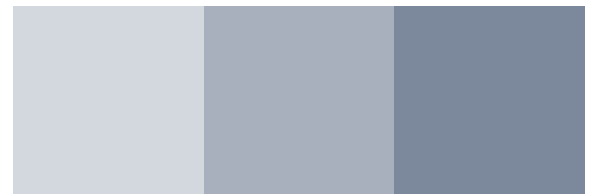
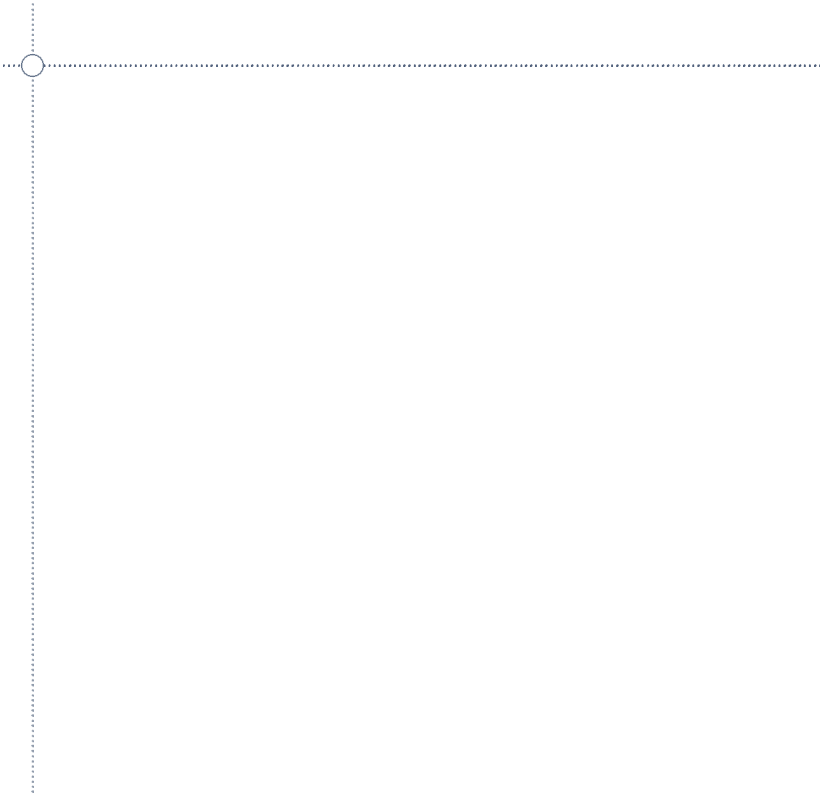




Primary School Teachers







Primary School Teachers

Year I



Discipline

Communication and Expression

Year 1

Semester A

Hours/Week

T TP P S

1 2,2

Credits 8,5

Course Primary School Teachers

Optional

Compulsory X

Teacher

Carla Cibele Figueiredo, Carlos Xavier, Fernando Casaca, Margarida Rocha, José Victor Adragão

Aims

To be able to receive and integrate, from a critical point of view, different types of communication: linguistic, plastic, dramatic and musical. To be able to interrelate and co-operate interpersonally and inter-culturally. To be able to develop an effective and creative communication. To be able to develop a project, interconnecting the different types of communication.

Syllabus

This discipline is composed of five subjects: Interpersonal Relationships, Portuguese Language, Plastic Expression, Dramatic Expression and Musical Expression.

Practical Work /
Laboratory

Each subject, both that of "Interpersonal Relationships" and the "Expression" subjects, is organised on the basis of practical exercises of critical analysis of patterns and of the creative production of communicative situations.

Methodology

Large group and small group work. Sessions with the involvement of all the students and teachers. Group sessions.

Assessment

Involvement of the students in view of a formative assessment according to each subject. Development of a project work. At the end of the year, production of a work of critical analysis from a cultural point of view, to enable the final synoptic assessment.

Discipline

Education and Intervention Contexts

Year	1	Semester	A	Hours/Week	T 1,5	TP 1,4	P	S	Credits	7,5
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Course	Primary School Teachers	Optional	<input type="checkbox"/>	Compulsory	<input checked="" type="checkbox"/>
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Teacher	Ana Maria Bettencourt, Carla Cibebe Figueiredo, Nelson Matias
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Aims

To support the creation of professional identity and the integration/comprehension of the schooling institution, as well as, the capacity to participate and intervene therein; To develop transversal skills necessary for the practise of the teaching profession, namely in what concerns communication, expression, interpersonal relationships, research, analysis and reflection on information; To understand the challenges presented by today's world to Education; To understand the value of investigation as an instrument used for the teacher's professional development and to command some of its principles and procedures; To understand and develop a reflective and critical outlook regarding the problems faced by Education and Pedagogy throughout History and in our days.

Syllabus

The challenges of Education. The knowledge compiled regarding Education – History and Pedagogy. Facts, political contexts and philosophers / trends that marked Education in Europe (from the 17th to the 20th centuries). Education in Portugal during the 20th century. The Portuguese Educational System and its educational institutions. Basic rules for the Educational System. Pre-school education. Basic education, 1st 2nd and 3rd cycles, European Educational Systems, basic ideas regarding Autonomy, Networks, Educational territories and school grouping, basic ideas regarding School Culture and the Educational Project

Practical Work /
Laboratory

Common to all Modules: Presentation and discussion of the information conveyed by the media regarding aspects related to the national and international educational phenomenon.

Module 1: Outlining of a small research project (course of the investigation: from the initial outline of the issue/ problem to the collection, analysis and interpretation of data); Assignment disclosure: article, oral presentation and poster.

Module 2: Small research and insight projects concerning Pedagogy-related trends and the great European and Portuguese scholars. Practical work related to the analysis of educational materials and tools (legislation, manuals, programmes...), used throughout the various historical periods of the Portuguese 20th Century.

Module 3: Analysis of the applicable legal standards used for the comprehension of the Portuguese educational system, meetings/debates with teachers/tutors that lecture different levels of teaching, analysis of articles/studies that specifically deal with the problems/ challenges faced at different levels of teaching and in the articulation amongst them.

Methodology

Theoretical presentation, debate, group work, text analysis and discussion, video viewing, presentation and discussion of work presented by the students.

Bibliography

Bell, Judite. (1997). Como fazer um Projecto de Investigação. Lisboa:Gradiva.
Bogdan e Biklen (1992). Investigação Qualitativa em Educação- uma introdução à teoria e métodos. Porto: Porto Editora.
Candeias, A. Educar de outra forma. A escola oficina nº 1 de Lisboa:IEE

Assessment

Knowledge, development and adaptation of attitudes and proposed competence, attitudes (interest, participation, implication...).
Products: Test, Research project (group), Individual work: Aprendi I, Aprendi II

Discipline

Science, Culture and Society

T TP P S

Year 1

Semester A

Hours/Week

1

2,2

Credits

8,5

Course Primary School Teachers

Optional

Compulsory

X

Teacher

Amélia Rosa, Catarina Delgado, Graciosa Veloso, Luís Carlos Rodrigues

Aims

This discipline is common to all the courses of this school and integrates the subjects of History, Culture and Society, Science, Technology and Society and Mathematics, Culture and Society. In the development of the learning potential of the students, one of the skills considered essential for the practice of a profession appears to be mainly:
To be able to acquire the knowledge - conceived as complex and historically established formulations, to examine them and to use them according to specific requirements and issues, complying with ethical and deontological principles.

Syllabus

Natural Environment of the District: Topographic and climatic characteristics, Geomorphologic aspects, Biological variety (fauna and flora). Social Environment of the District: Historical, demographic, economic and political aspects, social and cultural characteristics, social dynamics and issues. Human population and demographic dynamics. Concept of system and the systemic approach. The Natural Ecosystems. Urban Environment and Rural Environment. The intervention of man in the natural and social environments. The nature of mathematical activity. Events in the history of Mathematics. Solution of problems that enable the critical interpretation and understanding of Mathematics underlying different situations of reality. The production of human knowledge in the understanding of the social and natural environment.

Methodology

Greater consideration will be given to the active methodologies that, involving the students individually or in group, favour the creation of knowledge based on a historical and philosophical reflection upon the nature of science and also, on the exploration of different problematic situations. The activities to be carried out in the three subjects that integrate this discipline, the program of which will be handed out during the first sessions of each subject, are organised according to major integrating topics, through a perspective of articulation of the conceptual and methodological tools developed in each one of the subjects and valuing the knowledge already acquired by the students through their life experience.

Bibliography

ABBOT, E. - Flatland: O País Plano. Lisboa: Gradiva, 1993.
CORREIA, Francisco Nunes, "Alguns Paradigmas Ambientais" in "Ambientes e Ambientaismos", in Portugal Hoje, Lisboa, INA, 1995, pp. 135-140.
ENZENSBERGER, H. - O Diabo dos números. Porto: Edições ASA, 1998.

Assessment

The following items will be assessed in this discipline: A group work on a research topic/issue to be presented orally in the classroom; A comment and discussion of a text (in group); An essay on the solution of a problem (individual); A test; Self-assessment cards (individual) reporting the students' involvement in the tasks carried out in the classroom
The parameters, criteria and tools of assessment will be provided in due course.

