, Economía y Territorio**, Ed. Universitaria Ramón Areces, 2005

ZÁRATE MARTÍN, M.A. y RUBIO BENITO, M.T., **Glosario y prácticas de Geografía Humana.**, Ed. Universitaria Ramón Areces, 2006

ZÁRATE MARTÍN, M.A. y RUBIO BENITO, M.T., **Paisaje, Sociedad y Cultura en Geografía Humana**, Ed. Universitaria Ramón Areces, 2011

MURPHY, A.B., **Geografía. ¿Por qué importa?**, Alianza Editorial, 2020

PIQUERAS, J., **Introducción a la Geografía**, Universitat de Valencia, 2013

---

## Recommendations

### Subjects that continue the syllabus

Social sciences learning/P02G110V01601

### Subjects that are recommended to be taken simultaneously

Knowledge of the natural environment/P02G110V01901