

Updated On	2018/09/25																														
Curricular Year / Period	2018/19 / S1																														
Course	Educação Pré-Escolar																														
Curricular Unit	Cidadania na Educação de Infância																														
Language(s) of Instruction	Português --																														
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>4</th><th>100</th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td>35</td><td></td><td></td><td></td><td></td><td></td><td>15</td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral								4	100	T	TP	PL	S	TC	E	O	OT				35						15
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Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable.																														
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>Recognize current challenges in the process of citizenship building;</p> <ul style="list-style-type: none"> - To know how the difference was constructed, from concrete examples of the past and the present; - Emphasize the process of promoting democracy, and its values, through the School; - Understand the role of the School, particularly kindergarten, in promoting equal opportunities; - To understand the role of the School, in particular Kindergarten, in the formation of gender identity; - Mobilize and Operate knowledge for the construction of projects with a view to the development of citizenship; - Recognize the importance of personal, social and axiological training; - Distinguish rights and duties and design them within educational contexts in a perspective of equal opportunities. 																														
Syllabus	<p>1. State, School and Citizenship in educational modernity Socio-historical difference construction Structures of symbolic domination Cultural aspects "naturalized"</p> <p>2. Education and Citizenship: the inevitability of the relationship Democracy, Human Rights, Children's Rights Social cohesion solidarity Non-discrimination social justice Authenticity of Human Relations Collective individual identities Lifelong learning and practice of citizenship</p> <p>3. Citizenship and Equal Opportunities - Gender Formation of Gender Identity: "Being a Man", "Being a Woman" Gender and Curriculum in Childhood Education Promotion of equality in JI Stereotyped speeches Discursive deconstruction of the stereotype Organization space as a promoter of equality freedom and responsibility of the child Promotion of values and practices: dialogue, sharing of cooperation, mutual understanding</p> <p>4. O / A Educator the family and children Educational intervention Role of family and community Building the Democratic Society</p>																														
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>Classes will have a TP and OT character. The student will have at his disposal structured information, through presentations, supporting texts, multimedia projections, selected bibliography, etc. The problem situations that, based on the analysis of texts and other documents and with the use of varied media, will be evaluated, reflecting and debating critically taking into account the articulation of contents with the learning objectives to be developed. It stimulates the production of theoretical-practical research on the subject.</p>																														

	<p>2 - Period assessment</p> <p>The evaluation considers the quality and formal correction of the student's participation in the programmed activities; the results obtained in the products expressly prepared for the evaluation. Assessment products: a practical theoretical research work in small group (and its defense) (70%) and the presentation of 1 topic of the program previously selected by the student (and its presentation) (15% + 15%).</p> <p>3 - Examination assesement</p> <p>Yes.</p>
Bibliography	<p>1 - Main Bibliography</p> <p>Bibliografia principal Cardona, MJ, etal (2010) Guião Educação, Género Cidadania Pré-escolar Lisb: CIG Dahlberg, G, Moss, P, & Pence, A. (1999) Qualidade educação 1.ª infância SP: Artmed. Henriques, H, & Marchão, A. (2014) Educação de infância portuguesa e modelo de Reggio Emilia: promoção da igualdade de género a partir de práticas de investigação. In H. Díaz (Coord.). Influencias italianas en la educación española e iberoamericana (pp. 527-540). Salamanca FahrenHouse Ediciones. Marchão, A (2012) No JI e na escola do 1.º ciclo do Ensino Básico Gerir o Currículo e criar oportunidades para construir pensamento crítico Lisb: EdColibri. OliveiraFormosinho, T Kishimoto, & M Pinazza, Pedagogia(s) da Infância Dialogando com o passado Construindo o futuro SP: Artmed. Rodrigues, P (2003) Questões de género na infância marcas de identidade Lisb: IPIaget. Vicente, A (2000) Direitos das mulheres/Direitos Humanos Lisb CIG/ PCM Vieira, C (2006) É menino ou menina? Género e educação em contexto familiar Coimb: Ed Almedina</p> <p>2 - Complementary Bibliography</p>
Special Situations [Students with special status]	<p>1 - Period assessment - Students with special status</p> <p>Student workers, or to whom any specific regime (duly proven) applies, provided that they can not meet the criteria set out, should, at the beginning of the course's activities, agree with the teachers an adequate evaluation system.</p> <p>2 - Examination assesement - Students with special status</p> <p>Yes.</p>