Discipline	Portuguese Language and Culture									
Year	1	Semester	A	Hours/Week	T 0,5	TP 1,4	P 	S 	Credits	5
Course	Primary School Teachers				Optional			Compulsory	x	
Teacher	Isabel Lemos Vieira									
Aims	<p>To contribute to the general and specific training of future teachers and tutors. To provide the students with the necessary cultural and linguistic knowledge considered essential for their chosen profession. To promote a consistent reflection on the main topics of Portuguese Language and Culture. To reorganise the linguistic knowledge and cultural reflection previously attained.</p>									
Syllabus	<p>The subject comprises two viewpoints: language and culture. Concerning “language”, the proposed content is as follows: Linguistic Culture and Language structure and method. Concerning “culture”, the following topics shall be considered: The construction of a culture, Thematic Culture, From past to present, factors that alter the national culture</p>									
Practical work/ /Laboratory	<p>Practical work is sometimes intended to be motivational, other times as an instructional element and even as a form of evaluation. The topics studied can be suggested by the teacher or by the students and always in accordance with the programme content.</p>									
Methodology	<p>The methodology adopted consists of theoretical classes - of material study -, and theoretical-practical classes for presentation and discussion of work carried out by the students, regarding the programme topics previously chosen and debated with the teacher.</p>									
Bibliography	<p>CUNHA, C. e LINDLEY CINTRA, L. Nova Gramática do Português Contemporâneo. Lisboa: João Sá da C FAFE, J. F. - Portugal, meu Remorso de Todos Nós. Lisboa: Caminho/ Nosso Mundo, 1988 LOURENÇO, E. O Labirinto da Saudade- Psicanálise Mítica do Destino Português. Lisboa D. Quixote.</p>									
Assessment	<p>Each student shall be evaluated based upon a minimum of two tests and one practical work.</p>									
Notes	<p>This subject is meant to be for structuring the knowledge previously obtained and a predecessor to the specific subjects of both courses.</p>									

Discipline

Research Methodologies and Information Management

Year 1

Semester A

Hours/Week

T TP P S

1 2,2

Credits 8,5

Course Primary School Teachers

Optional

Compulsory X

Teacher

Conceição Brito, Fernando Pinho, João Torres, Marta Alves, Teresa Marques, Patrícia Argüello

Aims

This discipline intends to: create awareness of the impact of the information society; to encourage the critical interpretation of the media; to encourage familiarisation with the TICs and a number of its applications; to encourage the adoption of different languages; to develop skills in the domains of selection, research, management and handling of information; to develop skills in the domains of team work for the development and management of projects; to develop communication skills with resort to different media; to integrate and use different forms of communication.

Syllabus

Documentation: documentary research – contact with the CRE, data localisation, data collection; reading cards – methodology of data collection, production of secondary documents; formal management of data – careful presentation of written works, formal aspects and aspects of contents, reports, oral presentation of written works; reference of the documents.
Education for the Media: Image interpretation(s); Critical analysis of the media; Oral communication and visual media; Retroprojection as an auxiliary of communication; Photographic process: audio-visual editing and records; Audio: sound editing and records; Video: video editing and records.
Information and Communication Technologies: information society - indicators and impacts; multimedia applications – analysis and assessment; Internet as a means; computer tools in the development of work projects: text edition and image integration of different media; data analysis, graph diagrams and presentation on spreadsheets; electronic presentation and production (slide show).

Methodology

In the course of the working sessions, debates will be held and group work, demonstrations, previews and guided tours will be carried out. The work projects will be developed throughout the year in groups of four students (2 per computer), on the basis of topics suggested by the teachers. At the same time, the students will carry out integrating works of the knowledge/skills that this discipline aims at developing, such as the use of the different computer tools included in the program; video, photography, retroprojection and documentation.

Bibliography

PESSOA, Ana Maria - Como fazer um trabalho escolar: da pesquisa à apresentação dos dados. Setúbal: Escola Superior de Educação, 1991
POPPER, Karl CONDRY, John— A Televisão: Um perigo para a democracia. Lisboa: Gradiva, 1995
MONTEIRO, Nuno Pereira (1999) — Democracia electrónica. Lisboa: Gradiva, Fundação Mário Soares.

Assessment

The continuous assessment of the discipline will be carried out in the course of the year, through direct observation of the work produced by the groups. There will be 3 major occasions for the appreciation and assessment of the development of the projects, which will be presented publicly. Moreover, students will be subject to a test that will constitute another item of assessment of the discipline.

Discipline	Foreign Language									
Year	1	Semester	S	Hours/Week	T	TP	P	S	Credits	4
Course	Primary School Teachers				Optional	<input type="checkbox"/>	Compulsory	<input checked="" type="checkbox"/>	X	
Teacher	Keith Walters, Luisa Solla									

Aims

To contribute, alongside with other areas of the curriculum, to the students' cognitive, affective and social/ cultural development. To gift students with the capacity to seek, understand and convey information that is relevant to their needs and professional interests through the use of a foreign language. To make them be capable of developing the necessary skills in order to carry out an independent and efficient study, using a foreign language as a working and research tool. To consolidate knowledge, allowing the use of the foreign language with native speakers or non-native speakers. Widening the awareness towards the foreign language.

Syllabus

The linguistic content to be studied shall be selected according to the activities / tasks, thus not separating type and applicability. The approach to the content shall be made from a perspective of continual consolidation and progressive widening. The grammatical items are intended to be submitted to notions and applicability implicit in the activities.

Methodology

The classes shall be practical and shall include large and small group assignments, pair and individual work. It is intended that the students participate in the selection of activities /important chores, as well as in the choice of the respective topics. The teaching-learning process shall include the four skills and shall be organised around practical activities / chores of immediate and future relevance, such as: Simulation of social meetings; Reading of various texts from different areas of the speciality; Elaboration of reading charts; Fill-in of forms; Reading / arrangement of drawings and sketches; Organisation of mini theme dictionaries; Elaboration of written / oral text summaries; Composition of formal letters; Composition of a Curriculum Vitae; Composition of small notices.

Bibliography

Considering that the students can choose between French and English, the choice of bibliography shall be indicated during the classes.

Assessment

The evaluation shall be based on two written works (one individual and one in a group), and shall consider the students' attendance and class participation.

Notes

The Foreign Language (F.L) shall be considered as a contribution to the students' personal and professional training, bearing in mind the development of their communication skills so that they can participate fully on a world wide scale, particularly in their area of specialisation. It is thus intended that the students consolidate, develop and broaden the previously gained knowledge, therefore enabling them to apply this toward using the language as a work and research tool and in situations where it will be necessary to communicate orally or in writing with native or non-native speakers of that particular language.

Discipline

Intercultural Activities

T TP P SE

Year 1

Semester S

Hours/Week

2,2

Credits 3

Course Primary School Teachers

Optional

Compulsory X

Teacher

Ana Cristina Figueira, Elena David, Jorge Duarte, Patrícia Argüello

Aims

The main aim of this discipline is to develop, in the students, skills of reflection over practice, providing them with the capacity of innovation and self-training, taking into account the ethical and deontological issues. These skills imply the ability to analyse situations, identify obstacles and problems of the social, cultural and economic environment and to suggest solutions to overcome them. They also imply the need to analyse and decide, to assume risks, recognise potential mistakes and identify training requirements.

Syllabus

Education and socialisation. The limits of Education. Formal and informal education. Educational contexts. Relational dynamics. Interpersonal relationships: group work - team work. Analysis of community life. Intervention in the community: methods and tools of observation and data collection; formulation of a proposal of educational intervention.

Practical work/
/Laboratory

At the end of the first semester, the students, divided in groups of 7 or 8, will spend 4 days in different communities of the district of Setúbal. The students will then carry out work that, from an educational point of view, attempts to identify the host community. Possible solutions to overcome the problems observed are discussed and suggested.

Methodology

Taking into account the main aim, which is the being of the student, the intention is to develop a decentralised vision of education, discussing roles assigned to the person, the School and Education. Following this deconstruction is the development of a professional identity, based on the reflection upon the personal interests of the students and their educational background, as well as their individual educational, social and community needs. The methodology used favours the students' involvement in the classroom. The creation of a suitable relational atmosphere attempts to compare the students, through successive debates and individual or group work, whereby students are confronted with certain educational paradoxes and dilemmas.

Bibliography

CANÁRIO, Rui (Org.) (1995) - Escola rural na Europa. Setúbal: Instituto das Comunidades Educativas.
DELORS, J.; et. al. (1996) - Educação - Um tesouro a descobrir. Relatório para a UNESCO da Comissão Internacional sobre Educação para o séc. XXI. Porto: ASA.
ESPINAY, Rui de (Org.) (1994) - Escolas isoladas em movimento. Setúbal: Instituto das Comunidades Educativas.

Assessment

Owing to the participative methodology used, the assessment takes into consideration the whole work carried out by the students in the course of the semester, both oral - in the classroom - and written, through products such as summaries or critical reviews of texts. The report on the training carried out at the end of the semester constitutes the most important work for the final assessment.

