

Updated On	2019/03/11																														
Curricular Year / Period	2018/19 / S2																														
Course	Educação Pré-Escolar																														
Curricular Unit	Contextos e Processos em 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>5</th><th>60</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>45</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								5	60	T	TP	PL	S	TC	E	O	OT				45						15
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Prerequisites [Curricular Units that must precede and specific entry competences]	Degree in Basic Education.																														
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<p>Objetivos</p> <p>To deepen knowledge, skills and competences on: Sociomoral and emotional development and education, as facilitators of the educational relationship. The role of different family and school environments in the child's development. Educational policies and organizational models in early childhood education.</p> <p>Instrumental skills: deepen knowledge about the processes of learning development in children; on the micro and macro contexts that influence these processes; mobilize this knowledge to delineate informed and inclusive pedagogical practices; analyze / synthesize documents from the UC area. At the methodological level, solve pedagogical problems ethically and analyze pedagogical problems from a scientific perspective. Interpersonal skills : cooperation and teamwork. Systemic skills : to reflect on the importance of macro and micro contexts in the development and learning of the child, adopt a reflexive, critical and research attitudes.</p>																														
Syllabus	<p>Sociomoral and emotional development and education: educational processes transversal to learning.</p> <ol style="list-style-type: none"> 1.1. Notions of development and learning 1.2. Social, moral and emotional development and education 1.3. Relations between children and relationships between children and adults. 1.4. Prevention of emotional and behavioral problems. 2. The role of microsystems in the development and learning of children 2.1 Contexts of development and socialization: the child between the family and the kindergarten. 2.2 Childhood education: a privileged context of competence development. 2.3. Evaluation of children in family and preschool contexts. 3. Educational policies and organization of pre-school institutions 3.1. Educational institutions, organizational realities 3.2. Strategic role of the educational project 3.3. The question of autonomy in the management and administration of educational institutions. 																														
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	<p>1 - Teaching methodologies</p> <p>Lectures; analysis and reflection tasks, to be carried out in groups or individually by students in the classroom; implementation of developmental and learning tools for children and their contexts (family and kindergarten); experimentation, design, development and analysis of small projects; thematic debates in the class; case studies, group problem solving and exploration of teaching materials. The guidance of the group work will be done during the hours of tutorial orientation.</p> <p>2 - Period assessment</p> <p>The evaluation of each student will take into consideration: oral and written participation throughout the classes; the written preparation of a reading sheet; a group report on the topics listed in the contents,</p>																														

	<p>revealing documentary research and / or reflective analysis of educational situations. The final grade will be the arithmetic mean of these 3 assessment components.</p> <p>3 - Examination assesement</p> <p>If the requirements of the frequency assessment are not met, or the final grade is less than 10, the students can aply for exam.</p>
Bibliography	<p>1 - Main Bibliography</p> <p>Alarcão, M. (2003). (Des)Equilíbrios Familiares. Lisboa, Quarteto</p> <p>Barroso, J. (1996). Autonomia e gestão das escolas. Lisboa, ME</p> <p>Barroso, J. (2005). Políticas educativas e organização escolar. Lisboa, UA</p> <p>CNE (2013). Estado da Educação 2012. Percursos Escolares. Lisboa, CNE</p> <p>Martins, M. J. D. (2013). Educação para os valores, desenvolvimento sociomoral e literatura infantojuvenil. Aprender. 33, 5 -10. Disponível em www.esep.pt</p> <p>Martins, M. J. D. & Mogarro, M. J. (2010). A educação para a cidadania no século XXI. Revista Iberoamericana de Educação, 53, 185-202. Disponível em: http://www.rieoei.org/boletin53_1.htm</p> <p>Martins, M. J. D. & M. J. Branquinho (2008). Avaliação e intervenção educativa com vista à promoção da convivência social positiva entre crianças. Egiteana Sciencia. 3, 47-59.</p> <p>Mata, I. (2001). Psicologia do desenvolvimento e da aprendizagem. Lisboa: U. A.</p> <p>Miranda, G. & Bahia, S. (2005). (Orgs.) Psicologia da educação. Lisboa: Relógio d Água.</p> <p>Relvas, A. (1996). O Ciclo Vital da Família. Porto: Afrontamento</p> <p>Sousa, A. (2009). Avaliação do desenvolvimento da Criança. Porto: Horizonte</p> <p>Vasconcelos, T. et. al. (2003). Educação de Infância em Portugal. Situação e Contextos numa Perspetiva de Promoção de Equidade e Combate à Exclusão. Lisboa, CNE.</p> <p>2 - Complementary Bibliography</p> <p>Cacheiro, C., & Martins, M. J. D. (2012). Promoção de competências sócio-emocionais em crianças do 1.º ciclo do ensino básico. Revista Galego-Portuguesa de Psicoloxía e Educación, 20(1), 1138-1663.</p> <p>CASEL (2003). Safe and Sound. An educational leaders guide to evidence-based social and emotional learning (SEL) programs. (On-line). Disponível em http://www.casel.org. Extraído da www em 25/7/07.</p> <p>Franco, M. G. (2008). A gestão das emoções na sala de aula. Projecto de modificação das atitudes emocionais de um grupo de docentes do 1.º ciclo do ensino básico. Lisboa: Fundação Calouste Gulbenkian.</p> <p>Lopes, J., Rutherford, R., Cruz, M. Mathur, S., Quinn, M. (2006). Competências sociais: Aspetos comportamentais, emocionais e de aprendizagem. Braga: Psiquilíbrios</p> <p>Kog, M.; Moons; J., & Depont, L. (2004). Uma caixa cheia de emoções. Lisboa: Estúdio didáctico. (Revisão de M. Nabuco, & O. Ribeiro).</p> <p>Martins, M. J. D. & Figueira, A. C. (2015). Crianças em situação de risco social - A perceção dos docentes. In L. Mata et al. (Eds). Diversidade e Educação: Perspetivas Atuais. E book (pp. 38-53). ISBN 978-989-8384-33-1 Disponível on-line em: http://eventos.ispa.pt/xiiicoloquiopsicologiaeeducacao/files/2016/01/eBook_XIII_Coloquio_Internacional_Psicologia_e_Educacao_Junho2015.pdf</p>
Special Situations [Students with special status]	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>