

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[3181200882] Didática Específica IV [3181200882] Specific Didactics IV		
Plano / Plan:	2017/2018		
Curso / Course:	Ensino de Educação Visual e Tecnológica no Ensino Básico Teaching of Visual and Technological Education on Basic Schooling		
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:	2		
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

[2263] Ana Luísa Pinto Do Souto E Melo

Outros Docentes / Other Teaching

[2263] Ana Luísa Pinto do Souto e Melo

[400023] Carla Sofia Prata Ramos Pereira

Learning Outcomes of the Curricular Unit

Mobilize, integrate and deepen, within the scope of VE and TE teaching, the knowledge and experiences acquired in the various training components;

Know how to create and implement different environments and learning strategies, taking into account the teaching context, the curricular guidelines and the recommended methodologies for the two subjects;

Knowing how to organize and interconnect the various elements that make up the planning of activities in the long, medium and short term, taking into account the processes of idealization, planning and implementation of activities for professional practice;

Critically evaluate teaching practices and learning processes in VE and TE, articulating the roles of teacher and student, communication and interaction in the classroom;

Deepen theoretical, technical and pedagogical-didactic knowledge, taking into account the essential learning to be developed in students;

Analyze the implications of learning assessment processes and tools in the adequacy of VE and TE teaching;

Work autonomously and in collaboration with other actors, from a perspective of training and professional development in the artistic and technological areas.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Deepen theoretical, technical and pedagogical-didactic knowledge, taking into account the essential learning to be developed in students;

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Work autonomously and in collaboration with other stakeholders, from a perspective of training and professional development in the artistic and technological areas.

Syllabus (Lim:1000)

1. Visual Education and Technological Education classes
 - 1.1 Roles of the teacher and student
 - 1.2 Classroom organization (physical and temporal)
 - 1.3 Materials and specific equipment in VE and TE
2. Teaching and learning methodologies and strategies in Visual Education and Technological Education
 - 2.1 Organization and planning of learning activities
 - 2.2 Nature and suitability of learning tasks
 - 2.3 Assessment of learning Nature and role of teaching resources
 - 2.4 Project work as a methodology to be implemented
3. Research on the teaching practice of Visual Education and Technological Education
 - 3.1 Observation and critical analysis of teaching and learning situations
 - 3.2 Research as a didactic and professional development strategy
 - 3.3 The importance of communication and argumentation in the development of knowledge

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

The Specific Didactics IV continues the previous Didactics, deepening the knowledge learned, with the fundamental objective of providing integrated and guided support to trainees in the activities developed within the scope of STP III, namely in the teaching of the two subjects of Technological Education and Visual Education . The correspondence between the objectives and the stated contents was defined in a broad scope of knowledge, appealing to its subsequent integration and practical contextualization, within the scope of the STP. The syllabus presupposes its reflective analysis, allowing trainees to consolidate the approximation of theory and practice, especially in terms of knowledge in facilitating the idealization, planning and implementation of activities and strategies, culminating in more meaningful learning for students, seeking to develop the Didactics as a field of knowledge of practice and for practice.

Teaching Methodologies (Including evaluation; Lim:1000)

Teaching/learning process through the systematic incorporation of theoretical content in the discussion, debate and consequent sedimentation of knowledge, materializing through more theoretical exploration classes and/or discussion, debate and continued reflection on the subjects dealt with, through analysis of documents and other resources, of individual guided work or in small groups, where the construction of their learning is promoted in an intervening, critical and reflective way.

The assessment will be on a continuous basis:

- a) Scientific article on a Technological Intervention Project in ET 35%- 7 values
- b) Promotion of a workshop on ET content and respective planning 45% - 9 values
- c) Participation in the reflection and discussion of the topics covered 20% - 4 values

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

The learning and assessment strategies to be implemented will be diversified and corresponding to the stated objectives, with the intention that the trainee has a truly active role in the construction of their learning. The documents, research works and other resources brought by the teacher include the incorporation of topics of interest to the students, taking into account the STP and the learning resulting from it, according to their expectations and training interests. The more theoretical exploration classes of the contents will count on the incitement for a reflection and continued discussion on the subjects dealt with. It should also be noted that some of the contents to be taught are intended to be explored by students, under the guidance of the teacher, prior to their exploration in class. We understand that this proactive attitude will be fundamental for the development of the ability to understand and envision teaching in a global way, but also to respond to an active, investigative and reflective professional profile, as essential aspects for a more effective future teaching practice.

Bibliografia / Bibliography (Lim:1000)

Kurtz, A. (2020). How to new reflective practice groups: a guide for healthcare professionals. Routledge Taylor and Francis.

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Quaresma Coelho, A. (2021). Recriar a escola pública. Refundar o sistema de ensino. Edições Mahatma.

Savage, J. (2015). LessonPlanning. Keyconceptsand skills for teachers. Routledge Taylor & Francis Group.

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