Discipline

Primary School and Other Educational Contexts – Pedagogical Practice and Reflection I

T TP P S

Year 1

Semester S

Hours/Week

29

1,3

Credits

6,5

Course Primary School Teachers

Optional

Compulsory

X

Teacher

Irene Fortuna

Aims

To develop relational skills in several different locations and situations. To develop skills of critical analysis and reflection. To identify formal and informal educational contexts. To understand and reflect upon the organisation and management of educational establishments. To recognise methods of educational work with children, youths and adults. To relate the school to other educational partners. To identify the problems inherent to the role of primary school teachers. To understand the structure of the primary school curriculum and its guidelines. To understand the importance of the School Educational Project. To understand the significance of the Inclusive School

Syllabus

The syllabus of this discipline is organised into two different but interrelated stages:
1st Stage – visits to several different formal and informal educational contexts, alternating them with classes in the ESE for the exchange and consideration of the situations observed/experienced. **2nd Stage** – theoretical-practical classes in the ESE where topics related to Primary School are approached, namely: Primary School: from representations to actual reality. Organisation and Management of Primary schools – new model of autonomy and management. The different roles and functions of the Primary school teacher. The significance of self-education. Organisation of the Primary school curriculum. The Primary school student – admission and advance to another academic stage – articulation with preschool and secondary school. The educational project of School and other school projects. School dynamics: from the classroom to Educational Resource Centres. The Inclusive School.

Practical work/
/Laboratory

Visits to several different formal and informal educational contexts, alternating them with classes in the ESE for exchange and consideration of the situations observed/experienced.
 Theoretical-practical classes in the ESE where topics related to Primary School are approached.

Methodology

The methodologies applied will include different working methods, each in accordance with the stages defined in discipline. For the observation of the different educational contexts, the class will be divided into work groups subject to weekly rotations (Fridays, at the time previously fixed by the institutions) and during a pre-established period.
 The classes will focus on the previously defined components of the syllabus, with the intention of applying a varied range of work, namely theoretical information structured by the teacher, reading, critical analysis and consideration of texts carried out in small groups and followed by a presentation and debate, presentation of pedagogical situations (various records) and subsequent assessment and debate.

Bibliography

The bibliography will be based on supporting texts that refer to the syllabus of this discipline.

Assessment

The assessment will be based on: attendance and punctuality during the different stages of the discipline; participation in the classes; individual logbook; group written work on a primary school topic.
 The assessment criteria considered in this subject will be explained and discussed with the students.

Discipline

Shape, Number and Measure

T TP P S

Year 1

Semester S

Hours/Week

2

1,4

Credits

5

Course Primary School Teachers

Optional

Compulsory

X

Teacher

Joana Brocardo

Aims

To master basic concepts of spatial and plane geometry. To develop spatial awareness. To understand and apply geometrical properties and relationships. To develop an understanding of the process of measurement of a size. To develop an understanding of the concepts of perimeter, area, volume, angle measurement, capacity, weight and mass. To understand, portray and use numbers in all their different forms.

Syllabus

Spatial and Plane Geometry: Geometrical solids; Planning of models of geometrical solids; Properties of plane figures; Geometrically equal figures and equivalent figures; Geometrical Transformations. Sizes and Size measurements: Segment of a straight line, length and length measurement; Angle, width and width measurement; Surface, area and area measurement; Volume and volume measurement. Numbers and Ratios with numbers: Numerical sets; The properties of numbers (odd, even, triangular numbers, etc.); Criteria of divisibility; Numerical sequences and regularities.

Methodology

The themes are dealt with from a problem-solving point of view, considering it as a process that enables students to relate mathematics to the world that surrounds them and also to explore and analyse situations that have significance within mathematics itself. Therefore, the contexts will be approached in a way that includes a number of different experiences of problem solving and of use of different tangible materials.

Bibliography

Alfonso, B.G. (1989). Numeración y cálculo. Editorial Síntesis.
Clemens, R. e outros (1981). Geometry. A-W Publishing Company
Lopes, A. e outros (1990). Actividades na sala de aula. Lisboa: Texto Editora.

Assessment

The assessment of this subject will be based upon the work produced throughout the course. This work will be taken into consideration in the sessions of synoptic assessment.



Primary School Teachers

Year II



Discipline

Educational Development and Contexts 1

Year 2

Semester A

Hours/Week

T TP P S

0,7 2,2

Credits 7,5

Course Primary School Teachers

Optional

Compulsory X

Teacher

Cristina Gomes da Silva, Maria Lurdes Pimenta

Aims

The aims of this discipline are: To encourage understanding of the processes of human development on the basis of the acknowledgement of diversity; The acquisition of theoretical skills that enable the student to understand the educational situations as one of the contexts of development and learning of children and youths; The development of a attitude of investigation that enables the creation of observational tools necessary for the constant diagnosis, intervention and evaluation of learning situations; To encourage the student's personal development through experiences of individual and group work, comparison between different professional images, cultural experiences, discussion of ideas and projects and the actual training process.

Syllabus

Regarding the Theoretical Classes

1st Subject – Childhood, Adolescence and Development: evolution of the roles of Childhood and Adolescence, concepts of development and processes of human interaction.

2nd Subject – Development Processes and Contexts: Life Cycles and Development Contexts, Social and Cultural Diversity and Educational Institutions, the critical Domains of Transmission and Knowledge acquisition, School Deregulation and Innovation.

Regarding the Theoretical/Practical Classes:

1st Subject – Childhood, Adolescence and Human Development.

2nd Subject – Development Processes and Contexts.

Methodology

The theoretic classes will be descriptive, whereas the theoretical/practical ones will be classes of work in small groups.

Bibliography

ARENDS, (1995) - Aprender a Ensinar. Lisboa: McGraw-Hill

SPRINTHALL, N. e SPRINTHALL, R. (1993) - Psicologia Educacional. Lisboa: McGraw-Hill

VALA, J. e MONTEIRO, M.B. (org.) (1993) - Psicologia Social. Lisboa: Fund. Calouste Gulbenkian

(a specific bibliography will be supplied for each theoretic unit during the course of the year)

Assessment

The students have to complete the following: Theoretical analysis of an issue identified in the pedagogical practice: during the 1st stage of the training period, the students must identify an issue that poses a problem and subsequently carry out a work of information collection and systemisation, theoretically substantiating the relevance of the issue that has been identified. Report on the project developed during the 2nd stage of the training period: after completing the 2nd stage of the training period, students will have to prepare a critical assessment of their work. This work will be carried out in conjunction with the work completed within the discipline of Pedagogical Practice.

Solution of problematic situations: a set of tasks involving the skills acquired in the theoretical and practical classes and during pedagogical practice, carried out in the course of the 1st and 2nd semesters.

Discipline		Educational Uses of Computers					
				T	TP	P	S
Year	2	Semester	S	Hours/Week	3		
Course	Primary School Teachers			Optional		Compulsory	X
Teacher	Conceição Brito, José Duarte						

Aims

To increase knowledge of the word processor and of the educational multimedia software, with a view to create learning situations that increase the value of the significance of written works with the integration of components from different applications, namely digital encyclopaedias and WWW (Internet) documents. To simulate learning contexts, based on microcosms supported by the Logo language, through the solution of numerical and geometrical problems. To integrate the use of the Internet in the context of a more general project work. To reflect upon the different educational uses of TIC's in Primary school.

Syllabus

TIC's in the different areas of the primary school program. Text processing and image integration: the school newsletter and the purpose of written works. The Book Workshop and its animated stories. Internet and other communication tools: WWW and E-mail. Research and integration of materials in an educational context. Co-operative Projects. Learning Microcosms at elementary levels. Exploration of structured environments and creation of small projects involving the solution of numerical and geometrical problems, animation and interaction with the user.

Methodology

Group work will be encouraged with a view to promote the sharing of experiences and reflection upon the pedagogical use of TIC's in Primary school.

Bibliography

Brito, C. e Izidro, F. (1998). *Oficina do Livro*. Setúbal: Centro de Competência Nónio – ESE de Setúbal.
 Papert, S. (1997). *A família em rede*. Lisboa: Relógio d'Água.
 Tafoi, B. et al. (1991). *As Novas Tecnologias de Informação no 1º Ciclo do Ensino Básico*. Lisboa: Projecto MINERVA – DEFCUL.
 Programas curriculares do 1º Ciclo

Assessment

Assessment will be divided into two components: An assessment test on technical and pedagogical skills (50%) and a project on the application of TIC's in the teaching-learning process (50%).

Discipline

Linguistics and Language Acquisition

Year 2

Semester S

Hours/Week

T TP P S

1 2,2

Credits 4

Course Primary School Teachers

Optional

Compulsory X

Teacher

José Manuel Catarino

Aims

Upon conclusion of this discipline, the students should be able to understand that: The human, idiomatic language, in its most current and trivial sense - the ability that men have to understand each other through body language, resulting from certain forms of articulation (mainly of voice or gesture) - has nothing trivial about it, indeed constituting "the most important masterpiece ever developed by the human mind" (Sapir 1921), and whose psychic framework and cognitive application is almost impossible to express in speech. The acknowledgement of this fact leads us to the core of the most difficult problems of the individual development of language, namely during childhood, which is subject to many complex variables, such as: the potential number of languages with which the child comes into direct sensorial contact, the structure of these languages, the (socially or culturally) differentiated status of these languages, the interactions that support the acquisition of these languages, the records of speech (oral and/or written) that the child has passive or active access to.

Syllabus

- The (Saussurian) dichotomy: "langue" Vs "parole",
- The (Guillaumian) tetragonal theory: "hypobasis" vs. "basis" (in the potential level of the diasystem of "langue") and "saying" vs. "said" (the effective level of speech).
- The (Chomskyan) dichotomy: "skill" vs. "effort", an ambiguous distinction.
- scheme/standard/use
- significance/sign/significant. Effects of meaning
- Language / Metalanguage
- general grammar, descriptive grammar, grammatical analysis
- synchrony and diachrony, praxiogenesis e typogenesis
- levels of grammatical description
- archilect, chronolect, dialect, sociolect, idiolect
- monolinguisism and multilinguisism
- functional language and diglossia

Methodology

Demonstrative classes. Discussion with the whole class. Discussion in small groups

Bibliography

Edward Sapir. A Linguagem. Editorial Perspectiva. Brasil. 1980
Eugénio Cosieru. Lições de Linguística Geral. Ao Livro Técnico S/A. Brasil. 1980
Benjamin L. Whorf. Language, Thought and Reality. MIT Press. 1956

Assessment

Assessment will be based on two works, a group work and an individual work, and consideration will also be given to the quality of participation in class.

