

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[3181200868] Didática Específica I		
Unit:	[3181200868] Specific Didactics I		
Plano / Plan:	2017/2018		
Curso / Course:	Ensino de Educação Visual e Tecnológica no Ensino Básico		
Grau / Diploma:	Mestre		
Departamento / Department:	CA - Comunicação e Arte		
Unidade Orgânica / Organic Unit:	Escola Superior de Educação de Viseu		
Área Científica / Scientific Area:	Didáticas Específicas - Educação Visual		
Ano Curricular / Curricular Year:	1		
Período / Term:	S1		
ECTS:	6		
Horas de Trabalho / Work Hours:	0162:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0075:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

Docente Responsável / Responsible Teaching

[2263] Ana Luísa Pinto Do Souto E Melo

Outros Docentes / Other Teaching

[400023] Carla Sofia Prata Ramos Pereira

Learning Outcomes of the Curricular Unit

Understand and distinguish the concepts of Didactics/Methodology/Teaching Method and its contribution to research, training and intervention in professional practice;

Know the legal historical framework of the teaching of arts and the technological area within the Portuguese education system;

Discuss the role of VE and ET in the curriculum and in the harmonious development of the individual and according to the documents they are based on today;

Justify the dimensions of teaching performance of the general and specific profile within the scope of teaching the two subjects, relating to the requirements of the current school;

Understand the contributions of Learning Theories, Education through Art and Design Pedagogy, among others, for the practice of teaching and evaluating the subjects;

Understand and correlate essential legal support documents for the practice of teaching disciplines;

Understand reflective practice, autonomy and curricular flexibility as a fundamental attitude in the integrated evolution of professional teaching knowledge, adapted to the demands of the current school;

Reveal capacity for research, analysis and synthesis that support research in education and teaching of the arts.

Learning Outcomes of the Curricular Unit (Lim:1000)

Understand and distinguish the concepts of Didactics/Methodology/Teaching Method and its contribution to research, training and intervention in professional practice;

Know the legal historical framework of the teaching of arts and the technological area within the Portuguese education system;

Discuss the role of VE and ET in the curriculum and in the harmonious development of the individual and according to the documents they are based on today;

Justify the dimensions of teaching performance of the general and specific profile and reflective practice, relating to the requirements of the current school;

Understand the contributions of Learning Theories, Education through Art and Design Pedagogy, among others, for the practice of teaching and evaluating the subjects;

Understand and correlate essential legal support documents for the practice of teaching disciplines;

Reveal capacity for research, analysis and synthesis that support research in education and teaching of the arts.

Bibliografia / Bibliography (Lim:1000)

Arends, R. (1995). Aprender a ensinar . Lisboa: Mc Graw-Hill.

Barbosa, A.M. (2005). Arte/ educação contemporânea: consonâncias internacionais. São Paulo: Cortez.

Eisner, E. (1991). The Enlightened Eye: Qualitive Enquiry and the Enhancement of Education Practice. New York. London: Macmillan Publishing.

Freire, P. (2010). Pedagogia da autonomia . S. Paulo: Paz e Terra.

Fróis, J. (Coord.) (2000). Educação Estética e Artística . Lisboa: Fundação Calouste Gulbenkian.

Ministério da Educação (2017). Perfil dos alunos à saída do ensino obrigatório . Lisboa, Ministério da Educação: Autor.

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Palmeirão, C., & Alves, J. M. (Coords.) (2017). Construir a autonomia e a flexibilidade curricular: os desafios das escolas e dos professores . Porto: Universidade Católica Portuguesa.

Zeichner, K. (1993). A Formação Reflexiva de professores: Ideias e Práticas . Lisboa: Educa.

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