

| Updated On | 2021/11/15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------------|----|----|---|----|---|---|----|----|--|------|-------|-----------------------------|--|--|--|--|--|--|--|--|---|----|----|---|----|---|---|----|----|---|-----|---|----|---|---|---|---|---|---|---|
| Curricular Year / Period | 2021/22 / 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 rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>100</td> <td>0</td> <td>35</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <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> | | | | | | | | | | | ECTS | Total | Horas de contacto semestral | | | | | | | | | T | TP | PL | S | TC | E | O | OT | EC | 4 | 100 | 0 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ECTS | Total | Horas de contacto semestral | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | T | TP | PL | S | TC | E | O | OT | EC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 100 | 0 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher in charge (GDPR consent) <small>[complete name, email]</small> | Amélia De Jesus Gandum Marchão / ameliamarchao@ippportalegre.pt | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|---|---|
| | <p>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 correctness of the student's participation in the programmed activities (20% weighting) and in the results obtained in the products expressly prepared for the evaluation. Evaluation products: portfolio made individually with project proposal at EI and its defense (weighting of 80%).</p> <p>3 - Examination assesement</p> <p>Yes.</p> |
| <p>Bibliography</p> | <p>1 - Main Bibliography</p> <p>Bibliografia principal</p> <p>Henriques, H., & Marchão, A. (2020). O lugar e o estatuto da criança através do periódico "Cadernos de Educação de Infância". Revista Práxis Educacional. Vitória da Conquista, Bahia, Brasil, Volume 16(38), pp. 243-264. doi:https://doi.org/10.22481/praxisedu.v16i38.5999.</p> <p>Josephidou, J., & Bolshaw, P. (2020). Understanding gender and early childhood an introduction to the key debates. New York: Routledge.</p> <p>Madeira, C., & Marchão, A. (2020). Educação para a diversidade. Um projeto de investigação-ação centrado na solidariedade. Em F. Martins, L. Mota, & S. Espada (Edts.), A formação de professores e educadores: das políticas às práticas supervisionadas (pp. 10-23). Coimbra: Instituto Politécnico de Coimbra, Escola Superior de Educação. Obtido de https://www.esec.pt/sites/default/files/wysiwyg_files/a_formacao_de_professores_e_educadores.pdf.</p> <p>Marchão, A., & Henriques, H. (2019). Quando as crianças são escutadas e se envolvem nos processos de aprendizagem: À Maria podia dar uma boneca e uma bailarina de brincar e Ao Miguel podia dar um dinossauro e um carro. Em A. G. Ferreira, & L. Mota (Orgs.), Caminhos da educação de infância em Portugal: políticas e perspetivas contemporâneas, (pp. 159-181). Santo Tirso: De Facto Editores. ISBN: 978-989-855796-4.</p> <p>Marchão, A., & Henriques, H. (2020). Educating for the equality of genders opportunities. Em G. Carvalho, P. Palhares, F. Azevedo, & C. Parente (Coords), Improving children's learning and well-being (pp. 89-107). Braga: Centro de Investigação em Estudos da Criança, Instituto de Educação, Universidade do Minho.</p> <p>Shuey, E., & Kankaraš, M. (2018). The Power and Promise of Early Learning. OECD Education Working Papers, n. 186. Paris: OECD Publishing. Obtido de https://doi.org/10.1787/f9b2e53f-en.</p> <p>Silva (Coord), I., Marques, L., Mata, L., & Rosa, M. (2016). Orientações curriculares para a Educação Pré-escolar. Lisboa: Ministério da Educação.</p> <p>Referenciais portugueses no âmbito da Educação para a cidadania. Convenções: Direitos do Homem e Convenção da Criança.</p> <p>2 - Complementary Bibliography</p> |
| <p>Special Situations [Students with special status]</p> | <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> |