Discipline

Mathematics and the Learning of Mathematics I

Year

2

Semester

S

Hours/Week

T TP P S

2,5

2

Credits

6

Course

Primary School Teachers

Optional

Compulsory

x

Teacher

Fátima Mendes

Aims

To develop an attitude of self-confidence towards mathematics; To expand mathematical knowledge and concepts; To develop the ability to discuss situations and to solve problems; To reflect upon the purposes of teaching mathematics in primary school; To discuss the role of problem-solving in the development of mathematical knowledge and in the teaching of mathematics; To analyse and discuss the educational potentials of the use of materials in the teaching of mathematics.

Syllabus

Why teach Mathematics? historical background: The main purposes of the teaching of mathematics; current trends of change; mathematics in the Primary school curriculum. **Significance of the number and numeration** - natural number and numeration; broadening of the concept of number (from the set of natural numbers to the set of real numbers; numerical line) development of numeration systems; organisation and potentials of the decimal numeration system; numbers and relationships with numbers; development of the significance of number. **The significance of arithmetical equations** - equations with numbers; properties of the equations and mental calculus; calculation; algorithms and their creation. **Mathematics for problem solving** - different features of the concept of problem; problem-solving models; the role of problem solving in the teaching of mathematics; problem solving in the learning of mathematics. **Resources used in Mathematics classes** - Use of tangible materials in the learning of mathematics; The calculator as a tool for learning mathematics.

Methodology

Using the aims established for reference, priority will be given to the methodologies that actively involve the students in the learning process and promote the integration of scientific knowledge of the syllabus of this discipline with knowledge gained through experience. In particular, the study and exploration of the topics of the mathematics program in primary schools will be regarded as a starting point and an individual or group critical analysis of the documentation provided will be carried out. Moreover, potentially useful materials for the learning of mathematics will be produced and/or analysed, problems and problematic situations will be solved and class work proposals will be planned.

Bibliography

Alfonso, B. G. (1993). Numeracion y calculo. Madrid: Editorial Sintesis.
APM (1988). Renovação do currículo de Matemática. Lisboa: APM.
Castro, E.; Rico, L.; Castro, E. (1996). Numeros y operaciones. Fundamentos para una aritmetica escolar. Madrid: Editorial Sintesis.
Gomez, C. M. (1991). Enseñanza de la multiplicación y división. Madrid: Editorial Sintesis.

Assessment

The assessment will be a continuous process and will include individual and group work as well as oral and written assignments. The assessment will be based on a written test, an oral presentation of a chosen topic and the group assignments considered necessary. The final mark will also envisage the students' attendance and critical intervention in the classes.

Discipline

Mathematics and the Learning of Mathematics II

Year

2

Semester

S

Hours/Week

T TP P S

2,5

2

Credits

5

Course

Primary School Teachers

Optional

Compulsory

x

Teacher

Fátima Mendes

Aims

To expand mathematical knowledge and concepts; To develop the ability to discuss situations and to solve problems; To analyse the specific components of the learning of measurement in primary school; To develop spatial awareness and an understanding of geometry; To analyse the role of standard measures, relationships and functions in the teaching and learning of the mathematics syllabus of primary schools; To analyse and discuss the educational potential of the use of materials in the teaching of mathematics.

Syllabus

Geometry and spatial awareness – the Van Hiele theory. Size measurement - size conservation; adoption of a measurement model; standardised and spontaneous systems and units of measure. Standard measures and relationships - identification and description of regular forms; numerical and geometrical standards; standard measures, relationships and development of algebraic thought. Basic statistics: Basic concepts of statistics (statistical figures, population, samples and sampling techniques); Basic concepts of probabilities; Identification and solution of problems through data collection and analysis; Data management, description and interpretation; Statistics and probabilities in primary school teaching.

Methodology

Priority will be given to methodologies that actively involve the students in the development of notions that promote the integration of scientific knowledge with theoretical-practical knowledge. This will be based on the exploration of the topics defined in the 1st year mathematics syllabus; the documentation provided will be critically analysed as will materials potentially useful to the study of mathematics; problematic situations will be solved and proposals for class work will be planned.

Bibliography

Kerslake, D.; Burton, L.; Harvey, R.; Street, L.; Walsh, A. (1991). HBJ mathematics. London: Harcourt Brace Jovanovich Publishers. (7 coleções, uma para cada ano de escolaridade, desde o ano Reception, contendo: Teacher's resource book (1 vol), Children's book (1 vol), Activities book (3 vol)).
 NCTM (Ed.). Teaching children mathematics. Reston: NCTM. (revistas sobre o ensino e aprendizagem da Matemática nos 6 primeiros anos de escolaridade).
 Musser, G. & Burger, W. (1997). Mathematics for elementary teachers: A contemporary approach. London: Prentice-Hall.
 Williams, E.; Shuard, H. (1997). Primary mathematics today: Towards the 21st century. Edinburgh: Longman.

Assessment

Assessment of this discipline will be based on a written test and on the group assignments considered necessary.

Discipline

Methodology of Teaching, Reading and Writing

Year 2

Semester S

Hours/Week

T TP P S

1 2,2

Credits 4

Course Primary School Teachers

Optional

Compulsory

Teacher

Ana Cristina Sequeira

Aims

To contribute to the development of a training program that provides each student with a critical analysis of the Portuguese Language learning-teaching process. To enable the acquisition of knowledge regarding contexts that aid the development of language skills (Hearing, Speaking, Reading and Writing). To relate language development to the development of the child's cognitive and relational skills within the school and family contexts. To analyse Language concepts and First Language learning-teaching models.

Syllabus

Language in the School - Language concepts and learning models. The Portuguese language/First Language in Primary School - Guidelines for the teaching of the first language. Practices of reception and production - The knowledge of speaking and reading, oral expression, written expression. Learning methods for reading and writing. The Portuguese Language/First language in Primary School - Guidelines for the teaching of the Portuguese Language in ethnically different contexts.

Methodology

The classes of this discipline will be carried out in the form of a seminar and of a workshop of material production. During the seminar, presentations, reading and discussion of texts and the overall organisation of conclusions will be carried out, all of which will be of the teacher's responsibility. The workshop of material production will be of the students' responsibility, thus being subject to assessment.

Bibliography

Abreu, I.; Sequeira, A. P.; Escoval, A (1990) Ideias e Histórias-Contributos para uma Educação Participada, Lisboa: IIE
Botelho, F. (1997) Metodologia do ensino das Línguas I - Antologia de Textos, Setúbal: E.S.E. de Setúbal
Contente, M. (1995) A leitura e a escrita, Lisboa: Presença

Assessment

Assessment will be continuous. Therefore, only the students who attend at least 75 % of the classes will be subject to the final assessment. Assessment will be based on: attendance and participation; creativity and relevance of the material produced in the workshop (group work); production of an article on the topics of the Program (individual work).

Discipline

Natural and Social Sciences I

T TP P S

Year 2

Semester A

Hours/Week

1,5

1,1

Credits

6,5

Course Primary School Teachers

Optional

Compulsory

x

Teacher

Margarida Miranda

Aims

To research, record, interpret experiences, to test and perceive, to co-operate and interact, to positively react to situations and to communicate. To appreciate attitudes and the way they develop. To gain knowledge of the physical, natural and socio-economic dimensions of development and of its interdependence. Concepts: adaptation, cause/effect/multiple causality, change/stability, conservation, evidence, independence/interdependence, localisation, similarity/difference, time, values and beliefs. To develop skills of personal intervention, as a component of one among many communities.

Syllabus

Here is the World!: To discover evidence/signs of the world in the surrounding environment, focusing on the variety of cultural, economic and natural links that affect our everyday life, and on the way people, ideas and objects from all over the world are constantly influencing the way we live. **Relating ourselves to one another:** To promote honest and co-operative human relations, both in school and at home, based on the development of the ability to communicate and co-operate with others. To recognise the fact that conflict is a constant feature at all the levels of the natural and social communities and to suggest different ways in which the students can start to study and solve conflicts related to their own lives and to the world in general. To give attention to the sexual stereotypes that children develop in an early age and to approach some of challenges that put them under consideration. **Other worlds:** To observe things from different points of view, avoiding prejudices, explaining conceptions, images and representations, teaching topics related to different countries, peoples and cultures, considered as essential components of the global village with different ways of doing similar things. **The World of Tomorrow:** To analyse the prospects that are being defined for the future world and to identify the main controllable influences in the world's future and in one's personal future: the suitable technology, the improvement of the quality of life and of the social well-being of the citizens, their rights and responsibilities when making global and local social decisions, the ethical features of science and technology.

Methodology

Preliminary and complementary hearing of the students' conceptions and of the group's social roles. Comparison between the roles and the interests of knowledge (individual and group) with background information and information required for problem identification. The creation of situations of individual and group initiative, appealing to the creative transformation of the information received, from a perspective as "inherent" as possible to the phenomena to be understood and the realities to be discovered. Constant link with the pedagogical practice (intervention and reflection).

