

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[31816001] Observação e avaliação em práticas inclusivas [31816001] Observation and evaluation in inclusive practices		
Plano / Plan:	2014/2015		
Curso / Course:	Educação Especial, Área de Especialização Domínio Cognitivo e Motor Special Education, specialization area Cognitive and Motor Domain		
Grau / Diploma:	Mestre		
Departamento / Department:	PCE - Psicologia e Ciências da Educação		
Unidade Orgânica / Organic Unit:	Escola Superior de Educação de Viseu		
Área Científica / Scientific Area:	Ciências da Educação		
Ano Curricular / Curricular Year:	1		
Período / Term:	S1		
ECTS:	5		
Horas de Trabalho / Work Hours:	0140:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0020:00	(OT) Orientação Tutorial/Tutorial Orientation:	0010:00
(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

[2032] Esperança Do Rosário Jales Ribeiro

Outros Docentes / Other Teaching

[2039] Henrique Manuel Pereira Ramalho

[2182] Sara Maria Alexandre e Silva Felizardo

Learning Outcomes of the Curricular Unit

Know the concept of inclusive education in the current educational context and respective monitoring indicators;

Identify the special educational needs of children and young people, valuing each one's skills and diversity;

Know and relate the concepts of observation and evaluation;

Mastering observation/assessment procedures and instruments, aimed at children and young people with special health needs;

Identify, from a critical perspective, assessment procedures and instruments, situating their educational intention.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Syllabus (Lim:1000)

1. Inclusive education and special education
 - 1.1. Concept of inclusive education: reference to national and international guidelines
 - 1.2. Special education in an inclusive school: monitoring indicators
- 2 . Observation and evaluation: concepts, relationship and procedures in inclusive practices
 - 2.1. Operationalization of concepts
 - 2.2. Observation and recording systems
 - 2.3. The importance of observation/evaluation in the service of inclusive practices
3. Assessment procedures and instruments aimed at children and young people with Special Health Needs
 - 3.1. Examples of Assessment Instruments (tests, scales, grids, lists of indicators) depending on the purposes
 - 3.2. Specialized assessment in an educational context: eligibility for special education/referral and assessment in a school context

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

The contents are organized in an integrated way, aiming to allow the mastery of theory and practice on the concepts of inclusive education, special education, observation and evaluation. It starts with special education in an inclusive school and moves towards the importance of observation and evaluation in the process of educational intentionality (taking into account indicators and associated instruments). Overall, it is intended to promote the acquisition of scientific knowledge and the development of technical skills necessary for professionals in this area.

Teaching Methodologies (Including evaluation; Lim:1000)

Teaching methodologies will be developed in an articulated way, with the use of differentiated strategies and techniques, aimed at promoting knowledge in this field. For this purpose, theoretical-practical sessions will be used, with moments of theoretical exposition, analysis and discussion of texts, in small and large groups, study of practical cases, video recordings, as well as the oral presentation of research carried out by students on the themes addressed.

Assessment: Test (60%); Preparation, presentation and discussion of a research work in group (40%).

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

The teaching and learning methodologies aim at the integrated development in students of the knowledge referred to in the syllabus and the achievement of established competences. The diversity of proposed methodologies aims to enhance the integration of knowledge. The methods and strategies aim to develop students' knowledge and skills at the application level.

Bibliografia / Bibliography (Lim:1000)

- Ainscow, M. (2002). Making special education inclusive. London: David Fulton Publishers.
- Correia, L. M. (2003). Educação especial e inclusão ? Quem disser que uma sobrevive sem a outra não está no seu perfeito juízo. Porto: Porto Editora.
- DGIDC (2011). Educação Inclusiva e educação especial. Indicadores Chave para o Desenvolvimento das Escolas. Lisboa: DGIDC/ME.
- Hattie, J.; Timperley, H. (2007). The power of feedback. Review of Educational Research, Vol. 77, No. 1 (pp. 81?112).
- Pereira, F. (Coord. 2018). Para uma Educação Inclusiva: Manual de Apoio à Prática. Lisboa: Ministério da Educação/Direção-Geral da Educação (DGE).
- Saramago A.; Nunes, C. et al (2004). Manual para a avaliação e intervenção em crianças com multideficiência. Lisboa: DEB /ME.