

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[3181200865] Teoria da Educação [3181200865] Educational Theory		
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:	PCE - Psicologia e Ciências da Educação		
Unidade Orgânica / Organic Unit:	Escola Superior de Educação de Viseu		
Área Científica / Scientific Area:	Área Educacional Geral - Ciências da Educação		
Ano Curricular / Curricular Year:	1		
Período / Term:	S1		
ECTS:	5		
Horas de Trabalho / Work Hours:	0135:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0060:00	(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

[2233] Maria Pacheco Figueiredo

Outros Docentes / Other Teaching

[2233] Maria Pacheco Figueiredo

[504027] Catarina Liane Teixeira de Castro Araújo

Learning Outcomes of the Curricular Unit

1. Recognize the relevance of an interdisciplinary and multi-referenced approach to educational problems, situations and phenomena.
2. Develop a scientific and political attitude towards educational situations and phenomena.
3. Build a reflective and integrative view on the main theories on Education and teaching, as well as on the concepts, principles and ways of thinking related to the educational phenomenon.
4. Develop a positive attitude towards the potential of educational actions, areas, agents and the educational relationship.
5. Identify the structural and dynamic elements of a formal, non-formal and informal educational situation.
6. Analyze critically the various discourses on Education and school in contemporary society.
7. Recognize the relevance of research carried out by practitioners in the field of education and teaching.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Syllabus (Lim:1000)

1. Theory of Education and theorization of Education: approaches and methodologies. 2. Educational trends and tendencies and contemporary educational theories. 3. Characterization and design of educational situations: structural elements and dynamics of educational intervention. 4. Role of Education and school in society: freedom, autonomy, democracy and social justice. 5. Production of knowledge about Education and teaching: the role of teachers as researchers.

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

The contents support the learning experiences reported in the objectives, consisting of the conceptual basis and the practical tools that embody the skills to be developed.

Teaching Methodologies (Including evaluation; Lim:1000)

The sessions are based on the analysis of documents by reference authors in the area, complemented by the discussion of artifacts that substantiate discourses about Education and the school, such as news, debates, student and teacher diaries, films or television series, photographs. The teacher's role is to synthesize, question and guide readings and analyses. It assumes, therefore, a theoretical-practical nature, with a significant involvement and participation of the students during the sessions.

The assessment includes the various productions carried out by the students during the discussions and analyses, organized in an individual portfolio (60%), and an in-depth group work (literature research, synthesis of ideas and critical reflection) of one of the points of the syllabus, to be chosen by the students (40%).

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

The pedagogical strategies articulate the conceptual framework with some practical tools, presenting challenges in designing projects and materials that substantiate the learning anticipated in the objectives.

Bibliografia / Bibliography (Lim:1000)

- Aubrey, K., & Riley, A. (2022). Understanding and using educational theories. Sage.
- Bertrand, Y. (2001). Teorias contemporâneas da educação (2.^a ed.). Piaget.
- Biesta, G. (Ed.) (2012). Making sense of education: Fifteen contemporary educational theorists in their own words. Springer.
- Boavida, J. & Del Dujo, A. (Eds) (2007). Teoria da educação. Contributos ibéricos. IUC.
- Carbonell, J. (2016). Pedagogias do século XXI. Penso.
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- Figueiredo, M. (2021). Exploração da perspetiva de professor/a investigador/a em propostas contemporâneas de Educação de Infância. Millenium, 9e, 297-306.
- Marcos, A. R., & Pessoas, T. (Coords.). (2012). A vida nas escolas. Casos para a formação de professores. IUC.
- Aubrey, K., & Riley, A. (2022). Understanding and using educational theories. Sage.
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