Bibliography

ALHO, A.A. et al. (1994) Ciências Sociais e Ciências Naturais. Formação de Formadores/Professores. Setúbal: ESE de Setúbal.
FISHER, S. & HICKS, D. (1985) World Studies 8-13. A Teacher's Handbook. U.K.: SCDC Publications.
SANTOS, Boaventura de Sousa (1987) Um Discurso Sobre as Ciências. Porto: Edições Afrontamento, Col. Histórias e Ideias, nº1.

Assessment

Small group project work based on a selected issue that has been discussed, aiming at a more thorough analysis and integration of knowledge and at the background necessary to approach the issue at Primary School level – Oral presentation and delivery of a written report including theoretical substantiation (20%). Proposals of a work to be carried out with primary school children during the Pedagogical Practice, to be completed in small groups – (30%). Work sessions carried out individually or in pairs, based on the topics and/or specific techniques, or on the discussion of theoretical texts that support the consideration of the assignments that are being developed/have been completed/observed (20%). Individual written report based on the analysis of the works produced and supported by the bibliographical references made (30%).

Discipline

Pedagogical Practice and Reflection II

T TP P S

Year 2

Semester A

Hours/Week

1,4 2,6

Credits 11

Course Primary School Teachers

Optional

Compulsory x

Teacher

Irene Fortura

Aims

To become familiar with the educational institution (Primary School), its features, structures and interactions. To identify the dynamics of the co-operating school and the class where training is held. To develop the ability to relate with children and with adults. To become familiar with the primary school curriculum. To become familiar with the classroom activities as an active participant. To take part in the complementary educational activities of the school work (study visits, parties, exhibitions...) To observe and record the behavioural patterns of those involved in the educational activity. To reflect upon the experiences gained/observed, interrelating theory and practice. To conceive and develop work projects based on real problems. To plan teaching and other activities, with the assistance of the co-operating teacher and with the training group. To manage the teaching-learning process by considering the proposed plan and by constantly analysing the current processes. To critically analyse and reflect upon the work completed by the individual student and by the other members of the group.

Syllabus

Primary School – an educational institution: The primary school curriculum: analysis of the general aims, of the guidelines and of the programs. School dynamics: Educational Project, organisation and management of resources and relations with the educational community. Social relations within the School. The role of the primary school teacher and of other school members. The student's profile upon leaving primary school. The teaching-learning methodologies/variety of approaches toward the different areas of the curriculum and their interrelation. The organisation, programming and management of the pedagogical practices: curricular programmes, planning of activities, working methods, school textbooks, production of materials, records.... Pedagogical differentiation. Pedagogical assessment.

Practical Work/
/Laboratory

Development of a project work carried out in the classroom and related to the training.

Methodology

Different and flexible methodologies discussed with the students and based on the individual and group assignments.

Bibliography

ABREU, I., SEQUEIRA, A.P.; ESCOVAL, A. - Ideias e Histórias - Contributos para uma Educação Participada, Lisboa: IIE, 1990.
BENAVENTE, Ana - Escola, Professores e Processos de Mudança, Lisboa: Livros Horizonte, 1990.
BERTRAND, Yves - Teorias Contemporâneas de Educação, Lisboa: Instituto Piaget, Coleção Horizontes Pedagógicos, 1991.

Assessment

The assessment, as a self and hetero-regulating learning process, will be based on: The work produced (report, individual assessment, oral presentation and intervention project); the process and the direction taken throughout the year.

Discipline

Physical and Artistic Education I

T TP P S

Year 2

Semester A

Hours/Week

0,7 2,6

Credits 8,5

Course Primary School Teachers

Optional

Compulsory X

Teacher

Filomena Fialho, João Pires, Duarte Victor, Ana Cristina Figueira

Aims

To be able to evaluate the importance of physical activities in the process of a child's physical development. To acquire a basic technical vocabulary that is related to the syllabus studied, and to be able to use it in appropriate situations. To become aware of the means of Physical Education that are applicable to Primary school level in terms of the syllabus currently used. To participate and co-operate with the teacher and with the classmates for a proper management and organisation of the class, in situations of both practice and application.

Syllabus

Theoretical Course - physical fitness (Physical exercise, health and well-being. The concept of physical fitness. The conditional and coordinative capacities); BASIC NOTIONS OF PHYSICAL DEVELOPMENT: 6-12 years of age (The concepts of growth, maturity, learning, adaptation and development. Evolution stages of the development of physical capacities. Fundamental and transitional capacities. Influential variables in the process of development of physical capacities. Development of physical capacities (6-12 years of age)
Practical Course - physical fitness (Application of a series of tools to assess the overall physical condition. Experience of individual or group situations of activities related to physical fitness).

Methodology

The classes are both theoretical/practical and practical/applied. In the theoretical/practical classes, the aforementioned topics are approached through the content analysis of texts that are used as a basis for thematic debates. In the practical/applied classes, the syllabus is approached through the practical experience of the different activities.

Bibliography

Blásquez, D.; Ortega, E. (1984). La Actividad Motriz en el Niño de 6 a 8 Años. Madrid: ME-CDSF/DGEBS (1992). A Educação Física no 1º Ciclo do Ensino Básico. Lisboa: Ministério da Educação.
 Perez, L. (1987); Desarrollo Motor Y Actividades Fisicas; Madrid; Gymnos S.A.
 Tani, G; Kokubum, E.; Manuel, E; Proença J. (1988); Educação Física Escolar-Fundamentos de uma Abordagem Desenvolvimentista; São Paulo; Editora Pedagógica Universitária.
 Official program for Physical Expression in Primary Schools.

Assessment

In "Physical Education in Primary School", assessment is carried out through a process of continuous assessment and on the basis of attendance, whereby students are required to attend a minimum of 80 % of the practical/applied classes. The final mark is given on the bases of a quantitative scale of 0 (zero) to 20 (twenty). The assessment process will consist of two components: Theoretical Component (40%): this is expressed through the student's performance in a written test, the date of which will be agreed with the teacher. Practical/Applied Component (60%): this results from the students' performance, assessed together with their participative and conscious attitude, which is shown through their involvement in the class activities, their ability to assimilate and apply the subject and to perform a critical analysis and consideration of the topics contained in the program of this discipline. In order to give the final mark, the teacher can agree, if deemed necessary for further clarification of the training process and respective assessment, to assign an oral discussion on any one of the works produced by the students in the theoretical and practical/applied components.



Primary School Teachers

Year III



Discipline

Children's Literature

Year 3

Semester S

Hours/Week

T TP P L

1 2,9

Credits 5

Course Primary School Teachers

Optional

Compulsory X

Teacher

Luciano Pereira

Aims

To develop an interest in the specific nature of literary texts. To become familiar with: theoretical texts on children's literature; children's literary texts, returned by the children after having received them. To find/look for literary publications in the field of children's literature. To reflect upon: the personal and multicultural development of children through such aesthetic expressions; the complementary use of images in a number of these publications; multidisciplinary approaches provided; Children's literature in Primary School books and in other publications. To analyse a few samples of: Universal fantastic stories/fairy tales; Portuguese texts: Popular; Erudite; Consisting of a combination between traditional, popular and erudite traditions and the didactic genre. To compare the structure of the fantasy story/fairy tale with other examples of light literature text; To produce works of/on children's literature. To encourage the community's interest in this aesthetic feature of language.

Syllabus

Concepts of literature, childhood and children's literature. Literary, children's literature and light literature texts. Universal fantastic stories/fairy tales: structure; subject; the sublimation of the unconscious; the multicultural feature; the leisure feature; organisation of space and time. Light literature texts: structure; subject; the sublimation of the unconscious; the leisure feature; Children's literary texts developed by the children after having received them.

Methodology

The work to be carried out within this discipline will be developed in the form of reception/production of texts.

Bibliography

BARRETO, G. - Literatura para crianças e jovens em Portugal. Porto, Campo das Letras, col. Campo da Literatura/Ensaio (18), 1998.
BASTOS, G. -Literatura infantil e juvenil. Lisboa: Universidade Aberta, 1999.
BETTELHEIM,B.-Psicanálise dos contos de fadas. Trad. Port., 4ªed. Lisboa: Bertrand, 1991.

Assessment

Assessment will be continuous and divided into two different components: of the curriculum; of the students. Each student who attends a minimum of half of the classes of this discipline will be assessed according to their individual and group work (or only individual), based upon the oral presentations they make in class, as well as on the written materials produced and, possibly, by other forms of production. Each student attending a minimum of half the classes of this discipline or who doesn't complete the works assigned will be assessed in a final exam.

Discipline	Educational Development and Contexts II									
Year	3	Semester	A	Hours/Week	T 0,7	TP 2,2	P 	S 	Credits	8
Course	Primary School Teachers				Optional		Compulsory		X	
Teacher	Maria de Lurdes Pimenta									

Aims

The aims of this disciplines are: The development of theoretical skills that are necessary for the understanding of the processes of human development on the basis of the acknowledgement of diversity; The acquisition of theoretical skills that enable the student to understand the educational situations as one of the contexts of development and learning of children and youths; The development of methodological skills that enable the consolidation of an analytical attitude that allows the creation of observational tools necessary for the constant assessment of the training subjects.

