

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[3181300249] Didáticas Específicas do 1.º CEB II [3181300249] Didactics of Primary Education II		
Plano / Plan:	2015/2016		
Curso / Course:	Ensino do 1.º Ciclo do Ensino Básico e de Matemática e Ciências Naturais no 2.º Ciclo do Ensino Básico		
Grau / Diploma:	Mestre		
Departamento / Department:	CEN - Ciências Exatas e Naturais		
Unidade Orgânica / Organic Unit:	Escola Superior de Educação de Viseu		
Área Científica / Scientific Area:	Didáticas Específicas		
Ano Curricular / Curricular Year:	1		
Período / Term:	S2		
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

[2048] João Manuel De Oliveira Rocha [2056] José Luís Menezes Correia ; [2130] Helena Margarida Dos Santos Vasconcelos Gomes ;

Outros Docentes / Other Teaching

[2045] João Augusto Guerra Rocha Nunes

[2048] João Manuel de Oliveira Rocha

[2060] Leandro Ricardo Nogueira Cavadas

[2216] Paulo Alexandre Mendes Ribeiro Eira

[2229] CATIA SOFIA NUNES RODRIGUES

[2251] Dulce Helena Morgado Raimundo Melão

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[400043] Luiz Cláudio de Almeida Queiroga

Learning Outcomes of the Curricular Unit

This curricular unit takes up and deepens the objectives of the curricular unit Didáticas Específicas do 1.º CEB I, emphasizing the planning and analysis of teaching and learning practices.

Students should therefore be able to:

- Mobilize and integrate their knowledge and experience of the various areas of training into teaching and learning.
- Analyze curricula and school programs for the 1st Cycle of Basic Education and plan teaching practice in the various subject areas
- Evaluate teaching and learning situations in the 1st Cycle of Basic Education.
- Analyze teaching practices and student learning processes, in a logic of research into one's own practice, focusing on the roles of the teacher and student, tasks and activities, as well as communication and interactions in the classroom.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Syllabus (Lim:1000)

- Organization and management of the classroom environment
- The process of planning and evaluating teaching and learning situations in the 1st Cycle of Basic Education
- Curriculum integration in the 1st Cycle of Basic Education
- Curriculum content in the 1st Cycle of Basic Education: preparing knowledge for teaching and designing learning situations
- Research into one's own practice as a teaching and professional development strategy

Demonstration of the syllabus coherence with the curricular units' learning objectives

The contents were defined to achieve the objectives set, both in terms of process and product.

Teaching Methodologies (Including evaluation; Lim:1000)

The course is based on two components: (i) one that addresses issues that are transversal to the various specific didactics related to the disciplinary curricular areas of the 1st grade; and (ii) another reserved for work on each of these specific didactics where, based on this transversal component, the preparation of knowledge to teach and the design of learning situations are emphasized. In order to carry out this work, priority will be given to: (i) reading, presenting and discussing texts, particularly research articles; (ii) group analysis and discussion of teaching-learning situations; and (iii) presentations and discussions by teachers.

Assessment takes the form of the following elements: preparation, presentation and discussion of a group assignment (50%) and an individual essay on a topic from the course (50%).

Demonstration of the coherence between the teaching methodologies and the learning outcomes

The teaching methodologies are consistent with the objectives, combining theory and practice.

Bibliografia / Bibliography (Lim:1000)

Figueiredo, M. P. (2013). Práticas de produção de conhecimento: a investigação na formação inicial de educadores de infância (Tese de Doutoramento em Educação, especialidade em Didática e Desenvolvimento Curricular). Universidade de Aveiro.

Giasson, J. (2004). La lecture. De la théorie à la pratique. Collection "Outils pourenseigner", 2e éd. De Boeck.

GTI (Org.) (2002). Refletir e investigar sobre a prática profissional. Lisboa: APM. GTI.(Org.) (2005). O professor e o desenvolvimento curricular. APM.

Leite, C., & Fernandes, P. (2002). A avaliação das aprendizagens dos Alunos-Novos contextos, novas práticas. Edições Asa.

Mac Naughton, G., & Williams, G. (2004). Teaching young children Choices in theoryand practice. Open University Press.

Menezes, L., & Ferreira, F. (2018). Humor no ensino da Matemática: Oportunidadespara a aprendizagem. Educação e Matemática, 149/150,53-59.

«Bibliografia de Consulta para a página da Escola»