

<b>Updated On</b>	2019/02/28																														
<b>Curricular Year / Period</b>	2018/19 / S1																														
<b>Course</b>	Educação Especial																														
<b>Curricular Unit</b>	Gestão Curricular e Diferenciação Pedagógica																														
<b>Language(s) of Instruction</b>	Português - Portuguese ---																														
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>7</th><th>175</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>15</td><td>30</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								7	175	T	TP	PL	S	TC	E	O	OT			15	30						15
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<b>Prerequisites</b> [Curricular Units that must precede and specific entry competences]	Not applicable																														
<b>Learning outcomes</b> [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<p>A) Reflecting the epistemology and curricular organization of Basic Education in Portugal.</p> <p>B) Build / reinforce curricular management competences that facilitate curricular adaptation projects that are oriented towards differentiation, integration and inclusion perspectives.</p> <p>C) Build / Reinforce curriculum management skills, namely in the definition and management of projects for inclusion through differentiation.</p> <p>D) Develop critical reflection attitudes that allow processes of reflection to / na / e on inclusive practices.</p> <p><b>Skills:</b></p> <p>To have knowledge about curricular policies and to articulate them with curricular management in educational contexts (meso and micro).</p> <p>Exercise scientific and reflection procedures in curriculum management and development.</p> <p>Mobilize interpersonal attitudes in the collaborative construction of projects for inclusion.</p> <p>Be able to analyze, design, execute and evaluate, projects for inclusion.</p>																														
<b>Syllabus</b>	<p>A) Diversity and inclusion curriculum - epistemology / paradigms of practical, ecological and inclusive rationality.</p> <p>B) School and curriculum in Portugal - contexts of decision, organization and curricular management.</p> <p>C) Curriculum management - principles and procedures for inclusion: Flexible management of the curriculum based on differentiation criteria; Curricular adaptations</p> <p>D) Importance and functioning of the educational community / of the educational teams in the differentiated and inclusive curricular management.</p>																														
<b>Teaching methodologies (including assessment)</b> [Specify the types of assessment and the weights and evaluation criteria]	<p><b>1 - Teaching methodologies</b></p> <p>Communication of the teacher and privilege of the group work in analysis / reflection processes, solving problems of organization / management of the curriculum in the prole of diversity / differentiation / inclusion. Discussion / reflexive analysis of cases experienced by the masters. Promotion team work / reflective discussion of the contents / themes / situations under analysis. Sharing of experiences between adults and contexts, to develop critical / reflexive attitudes necessary for inclusive curricular management processes. The exhibition is conjugated with different ways of teaching / learning: moments of discussion / reflection / sharing / research / investigation and relation with the experiences lived by students in professional or other situations. Different modes of learning / training are considered: material analysis, research / research, organization and group presentations. The results of the reflections / discussions / research / investigations / analysis of the contents appear in brainstorming.</p> <p><b>2 - Period assessment</b></p> <p>Evaluation: individual critical review (70%) to be carried out on bibliographic documentation provided by the teacher; group research work (30%) to be carried out on one of the contents of the program.</p> <p>Evaluation criteria: the capacity / competence of research, reflexive and critical analysis on the contents addressed, to demonstrate through the works and the participation in the classroom.</p>																														

	<p><b>3 - Examination assesement</b></p> <p>Yes.</p>
<p><b>Bibliography</b></p>	<p><b>1 - Main Bibliography</b></p> <p>CNE 2004 Saberes Básicos Todos Cidadãos Século XXI. Lisboa, CNE          COHEN, A., &amp; Fradique, J. (2018). Guia da autonomia e flexibilidade curricular. Lisboa: Raiz Editora.          COSME, A. (2018). Autonomia e flexibilidade curricular. Propostas e estratégias de ação. Porto: Porto Editora.          GOODSON, I 2001 Currículo Mudança Estudos na construção social currículo. Porto, Porto Editora.          LEITE C 2003 Para Escola Curricularmente Inteligente. Porto, Edições Asa.          LEITE C 2006 Mudanças Curriculares Portugal () Porto, Porto Editora          PACHECO J 2008 Organização Curricular Portuguesa Porto, Porto Editora          PACHECO J 2000 Políticas Integração Curricular Porto Editora          PERRENOUD P 2000 Pedagogia Diferenciada () Artmed          RIEF S etal 2000 Como Ensinar todos Alunos Sala Aula Inclusiva Porto Editora          RODRIGUES D 2001 Educação Diferença Valores Práticas Ed Inclusiva Porto Editora          RODRIGUES D 2003 Perspetivas sobre Inclusão()Porto Editora          ROLDÃO M 2003 Diferenciação Curricular Revisitada ()Porto Editora          SILVEIRA M etal 2005 Caminhos para Inclusão Humana. () Edições ASA          SOUSA F 2010 Diferenciação curricular deliberação docente Porto Editora          TOMLINSON C 2008 Diferenciação Pedagógica Diversidade () Porto Editora          TOMLINSON C etal 2002 Liderar Projetos Diferenciação Pedagógica Edições Asa          UNESCO 2004 Changing Teaching Practices using curriculum differentiation to respond to pupils diversity UNESCO</p> <p><b>2 - Complementary Bibliography</b></p>
<p><b>Special Situations</b> [Students with special status]</p>	<p><b>1 - Period assessment - Students with special status</b></p> <p>The student should contact the teacher in the first or second week of school activities to evaluate alternative forms of assessment.</p> <p><b>2 - Examination assesement - Students with special status</b></p> <p>Yes</p>