Syllabus

Part I – The school as an object of study: School management and the Educational Project. The current model of school management. The development of the school educational project. Assessment/self-assessment of the performance of the educational institutions – School Innovation. **Part II** - The development of children and youths and schooling: The social dimension of behaviour. Temperament and personality. Personality and learning in the school context. Identity development. Development of the concept of gender and sexual role. Development of ethnic identity. Cognitive factors and learning. Piaget's theory. Social interactions and cognitive development. Contracts of communication in the classroom. Moral development and education. Social conventions and moral principles. The Kohlberg Theory. Piaget's theory. Autonomy as an educational aim. Topics considered as being relevant will also be approached during the students' pedagogical practice.

Methodology

This program is based on the pedagogical practice developed by the students of Primary school. The training sessions will be divided into practical and theoretical/practical classes. In the theoretical classes, the syllabus will be discussed in order to gain access to the theoretical points of reference. In the theoretical/practical classes, not only the topics of the theoretical classes but also other issues introduced by the teachers or by the students after their pedagogical practice, will be discussed. Students will be expected to complete small group work and text analyses.

Bibliography

BARROSO, J. (1996) - O Estudo da Escola. Porto: Porto Editora
 MACEDO, B. (1993) Projecto Educativo de Escola. Lisboa: IIE,
 CLÍMACO, M. C. (1992) - Monitorização e Práticas de A valiação das Escolas. Lisboa: GEP

Assessment

The students will have to complete two assessment tasks: Report of the project developed during the training period (in group), Individual work of assessment (individual).

Discipline

Educational Research

T TP P S

Year 3

Semester S

Hours/Week

1 2,2

Credits 4

Course Primary School Teachers

Optional

Compulsory X

Teacher

Carla Cibele Figueiredo, Jorge Pinto

Aims

To reflect upon the development processes of scientific knowledge; To identify needs and analyse educational situations and problems; To try to collect relevant information concerning a need/problem/aims; To apply research techniques appropriate for the proposed aims; To analyse information from different sources and be able to associate it; To produce information and knowledge, expressing it by using different means of communication; To critically analyse the work produced.

Syllabus

The development of Knowledge in Education; a complex social reality: Analysis of different types of studies that fall into the category of naturalism/interaction (Case studies, Ethnographical Studies, Biographical methods, Research-action...). Relationship between Research, change and Innovation.

The collection of information with regard to needs and problems: Identification of problems, needs and aims; Development of reference charts for the analysis of problems; Outlining of Projects.

The different techniques of data collection and their usefulness with regard to the aims of the project (Questionnaires, Observation, Interviews, Life Stories, Diaries...). Analysis and interpretation of the information and its use in favour of a project of change/intervention/action. Techniques of information analysis and its transmission to the participants.

Practical Work/
Laboratory

Outlining of Projects. Project attendance. Project assessment

Methodology

Analysis and discussion of the theoretical-practical texts. Analysis and discussion of Research projects. Theoretical presentation and debate carried out by the teachers of the subject or by guest teachers. Viewing of videos and debate on the themes approached in them. Presentation and discussion of the proposals made by the students throughout the outlining and production of the project. Small or large group analysis and debate on the partial results and data of each project.

Bibliography

Bell, Judite. (1997). Como fazer um Projecto de Investigação. Lisboa: Gradiva.

Bogdan e Biklen (1992). Investigação Qualitativa em Educação- uma introdução à teoria e métodos. Porto: Porto Editora.

Fullan, M.G. (1991). The new meaning of educational change. London: Cassel Education.

Assessment

Participation in the works produced throughout the year. Production and presentation of a Research Project. Practical development of a Research Project

Discipline	Natural and Social Sciences II										
				T	TP	P	S				
Year	3	Semester	A	Hours/Week	1,5	1,1			Credits	6,5	
Course	Primary School Teachers				Optional			Compulsory			X
Teacher	Helena Simões										

Aims To contribute to the training of citizens, instructing and preparing them to intervene in social and natural issues related to the development of Science and Technology. To discuss the implications of social change as a result of the introduction of technologies in specific social / natural contexts. To apply scientific and technological concepts and procedures to specific everyday situations. To consider intervention in a perspective of primary school teaching, by developing and analysing teaching – learning activities and reflecting upon its pedagogical value.

Syllabus The discipline is based on organising topics, starting from the concept of interdependence between regions, people and between people and the world. **Topic 1:** Here is the World! - Discovering the World – Awareness of oneself and of the surrounding environment. Basic scientific processes of data collection and analysis. **Topic 2:** Relating ourselves to one another - Acting in the world – Relationships and interdependencies. Stability and instability (of the environment, health...). Research as a comprehensive way of developing skills applied to scientific processes. **Topic 3:** Other worlds - The exploration of other environments – Let's go out! From our concepts to the concepts of others and to those of Science. **Topic 4:** The World of Tomorrow - Expectations and trends of the evolution of the world. The dilemmas of the scientific and technological evolution – potentials and limitations of the new discoveries. Discussion of controversial topics and decision-making processes.

Practical Work/ /Laboratory Research: individual, documentary or other. Practical activities of experimental nature. Development of work sessions. The conception of teaching – learning activities and development of the respective didactic material.

Methodology The proposed activities will be carried out both individually and in small groups, giving priority to the development of self-training skills and the ability to solve scientific and educational problems posed by the pedagogical practice. The experiences, interests and needs of the students will be considered as a starting point. Different activities will be developed: research (documentary or other), group assignments related to specific problems, experimental research activities, analysis of educational practices, planning of teaching - learning activities and production of materials...

Bibliography DRIVER, R. (1988). The pupil as scientist? Milton Keynes: The Open University.
GAGO, M. (1990). Manifesto para a Ciência em Portugal. Lisboa: Gradiva.
OSBORNE, R. e FREYBERG, P: (1987). Learning science: The implications of children's science. Auckland: Heinemann Publishers.

Assessment The assessment is regularly and systematically based on the work processes applied and the products obtained. The main products are: Small group project work concerning a given identified problem, aimed at improving and integrating different types of knowledge, and at creating the necessary background to approach it in Primary School (1st semester). The planning of educational activities and the production of materials, adapted to the specific contexts of pedagogical practice (2nd semester). Written summary of the individual theoretical reflection upon all the work carried out in the discipline.

Discipline

Pedagogical Practice and Reflection III

T TP P S

Year 3

Semester A

Hours/Week

2,9

3,3

Credits

16

Course Primary School Teachers

Optional

Compulsory

x

Teacher

Ana Cristina Sequeira, Helena Fonseca, Irene Fortuna

Aims

To reflect upon the Primary school from an organisational, social and pedagogical point of view. To intervene in the school context with a critical, responsible and creative approach: To identify problems and seek solutions; To participate in the class, being aware of the individual differences;. To plan activities and materials that are adequate for the children's needs and interests. To conceive, prepare and develop a contextual Intervention Project. To develop and invest in its development/assessment

Syllabus

Preschool/primary school organisation. Curriculum and Curricular development. The school-family-community relationship. Educational Project/School Projects. Classroom organisation. Classroom projects. Organisation and management of the programs and exercises. Pedagogical differentiation. Pedagogical Relationship. Pedagogical assessment.

Practical Work/
/Laboratory

Development of an intervention/research project, carried out in the classroom, consistent with the training experience.

Methodology

Different and flexible methodologies discussed with the students and based on group and individual work.

Bibliography

ABREU, I., SEQUEIRA, A.P.; ESCOVAL, A. - Ideias e Histórias - Contributos para uma Educação Participada, Lisboa: IIE, 1990.
BENAVENTE, Ana - Escola, Professores e Processos de Mudança, Lisboa: Livros Horizonte, 1990.
BERTRAND, Yves - Teorias Contemporâneas de Educação, Lisboa: Instituto Piaget, Coleção Horizontes Pedagógicos, 1991.

Assessment

As an individual and group process, assessment will be based on: the work produced (report, individual reflection, demonstration, oral presentation and an intervention/research project) and the process and the direction taken throughout the year.
All the participants will be involved in the training/assessment of the students, in order to obtain a clear and objective final mark.
The training/assessment tasks and the respective criteria will be explained and discussed with the students at the beginning of the academic year.

Discipline

Pedagogy of Mathematics

T TP P S

Year 3

Semester A

Hours/Week

2,6

Credits

6,5

Course Primary School Teachers

Optional

Compulsory

x

Teacher

Ana Luísa Paiva

Aims

In terms of mathematics, the pedagogical background of reference of each teacher is based on their conception of what this science is, on what are considered to be valid mathematical activities and on what they know about the ways to represent mathematical ideas and procedures, including the understanding of the advantages and disadvantages - both mathematical and those related to the development of the students - resulting from the options made between various teaching methods and models. Using these assumptions as a starting point, this discipline aims at: reflecting upon the nature of mathematics and upon the teaching/learning process of mathematics; developing knowledge of the influence of different cultures, ages, genders and capacities in the learning of mathematics; developing knowledge and skills to use and assess methods of representation of mathematical procedures and concepts; developing knowledge and skills to use and assess teaching materials and resources; reflecting upon the ways to stimulate and improve mathematical expression in the classroom; reflecting upon the teaching strategies and the models of classroom organisation.

Syllabus

To think mathematically about the contexts of school mathematics. Conceptions regarding the nature of mathematics and its teaching; Contributions of different cultures to the development of mathematics. Mathematical Tasks: Methods of representation of mathematical ideas; Materials and resources, including technological resources; Valid Mathematical activities. Mathematical expression in Primary school classrooms: The teacher's role; The student's role; Tools for the improvement of the mathematical expression. Concepts of teaching and learning mathematics: Environments that favour the development of the students' mathematical skills; Assessment of the mathematical activity.

