

Updated On	2018/11/21																														
Curricular Year / Period	2018/19 / S1																														
Course	Educação e Protecção de Crianças e Jovens em Risco																														
Curricular Unit	Desenvolvimento infanto-juvenil, aprendizagem e sucesso escolar																														
Language(s) of Instruction	Português Inglês																														
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></th><th></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></td><td></td><td></td><td></td><td></td><td></td><td></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										T	TP	PL	S	TC	E	O	OT										
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Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>																															
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>1 To increase knowledge about development models</p> <p>2.To Increase knowledge about cognitive, psychosocial and emotional processes</p> <p>3. To understand the importance of attachment as development risk and protection factor</p> <p>4. To Increase knowledge about implications of developmental processes in learning</p> <p>5. To develop expertise in learning and school success.</p> <p>Instrumental skills – At the cognitive level to deep, build and mobilize knowledge about the process of development and its relationship with learning; To analyse and synthesize documents of the CU area, to be able to communicate orally and in writing these reviews and syntheses.</p> <p>Interpersonal skills: To increase self-awareness and self-regulation; to develop cooperation and teamwork.</p> <p>Systemic skills – To think about the complexity of human development and its implications for the learning processes and education; to understand and to operationalize the ecological model in education and psychosocial intervention.</p>																														
Syllabus	<p>(máximo 1000 caracteres)</p> <ol style="list-style-type: none"> 1. Biopsychosocial model of human development 2. Cognitive, social and emotional development. 3. Attachment and developmental processes in children and young people <ol style="list-style-type: none"> 3.1. Attachment as a perspective of the life cycle 3.2. Attachment and developmental changes in young people 3.3. Different patterns of attachment and its effects on psychosocial and emotional adjustment. 3.4. Personal ecologies of attachment relationships. 4. The development of personality 5. Psychosocial development, role of the peer group and school adjustment. 6. Basis of healthy development, implications for learning and prevention of failure and dropout. 6.1. Learning disabilities and behaviour problems. 6.2. Socio-cognitive variables of school success (causal attributions, locus of control, self-efficacy beliefs, intrinsic motivation) 7. Learning and school success <ol style="list-style-type: none"> 7.1. Cooperative and tutorial learning strategies 7.2. Organization and management of school discipline 																														
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>Lectures for transmitting information</p> <p>Thematic debates</p> <p>Group work by students: Analysis of theoretical texts.</p> <p>Analysis, reflection and synthesis of reference articles on the issues discussed in the sessions.</p> <p>The evaluation will be done through the development of a reflective portfolio of learning which will include the work, the synthesis of reference articles and reflections made during the semester. The final score is the result of the portfolio classification</p> <p>2 - Period assessment</p>																														

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Bibliography	<p>1 - Main Bibliography</p> <p>Bibliografia principal</p> <p>Bowlby, J. (1984). Apego. São Paulo: Martins Fontes</p> <p>Feldman, R. (2001). Compreender a psicologia. Lisboa: Mc Graw-Hill.</p> <p>Lourenço, O. (1998). Psicologia do desenvolvimento moral. Teoria, dados e implicações. Coimbra: Almedina</p> <p>Lourenço, O. (1997). Psicologia do desenvolvimento cognitivo. Teoria, dados e implicações. Coimbra: Almedina.</p> <p>Papalia, D., Olds, S. & Feldman, R. (2001). O mundo da criança. Lisboa: Mc Graw-Hill.</p> <p>Silva, A. (2004). Desenvolvimento de competências sociais nos adolescentes. Perspectiva de prevenção em saúde mental na adolescência. Lisboa: Climepsi.</p> <p>Sprinthall, N. & Collins, W. (1994). Psicologia do adolescente. Uma abordagem desenvolvimentista. Lisboa: F.C.G.</p> <p>Miranda, G. & Bahia, S. (2005). (Orgs.) Psicologia da educação. Temas de desenvolvimento, aprendizagem e ensino. Lisboa: Relógio d' Água.</p> <p>Lopes da Silva, A.; Duarte, A.; Veiga Simão, A. (2004). Aprendizagem auto-regulada pelo estudante. Perspectivas psicológicas e educacionais. Porto: Porto Editora.</p> <p>Almeida, L. (1993). Capacitar a escola para o sucesso: Orientações para a prática educativa. Vila Nova de gaia: Edipsico.</p> <p>Arends, R. (1995). Ensinar a aprender. Lisboa: McGraw-Hill.</p> <p>Diaz-Aguado, M. D. (2003). Educação intercultural e aprendizagem cooperativa. Porto: Porto Editora.</p> <p>Sprinthall, N. J. & Sprinthall, R. (1993). Psicologia educacional. Uma abordagem desenvolvimentista. Lisboa: McGraw-Hill.</p> <p>2 - Complementary Bibliography</p>
<p>Special Situations</p> <p>[Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>