

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[3181200872] Didática Específica II [3181200872] Specific Didactics II		
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:	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

[2263] Ana Luísa Pinto Do Souto E Melo

Outros Docentes / Other Teaching

[2263] Ana Luísa Pinto do Souto e Melo

Learning Outcomes of the Curricular Unit

Understand the observation of the teaching practice of teachers as an important way of apprehending the needs, assumptions and current challenges of the teaching profession in the context of teaching VE and TE;
Know and apply methods and instruments of data collection in class observation;
Develop a critical and reflective sense about the teaching action observed for professional development;
To know and to know how to organize the elements that constitute the planning of activities in the long, medium and short term, correlating them properly with the guiding documents of the VE and TE;
Know and apply different learning assessment tools and parameters, adapting them to the activities developed, the intended objectives and the student's level of development;
Conceive didactic resources with an aesthetic, creative and functional sense in the didactic exploration of competences/learning;
Reveal capacity for research, analysis and synthesis that support research in education.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Syllabus (Lim:1000)

1. Observation of teaching activity in the classroom: topics for guided observation
2. Importance and levels of reflection on the observed action: the reflective teacher
3. Methodologies, strategies and learning environments within the scope of teaching VE and TE
4. Organization and planning of long, medium and short term activities: articulation of VE and TE guiding documents
5. The assessment of learning within the VE and TE subjects, taking into account the nature of the subjects (formative, continuous and systematic): types, timings, instruments, parameters, feedback to the student
6. Creation and exploitation of specific teaching resources as drivers of VE and TE learning

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

The CU intends to continue and deepen the knowledge of Specific Didactics I and continue the CU of Supervised Teaching Practice I (STP), preparing trainees for class observation, initiating them in their professional practice in a progressive, integrated and oriented way. The contents defined in the program meet transversally to the achievement of all the learning objectives set out in the correspondence in a wider scope of knowledge that calls for the active acquisition of knowledge through its reflection/problematization, going beyond a more technicist view of the theoretical domain of the knowledge, intends to appeal to its subsequent integration and practical contextualization, within the scope of STP. The syllabus is part of the knowledge that the trainees are intended to master. However, its critical and reflective analysis consolidates the approximation between theory and practice (through STP), culminating in more meaningful learning for students, as future teachers.

Teaching Methodologies (Including evaluation; Lim:1000)

The activities will be carried out in accordance with the theoretical and practical nature stipulated for the curricular unit. This dual nature will be maintained in the contact classes, materializing itself through classes of more theoretical exploration of the contents by the teacher, appealing, however, to the discussion and continued reflection of the students on the subjects dealt with and the incorporation of these in classes of scope more practical, of discussion and debate of works, documents and other resources of individual work or in small groups guided, of bibliographical research, of the presentation and discussion of certain subjects and/or works developed.

The assessment will be on a continuous basis:

- a) Research work 25%
- b) Written Test 40%
- c) Creation of Didactic Resources 20%
- d) Class participation 15%

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 learning provided for this curricular unit, with the intention that the student has a truly active role in the construction of their learning. The texts, documents, research works and other resources to be analyzed will be brought by the teacher, but there will also be the opportunity for students to select them according to their expectations and training interests to carry out their work and activities. The more theoretical exploration classes of the contents will count with the incitement of the students for a reflection and continued discussion on the subjects treated, with room for the sharing of knowledge by the pairs in the presentation of the elaborated works/challenges. It should also be noted that some of the contents to be taught are intended to be explored by the students, under the guidance of the teacher. We understand that this proactive attitude on the part of the students will be fundamental to the achievement of the objectives of the curricular unit, since it provides students with the ability to understand and envision teaching in a global way, but also with an active, investigative professional profile. and reflective, as essential aspects for a future more effective teaching practice.

Bibliografia / Bibliography (Lim:1000)

Leite, T. (2010). Planeamento e conceção da ação de ensinar. Universidade de Aveiro.

Ministério da Educação (Ed.) (2017). Perfil dos alunos à saída do ensino obrigatório. Ministério da Educação.

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Moraes Machado, A. (2022). O material didático-pedagógico no ensino de arte: reflexões, relatos e mediadores educativos para o contexto escolar. Trabalho de final de curso. Universidade Federal de Goiás.

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