Methodology

The theoretical-practical classes will essentially be based on the discussion and consideration of the main topics being studied. This will be carried out in small groups or by the whole class. Priority will be given to the students' activities that can take on several different forms, such as practical work, preferably in small groups, participation in the discussions and preparation and accomplishment of presentations.

Bibliography

Abrantes, P., Serrazina, L. e Oliveira, I. (1999). *A Matemática na Educação Básica*. Lisboa: Ministério da Educação.
Boavida, A., Ponte, J., Graça, M. e Abrantes, P. (1997). *Didáctica da Matemática*. Lisboa: Ministério da Educação, 2ª ed.
Matos, J.M., 1994. *Aprendizagens de Matemática ou De que são feitos os conceitos matemáticos?* In: *Actas do ProfMat 94*, pp. 45- 49

Assessment

Being continuous, the assessment will consider attendance and class participation and will essentially be based upon an individual written work and small individual or group assignments carried out during or following the classes. The percentage to be assigned to each of these components will be 50% for the individual written assignment, 40% for the total number of small assignments and 10% for class participation, with a minimum class attendance of 75 %.

Discipline

Physical and Artistic Education II

T TP P S

Year 3

Semester A

Hours/Week

0,7

2

Credits

6,5

Course Primary School Teachers

Optional

Compulsory

x

Teacher

Ana Cristina Figueira, Duarte Victor, João Pires, Pedro Fragoso

Aims

To obtain a basic technical vocabulary that is related to the syllabus studied, and to be able to apply it in appropriate situations; To understand the means of Physical Education that are applicable to Primary school level in terms of the syllabus currently used; To use the theoretical and practical principles learnt, relating them to the practical work of Physical Education, proving to know how to plan, perform and interpret sequences of skills that are favourable to the approach of the subject and appropriate for the respective age group; To be capable of systematically organising a Physical Education class on the basis of the careful selection of activities, the appropriate selection of tasks, of materials and of criteria best suited to the process and assessment; To practice and learn tasks related to the physical and/or sports activities, from the point of view of leisure, technique, tactics, regulations and didactics.

Syllabus

Theoretical Course: Physical Education in the Primary school curriculum; The Physical Education syllabus; Facilities, equipment and materials for Physical Education in Primary School; Planning in Physical Education; Pedagogical intervention in Physical Education; Observation and assessment in Physical Education.

Practical Course: Planning of Physical Education classes according to the subjects of the syllabus; Physical Education classes given by the students under the teacher's supervision.

Methodology

The topics of the syllabus are approached in practical and applied classes of informative/theoretical training nature. With each class, especially the practical and applied ones, there is an effort to link situations that enable students, before and after their period of experience, to analyse the physical actions and tasks they carry out as participants, without losing sight of the corresponding transfer of this experience to actual situations with Primary school children. The above-mentioned classes should serve as a link between the theoretical principles approached in the syllabus and their direct applicability.

Bibliography

Blásquez, D; Ortega, E. (1984). La actividad Motriz en el niño de 6 a 8 Años. Madrid: Editorial Cincel.

ME-CDSF/DGEBS – A Educação física no 1º Ciclo do Ensino Básico. Lisboa: Ministério da Educação, 1992.

Brás, J; Carvalho, L. D.; Cruz, S.; Fernandes, L.; Mira, J.; Rodrigues, I. – Manual de Educação Física – 1º Ciclo do Ensino Básico. Oeiras: Gabinete Coordenador do Desporto Escolar no âmbito do PRODEFDE, 1998.

Assessment

Assessment is carried out through a process of continuous assessment and on the basis of attendance, whereby students are required to attend a minimum of 80 % of the classes.

The final mark is given on the bases of a quantitative scale of 0 (zero) to 20 (twenty). The assessment process will consist of two components:

(1) **Theoretical Component (40%):** this is expressed through the student's performance in a written test.

(2) **Practical/Applied Component (60%):** this results from the students' performance, assessed together with their participative and conscious attitude, which is shown through their involvement in the class activities, their ability to assimilate and apply the subject and to perform a critical analysis and consideration of the topics contained in the program of this discipline. Therefore, the teacher can apply simulated teaching, observation of the activities carried out in the practical/applied classes, assessment of an individual work that highlights the ability to assimilate/apply the subject studied and to discuss the aims and the syllabus of the program.

In order to give the final mark, the teacher can agree, if deemed necessary for further clarification of the training process and respective assessment, to assign an oral discussion on any one of the works produced by the students.

Discipline	Special Educative Needs and Differentiated Pedagogy									
Year	3	Semester	S	Hours/Week	T 1	TP 2,2	P 	S 	Credits	4
Course	Primary School Teachers				Optional		Compulsory		x	
Teacher	Ricardo Martinez									

Aims

To critically analyse social representations of difference and development which continue to attribute the central causes of learning difficulties to the child. To analyse social and pedagogical practices based on the idea an ideal student, which lead to standardized mass teaching and to the neglect of those who can't be fitted to the model. To find out about the conceptual changes and contributions of research which support pedagogical differentiation allowing teachers to recognize each student/pupil as being different from all the others, with their own particular abilities. In this way, future teachers/educators will be able to deal with diversity, developing: strategies enabling them to answer to the children's needs; positive solutions for all the children that potentially will experience difficulties in their school life, including the ones with handicaps; strategies for facilitating learning in groups of students, whose diversity should be seen as an enriching factor; the construction of, or participation in, a school that is able to interact with cultures different from that it originates from.

Syllabus

From the Individual Perspective to the Curricular Perspective. To Know and to Support the Child. To Differentiate Pedagogy? Differentiated Pedagogies. Institutional Organisation and the Answer to Diversity

Methodology

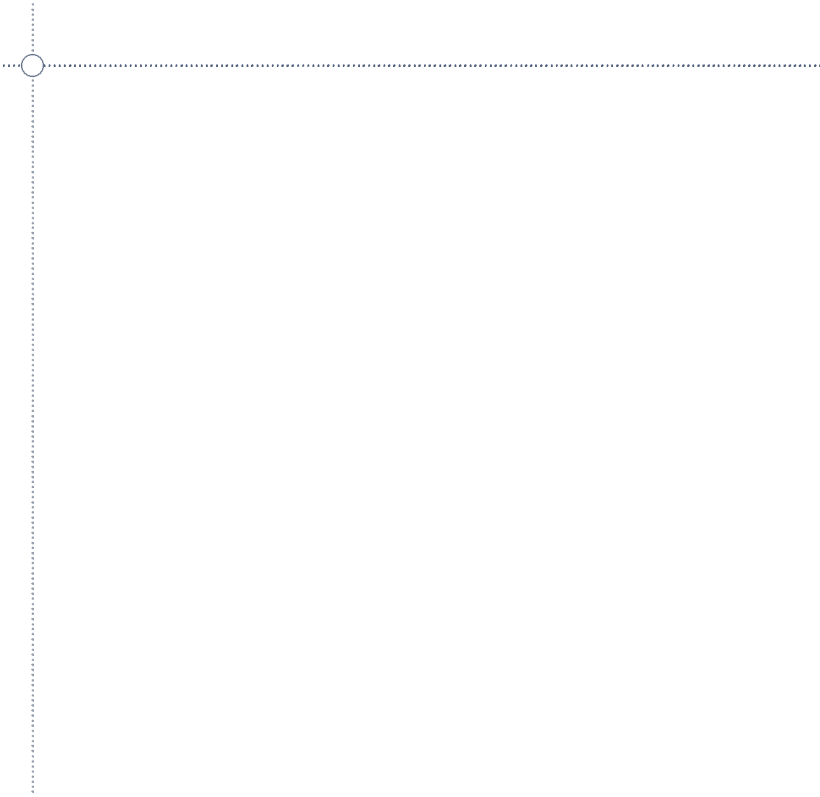
Lectures on theory, debates and group work. Analysis and discussion of case studies. Analysis and discussion of theoretical-practical texts. Viewing of videos and debates about the themes considered in them.

Bibliography

Declaração de Salamanca
 UNESCO-IIE; 1995 "Necessidades Educativas Especiais na Sala de Aula"
 Iturra, R. (1990) Fugirás à escola para trabalhar a terra. Lisboa: Escher
 Perrenoud, F. (1985). Comment combattre l'échec scolaire en dix leçons, Genève
 Pereira, F. (1993) A educação face à diversidade cultural, in "Escola e Sociedade Multicultural". Ed. Entre-Culturas, M.E.
 Perrenoud, P. (1996) La pédagogie à l'école des différences, Paris Ed. ESF
 Ainscow, M.; Porter, G.; Wang, M. (1997) Caminhos para as escolas inclusivas, Instituto de Inovação Educacional

Assessment

Evaluation will be based on participation in class activities and on a activities report, which should be supported by comments, referring to what has been learnt and its pertinence to the teaching practice, (+/- 10 pages).





Primary School Teachers

Year **IV**



Discipline

Pedagogical Practice and Reflection IV

T TP P S

Year 4

Semester A

Hours/Week

1,8

5,3

Credits

24

Course Primary School Teachers

Optional

Compulsory

x

Teacher

Helena Fonseca, Lurdes Fragateiro

Aims

To examine situations experienced in educational contexts; To create tools that enable the analysis of educational situations; To test solutions based on identified problems; To create and produce materials adapted to different realities; To develop a Research/Intervention Project

Syllabus

The syllabus will be defined during the first encounter with the students. Starting from the identification of problems and issues to be studied in depth. A Training Plan will be drawn up, integrating subjects of interest for the class or for the individual student.

