

Curricular Unit Form

(Document waiting approval
from Course Commission)

Updated On	2021/10/01																																
Curricular Year / Period	2021/22 / S2																																
Course	Educação Especial																																
Curricular Unit	Operacionalização da Educação Especial																																
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></th> <th></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></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></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											
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		T	TP	PL	S	TC	E	O	OT	EC																							
Teacher in charge (GDPR consent) [complete name, email]	Luísa Maria Serrano De Carvalho / luisacarvalho@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>To know, resources, services and the legal framework of IE.</p> <p>To reflect on the philosophy and principles of IE.</p> <p>To know the methodologies for the development of inclusive policies, practices and cultures</p> <p>To know and reflect on the role and functions of SE teachers.</p> <p>To understand the importance of collaborative work between stakeholders as well as the articulation of their roles and functions.</p> <p>To develop skills that allow an efficient intervention in collaboration with all stakeholders in the educational act.</p> <p>To outline, from the various theoretical conceptions, the intervention as a teacher of SE.</p> <p>To demonstrate knowledge about the importance of research for the development of good practices.</p> <p>To assume the culture of diversity as an indispensable value to educate in a school without exclusions.</p>																																
Syllabus	<p>Fundamentals of Inclusive Education and Special Education</p> <p>Historical and philosophical framework of the current policy of inclusive education and special education</p> <p>2. Current policy and legal framework.</p> <p>Legislation, Services and Resources</p> <p>Educational Responses: Educational Measures and Specific Modalities of Education.</p> <p>3. Change in schools: the role of the various actors</p> <p>Teachers and inclusion: attitudes, perceptions of competence and beliefs of self-efficacy</p> <p>Roles and functions of mainstream teachers in inclusive education</p> <p>Roles and roles of special education teachers in inclusion</p> <p>The role of School Director in the Development of Inclusion</p> <p>Cooperation between teachers. Collaborative models</p> <p>4. Methodology for Conducting Case Studies</p> <p>Definition and objectives; types of case study; procedures and data analysis; inferences and conclusions. Ethical dimension of case studies.</p>																																
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	<p>1 - Teaching methodologies</p> <p>An active, interactive, questioning and critical methodology is privileged, in which different modes of participation are combined: intervention by teachers, individual and group research work developed through the case study, which requires an approximation to professional contexts. The reflective / supervisory orientation of the professors who accompany the students' paths stands out. Different types of work are combined: Theoretical-practical, fieldwork and tutoring.</p> <p>All sessions will take place remotely on the Zoom platform, at the same time, starting on March 16.</p> <p>2 - Period assessment</p>																																

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	<p>Assessment: oral / written presentation / discussion of a case study (weighting 70%); critical / reflective reflection on the importance of UC for the professional path (weighting 30%). Assessment criteria: the ability / competence of research, interpretive and critical analysis of the variables studied, in a specific but also holistic perspective of EE, to be demonstrated through the work and participation in the class with presentation in digital environment on the zoom platform. The submission of written works will be made by email and / or by placing them on the available platforms PAE and / or moodle</p> <p>3 - Examination assesement</p>
Bibliography	<p>1 - Main Bibliography</p> <p>2 - Complementary Bibliography</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>