

Updated On	2021/11/15																																
Curricular Year / Period	2021/22 / S1																																
Course	Educação Pré-Escolar																																
Curricular Unit	Avaliação em Educação de Infância																																
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>4</th><th>100</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>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> 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.	ECTS	Total	Horas de contacto semestral								4	100	T	TP	PL	S	TC	E	O	OT	EC			0	35	0	0	0	0	0	0	0
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4	100	T	TP	PL	S	TC	E	O	OT	EC																							
		0	35	0	0	0	0	0	0	0																							
Teacher in charge (GDPR consent) [complete name, email]	Amélia De Jesus Gandum Marchão / ameliamarchao@ipportalegre.pt																																
Prerequisites [Curricular Units that must precede and specific entry competences]	There isn't.																																
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	Learning Objectives: 1. Identify assessment as a core element of the curriculum and monitor the action and educational environment in pre-school education - curricular guidelines, space, time, children, group and their evaluation. 2. Build knowledge about assessment in childhood education and recognize it as a promoter of better organization and development of curriculum practice. 3. To know appropriate evaluation practices and to consider the child as the protagonist and with the right to participate in the environment of early childhood education. 4. To know alternative forms, procedures and instruments of evaluation in childhood education. 5. Construct a professional, investigative, reflexive and critical attitude about the importance of evaluation in IE and, in a generic way, on the professional development of the educators of childhood.																																
Syllabus	1. Assessment as a curriculum element and as a "monitoring" of the educational environment and pedagogical practices in the IE. 2. Normative framework of evaluation in IE. 3. Purposes of the evaluation in IE. 4. Principles of EI assessment. 5. Evaluation processes in IE. 6. Intervening in the evaluation in contexts of IE. 7. Dimensions of evaluation in EI 8. Evaluation procedures in EI (documentation: observation, interviews, narrative approaches, photographs, recordings, self-evaluation registers, children's portfolios, questionnaires ...). 9. EI-SAC and DQP specific programs and / or instruments.																																
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	1 - Teaching methodologies Methodologically, a participatory, reflexive and critical framework is promoted by student participation in research, analysis and critical-reflexive discussion of the contents presented by the teacher and enriched by the student's contributions, the result of a conjugated interaction supported by resources, materials and instruments available on different media - books, online documents: dissertations, theses, research reports on the evaluation in IE. 2 - Period assessment The evaluation is of the formative type and considers: the quality of student participation in the TP and OT sessions, the research and reflection carried out, the objectivity and clarity in the construction and presentation of requested work as well as the use of adequate scientific and professional language as a future childhood educator.																																

	Work to be done: 1 critical report on a dissertation or thesis made available in a scientific repository about the evaluation in IE - weight 4. Quality of participation in the sessions - weight 2. 3 - Examination assesement Yes.
Bibliography	1 - Main Bibliography Amâncio, L., & Oliveira, I. (2019). Avaliação e feedback. Desafios atuais. Lisboa: Universidade Aberta. Bertram, T. & Pascal, C. (2009). Desenvolvendo a Qualidade em Parcerias. Lisboa: Ministério da Educação/ Direção-Geral de Inovação e Desenvolvimento Curricular. Cardona, M. J., & Guimarães, C. (2012). Avaliação na educação de infância. Viseu: Psicosoma. Cardona, M. J., Silva, I., Liliana, M., & Rodrigues, P. (2021). Planear e avaliar na educação pré-escolar. Lisboa: Ministério da Educação/Direção-Geral da Educação (DGE). Cosme, A., et al. (2020). Avaliação das Aprendizagens. Propostas e Estratégias de Ação - Ensino Básico e Ensino Secundário. Porto: Porto Editora. Edwards, C., Gandini, L., & Forman, G. (2008). As cem linguagens da criança. A abordagem de Reggio Emilia na educação da primeira infância. Porto Alegre: Artmed. Kinney, P., & Wharton, P. (2009). Tornando visível a aprendizagem das crianças. Educação infantil em Reggio Emilia. Porto Alegre: Artmed. Laevers, F. (1994). The Leuven Involvement Scale for Young Children LIS-YC. Manual and video tape, experiencial education series, n.º 1. Leuven: Centre for Experimental Education. Marchão, A. & Fitas, A. (2014). A avaliação da aprendizagem na Educação Pré-escolar. O portefólio da criança. Revista Ibero-americana de Educação. Monográfico: Evaluación educativa: nuevos escenarios, tendencias y desafíos en el siglo XXI. N.º 64 (2014). (ISSN: 1022-6508), pp.27-41. https://rieoei.org/historico/documentos/RIE64.pdf 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. Marchão, A. (2018). Assessment in Pre-school Education. Em S. Esculcas (Ed.), Handbook guidelines for educators. Kiitos@21stCenturyPreschools - an integrated pedagogical approach (pp. 38-39). Ponte de Sor: Financiado pela European Commissions, Erasmus Plus Programme, under KA2 Cooperation. Obtido de https://8d77fc7e-99ed-4e76-8b58-76fa6cac05c2.filesusr.com/ugd/753e93_a4027265bb9e4a599d037d29551c3a86.pdf Mutschen, C. & Portugal, G. (2017). Avaliação em Creche. Crescendo com qualidade. Porto: Porto Editora. OLIVEIRA-FORMISINHO, J. (Org.). (2009). Desenvolvendo a Qualidade em Parcerias. Estudo de caso. Lisboa: Ministério da Educação. Oliveira-Formosinho, J. (2011). O Espaço e o Tempo na Pedagogia-em-Participação. Porto: Porto Editora. Oliveira-Formosinho, J., T. Kishimoto, & M. Pinazza (Orgs), Pedagogia(s) da Infância. dialogando com o passado. construindo o futuro. Porto Alegre: Artmed. Pascal, C., & Bertram, T. (2000). O projecto Desenvolvendo a Qualidade em Parcerias Sucessos e reflexões. Infância, Educação e Práticas, n.º 4, pp. 17-30. Portugal, G., & Laevers, F. (2018). Avaliação em Educação Pré-escolar. Sistema de acompanhamento das crianças. Porto: Porto Editora. 2 - Complementary Bibliography Norms and documentation in scientific repositories.
Special Situations [Students with special status]	1 - Period assessment - Students with special status 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 2 - Examination assesement - Students with special status Yes.