

Updated On	2021/05/06										
Curricular Year / Period	2020/21 / S2										
Course	Educação Pré-Escolar										
Curricular Unit	Didática do Conhecimento do Mundo na Educação Pré-Escolar										
Language(s) of Instruction	Português										
ECTS/tempo de trabalho (horas)	ECTS	Total	Horas de contacto semestral								
	7	175	T	TP	PL	S	TC	E	O	OT	EC
				60						20	
<p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>											
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Fernando António Trindade Rebola / fernando.rebola@ippportalegre.pt										
Other teachers (GDPR consent) <small>[complete name, email]</small>	Sérgio Luís Mocito Campos / scampos@ippportalegre.pt										
Other teachers (GDPR consent) <small>[complete name, email]</small>	Miguel José Sardica Garcia De Castro / miguelcastro@ippportalegre.pt										
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>The C.U. has as reference profiles, general and specific, of professional performance established for the early childhood educator. This C. U. aims to the study of current topics related to the teaching and learning of the Knowledge of the World area.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Analyze the guidelines and curriculum documents to the PSE; - Understand the cognitive processes involved in the construction of knowledge by the child; - Knowing the current trends in the didactic and pedagogical approach to Knowledge of the World (Natural Sciences and Hist., and Geo.) - Develop and operationalize activities and didactic sequences, pedagogically different, respecting the subjects and educational contexts; - Mobilize the resources of the environment and the community for learning situations; - To evaluate the performance of children in situations of learning, from a formative perspective. 										
Syllabus	<p>1 The area of the Knowledge of the World in Preschool Education</p> <p>1.1. Documents / curriculum guidelines (areas of knowledge, perspectives and purposes)</p> <p>1.2. Specific profile of educator professional performance (educator's skills)</p> <p>2.The child in preschool and the construction of scientific, geographical and historical knowledge</p> <p>3 Knowledge of the World in Pre-school education, from theory to practice:</p> <p>3.1. Practical activities: "What practices?", "How?" "Why?"</p> <p>3.2. Problem solving and project work;</p> <p>3.3. The narrative and the exploration of the ideas of the child: space, time and natural environment;</p> <p>3.4. Communication: verbal, nonverbal, and questioning;</p> <p>3.5. The assessment in diverse learning contexts;</p> <p>3.6. The promotion of literacy and education for citizenship;</p> <p>3.7. Documentation of children as the construction process of learning in Pedagogy-in-Participation.</p>										
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>The sessions include small group discussion, extended to the class, of texts and activities. Through research and guidance the student is supported in the development of a Project (PJ) that contemplates the conception / planning of educational activities in the KW area. The PJs are the object of</p>										

	<p>presentation / discussion in the class. These pedagogical dynamics are developed in person in the classroom and / or with resources to distance learning platforms and tools.</p> <p>2 - Period assessment</p> <p>The evaluation considers the quality of participation in the activities, with the results obtained in the products expressly prepared for evaluation. Evaluation products are: activities proposed / carried out during classes (40%); an individual PJ (60%). The final classification results from the weighted average of the classifications and includes the criteria: mention, at least, 4 structuring axes of the OCEP in the CM; identify / present / discuss a theory, at least, capable of proposing a scientific approach; identify / imagine a problem situation, plan / execute / evaluate; be autonomous in the construction of PJs in the KW area, involve resources of the environment / community and present the PC materiality</p> <p>3 - Examination assesement</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>Arends, R.(2008). Aprender a Ensinar. Lisboa:Mc Graw-Hill. Cardona M. (org.)(2010). Guião de Educação Género e Cidadania Pré-Escolar. Lisboa: CIG. Kieran, E. (1990). Estádios da Compreensão Histórica. Portalegre: ESEP. Kieran, E. (1992). O Desenvolvimento Educacional. Lisboa: Dom Quixote. Kieran, E. (1994). O Uso da Narrativa como Técnica de Ensino. Lisboa: Dom Quixote. Oliveira-Formosinho, J. & Gambôa, R(Orgs.)(2011). O Trabalho de Projeto na Pedagogia-Em-Participação.Porto: Porto Edit. Oliveira-Formosinho, J. (Org.)(2011). O Espaço e o Tempo na Pedagogia-em-Participação.Porto: Porto Edit. Pereira, S.(2012). Educação em Ciências em Contexto Pré-Escolar. Tese de Dout. em Did. e Form. Univ. Aveiro. Rebola, F. & Carreiro, F. (2018). A Criança, a Ciência e o Conhecimento do Mundo. Aprender, 38, 73-95. http://aprender.esep.pt/index.php/aprender/article/view/21/9 Spodek, B. e Saracho, O.(1998). Ensinando crianças de três a oito anos. Porto Alegre: Artmed.</p> <p>2 - Complementary Bibliography</p> <p>Teachers can indicate complementary bibliography throughout the semester.</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>