

Updated On	2022/11/18																																
Curricular Year / Period	2021/22 / S2																																
Course	Educação Básica																																
Curricular Unit	Intervenção em Contextos Educativos																																
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>10</th><th>250</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><th>EC</th></tr> </thead> <tbody> <tr> <td></td><td></td><td>0</td><td>0</td><td>0</td><td>30</td><td>0</td><td>80</td><td>0</td><td>15</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								10	250	T	TP	PL	S	TC	E	O	OT	EC			0	0	0	30	0	80	0	15	0
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Teacher in charge (GDPR consent) [complete name, email]	Graça Maria Gaspar Cebola / gracacebola@ipportalegre.pt																																
Teacher in charge (GDPR consent) [complete name, email]	Teresa De Lurdes Frutuoso Mendes / teresa.mendes@ipportalegre.pt																																
Prerequisites [Curricular Units that must precede and specific entry competences]																																	
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<p>Learning objectives: Build knowledge about professions in the field of education. Build knowledge about educational contexts in order to develop observation-cooperation and intervention responsive to the characteristics and requirements of these contexts, in general, and of the subjects, in particular. Reflect critically on the knowledge built and in the light of the theory-practice relationship. Develop procedures and ethical attitudes necessary for professions in the field of education.</p> <p>Knowledge, skills and competences: Conceptualize / interpret dimensions of knowledge of professions in the area of education, including the teaching profession. Characterize the educational environment. Apply data collection instruments that allow to know the educational contexts and to base the observation-cooperation-intervention to be developed. Plan educational-teaching actions. Interact as a team with the different actors in the educational-teaching processes. Adopt a critical stance in action planning and reflection on action.</p>																																
Syllabus	<p>1 Professions in the field of education. 1.1 Teaching profession: professional knowledge. 2 Profiles of professional teaching performance. 2.1. General profile of professional performance - Decree-Law 240/2001: 2.1.1. professional, social and ethical dimension; 2.1.2. development dimension of teaching and learning; 2.1.3. dimension of school participation and relationship with the community; 2.1.4. dimension of professional development throughout life. 2.2. Specific profiles of professional performance decree-law 241/2001: 2.2.1. Curriculum design and development. 2.2.2. Integration of the curriculum. 3. Plan and reflect the action in an educational / teaching context.</p>																																
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	<p>1 - Teaching methodologies</p> <p>The methodology is dynamic, interactive, cooperative. The student, in small groups, integrates in different educational contexts (20 hours / 4 weeks) and develops educational intervention supported</p>																																

	<p>by guidance, supervision, collecting data, analyzing, reflecting, planning: projects and situations of professional experimentation and educational situations of the everyday. This observation, cooperation and intervention, subject to the guidance of the cooperative members, is also accompanied by tutorials by the teachers who support, guide and supervise students in the development of projects and practices in an educational context. Planning and reflection take place in S and OT.</p> <p>2 - Period assessment</p> <p>The evaluation is dynamic: it presupposes a spirit of cooperation and personal development and transformation. It is systematic / continuous and includes: planification, intervention and reports. The evaluation reports are evaluated according to: the demonstration of the appropriation of necessary contents, built in the scope of the degree; the use of appropriate scientific, pedagogical and professional terminology.</p> <p>The intervention is evaluated according to the criteria contained in an instrument created for this purpose and to be filled by the cooperative and supervisory bodies.</p> <p>The final assessment includes the qualitative assessment of performance in educational contexts carried out by the person responsible / cooperating in the training.</p> <p>3 - Examination assesement</p> <p>Not applicable.</p>
Bibliography	<p>1 - Main Bibliography</p> <p>BERTRAM, T. & PASCAL, C. (2009). Manual DQP. Desenvolvendo a Qualidade em Parcerias. Lisboa, Ministério da Educação. (Coordenadora de Adaptação Júlia Oliveira Formosinho).</p> <p>CARDONA, M. J., MARQUES, R. (Coords.). (2008). Aprender e Ensinar no Jardim de Infância e na Escola. Chamusca, Edições Cosmos.</p> <p>DAHLBERG, G. et al (2007) Qualidade na Educação 1.ª Infância: perspetivas pós-modernas. PAlegre, Artmed</p> <p>ESTRELA, A. (2008). Teoria e Prática de Observação de Classes. Uma estratégia de formação de professores. Porto: Porto Editora.</p> <p>MARCHÃO, A. (2012). No Jardim de Infância e na Escola do 1.º Ciclo do Ensino Básico. Gerir o currículo e criar oportunidades para construir o pensamento crítico. Lisboa, Edições Colibri.</p> <p>OLIVEIRA-FORMOSINHO, J., KISHIMOTO, T. & PINAZZA, M. (Orgs). (2007). Pedagogia(s) da Infância. Dialogando com o passado. Construindo o futuro. Porto Alegre, Artmed Editora, S.A.</p> <p>SILVA, I. L. da (coord.), MARQUES, L., MATA, L. & ROSA, M. (2016). Orientações Curriculares para a Educação Pré-Escolar. Lisboa: Ministério da Educação / Direção-Geral da Educação (DGE)</p> <p>* Curriculum programs and goals, as well as essential learning, from the 1st and 2nd cycles of basic education - http://www.dge.mec.pt/ensino-basico</p> <p>Decree-Law No. 240/2001 of 30 August. Decree-Law No. 241/2001 of 30 August.</p> <p>2 - Complementary Bibliography</p> <p>ARENDS, R. (2008). Aprender a Ensinar. Lisboa: Mc Graw-Hill.</p> <p>COELHO, A (2004) Educação e cuidados em creche. Concetualizações de um grupo de educadoras Aveiro, UAveiro.</p> <p>COLOM, A.; DOMÍNGUEZ, E. & SARRAMONA, J. (2011). Formación básica para profesionales de la educación. Barcelona: Ariel.</p> <p>HOHMANN, M. & WEIKART, D. (1997). Educar a Criança. Lisboa, Fundação Calouste Gulbenkian.</p> <p>POST, J & HOHMANN, M. (2003). Educação de Bebés em Infantários... Lisboa, FCG.</p>
Special Situations [Students with special status]	<p>1 - Period assessment - Students with special status</p> <p>Not applicable.</p> <p>2 - Examination assesement - Students with special status</p> <p>Not applicable.</p>