Methodology

This discipline is organised in three different stages that are, nonetheless, interconnected and complementary, with the Training in the Field. These stages are:

The first will last two weeks - coinciding with the beginning of the school year - and will focus on the formulation and realisation of a Project of Intervention/Research, negotiated with the assistant teacher;

The second stage will last seven weeks, which correspond to the time of development of the Project;

The last stage will last one week and is intended for the Assessment of the Project.

The lessons at the ESE will be alternated with Training in the Field.

The starting point will consist of the identification of issues to be studied in depth. These will be grouped according to subject matter and according to the topics and fields of intervention of the projects carried out by the training groups. The syllabus will be approached theoretically and practically by each group and will be supported by specific methodology and bibliography.

Bibliography

Alonso, Luísa, (1994). A construção do currículo na escola: uma proposta de desenvolvimento curricular par o 1º ciclo do ensino básico. Porto: Porto Editora

Apple, Michael et all, (1995). A Pedagogia da Exclusão. Petrópolis: Vozes

Arends, Richard, (1995). Aprender a ensinar. Lisboa: McGraw-Hill.

Assessment

Assessment will be based on: Participation in the activities carried out during the lessons; A Project of Intervention/Research integrating an individual reflection on the training course.

Discipline		Seminar of Support to the Scientific Areas								
Year	4	Semester	A	Hours/Week	T	TP	P	S	Credits	20
Course	Primary School Teachers				Optional				Compulsory	x
Teacher	Amélia Rosa, Ana Cristina Figueira, Ana Cristina Sequeira, Fernando Casaca, Filomena Fialho, Joana Brocardo, João Pires, Luísa Solla, Luís Souta									

Aims

The Seminar of Support to the Scientific Areas is a unique discipline, composed of the following subjects: Portuguese Language, Mathematics, Environmental Studies, Expressions (Physical Education, Music, Drama, Plastic Art). This discipline aims at developing a methodological support for the training in the field, through the reflection on the students' experiences and needs, through the theoretical and methodological framing of the issues identified and through the construction of proposals of Intervention/Research. This discipline has the following aims: To contribute to a global and integrated view of the Primary School program, through the formulation, experience and reflection on experiences and projects; To develop skills of curricular construction to meet the characteristics and needs of children and to adapt the school practices to the educational contexts; To articulate specific methodologies of the different areas in an integrating view of the role of the Primary School Teacher; To plan educational activities from an interdisciplinary point of view; To organise and produce materials that are appropriate for children, for the syllabus of the Primary School Program and for the different contexts, and that enable a diversified learning process.

Syllabus

The syllabus and the activities to be carried out in this discipline will be based on the previous hearing of the needs expressed by the students during their period of training in the field, with a view to develop and thoroughly analyse the subjects learned during the course.

Methodology

Throughout the lessons, the students will carry out, individually or in group, different activities that will include periods of documentary research and other types of research, problem solving, analysis and consideration of educational practices and planning of academic activities and the respective production of pedagogical materials. It is expected that the use of the student's training requirements as a starting point will produce processes that articulate the information received and the experiences provided, transforming them creatively.

Bibliography

The bibliography will be suggested in the first lessons of each of the above- mentioned subjects.

Assessment

In this discipline, a regular and systematic assessment will be made of: Lessons and working sessions; Participation of the students in the lessons and in other activities; Works produced by the students; Project of Intervention/Research.

Discipline

Additional Educational Support

T TP P S

Year 4

Semester S

Hours/Week

3

Credits 4

Course Primary School Teachers

Optional

Compulsory X

Teacher Jorge Pinto

Aims

To analyse teaching and learning methods and strategies that facilitate the work and management of the class. To analyse models and practices of assessment. To reflect upon different educational situations and develop tools of intervention for pedagogical control. To participate in/develop, in the school/classroom, projects that aim at educational success, by devising new means of support to the students.

Syllabus

The content is based on four topics/issues, which aim at its clarification:
Homogeneity, or Heterogeneity, as a factor of development in a group? Concepts of learning; Attitudes towards errors; Strategies for dealing with difficulties.
Support of special educational needs, a problem for a few or a problem for all (teachers and students)? Evolution and organisation of the support of special educational needs; Pedagogical support in the framework of a differentiated pedagogy; The roles of the Educational Support Teachers.
How to organise the classroom and manage the curriculum in order to improve and develop the learning process of all students? (Communication in the classroom; Democratic education and negotiation; Space and the educational materials; Time and the types of work: project work; text work; guided Study, etc...)
Assessment - a "measure" of knowledge or a learning strategy? Concepts of assessment and learning models; purpose and types of assessment in primary education; the role of assessment in the learning process; assessment as an interpersonal relationship and as a learning tool)

Methodology

The working methodologies used will be based on the reflection and analysis of concrete situations, experienced by the participants in the different contexts of pedagogical practice. These methodologies include different types of work, such as oral accounts of experiences, group work, individual work and work carried out in pairs. The work produced is expected to include a reflection upon the action, adopting a critical point of view and encouraging the development of professional knowledge.

Bibliography

Allal, L. Cardinet, J. Perrenoud, F. (1986). *A Avaliação Formativa num Ensino Diferenciado*. Coimbra: Almedina.
Barlow, M. (1993). *L'évaluation scolaire. Décoder son langage*. Paris: Chronique Sociale.
Bartolomeis, F. (1981). *Avaliação e Orientação*. objetivos, instrumentos, métodos. Lisboa: Horizonte. (the original work in Italian was published in 1977).
Cardinet, J. (1988). *Pour apprécier le travail des élèves*. Bruxelles: De Boeck.

Assessment

Besides participation in the lessons, assessment will also be based on the production of a learning dossier.

Discipline		Research Project					
				T	TP	P	S
Year	4	Semester	A	Hours/Week	1,4		
Course	Primary School Teachers			Optional		Compulsory	x
Teacher	Carla Cibelle Figueiredo						

Aims

The discipline of Research Project is aimed at providing the students with a theoretical point of reference and a set of research tools that enable them to reflect upon the educational practices and the school establishment. It therefore aims at: Encouraging the acquirement of information and skills to develop a research position in the construction of the profession; Contributing to the acquirement of knowledge on the processes of research, which facilitate the planning and development of a Project of Intervention/Research in the training context.

Syllabus

This set of goals is realised, in terms of the syllabus, in two main subject matters: The construction of a research project: its stages. Identification of methodologies that enable a better understanding of the educational practices and of the school establishment.

Methodology

The methodologies adopted include different types of work, as well as reading and critical analysis of projects of intervention/research, carried out individually or in small groups. Formulation and construction of a project of intervention/research. Theoretical information structured by the teacher.

Bibliography

Bell, J. (1997). Como realizar um projecto de investigação. Lisboa: Gradiva
 Biklen, S. & Bogdan, R. (1994). Investigação qualitativa em educação. Porto: Porto Editora.
 Foddy, W. (1996). Como perguntar. Teoria e Prática de construção de perguntas em entrevistas e questionários. Oeiras: Celta.
 Ghiglione, R. & Matalon, B. (1997). O inquérito. Teoria e Prática. Oeiras: Celta.

Assessment

Participation in the activities carried out during the lessons; Individual reflection on the process of construction of the project of intervention/research; Project of intervention/research.

Discipline

Analysis of Educational Situations

T TP P S

Year 4

Semester S

Hours/Week

2,9

Credits 4

Course Primary School Teachers

Optional

Compulsory X

Teacher

Lurdes Fragateiro

Aims

To contribute to a reflection on methods of organisation and management of Primary Schools that promote and offer significant learning processes to the variety of their public; To encourage the acquirement of information and skills for the development of Educational Projects adapted to the different contexts; To contribute to the knowledge of strategies of differentiated pedagogy that facilitate social inclusion; To encourage the acquirement of attitudes and skills that are essential for practices of School inclusion.

Syllabus

This set of aims is realised, in terms of the syllabus, through three main subjects matters:
From School as a Building to School as an Educational Territory: Models of Organisation and Management in Primary School – Historical View; School as a centre of educational action - a new system of relations between partners and levels of education; The concept of Educational Project; The Educational project as a Management tool; The Educational project as a process and product; Stages of development of the Educational Project.
Flexibility of the Curriculum: The Evolution of the concept of curriculum; From the curriculum to the project; Forms of planning; Selection of activities, assessment and teaching methods. Inclusion through pedagogical differentiation; Organisation and management of space and time and of time spent in the classroom; Creation of tools that facilitate inclusion; The social organisation of the learning processes.

Methodology

The methodologies used include different types of work: Reading and critical analysis of texts and articles, to be carried out individually or in small groups; Animation of sessions by the students, to be carried out individually or in small groups; Moments of reflection on experienced realities; Theoretical information structured by the teacher.

Bibliography

AINSCOW; Mel e all, (1997). Caminhos para as escolas inclusivas. Lisboa: IIE.
ALONSO; Luísa, (1994). A construção do currículo na escola: uma proposta de desenvolvimento curricular para o 1º ciclo. Porto : Porto Editora.
BARROSO, João (1994). Do projecto educativo à planificação e gestão estratégica da escola, in Noésis, nº 31, Julho/Outubro.
PERRENOUD, Philippe (1997). Construire des compétences dès l'école. Paris: ESF éditeur
PERRENOUD, Philippe (1997). Enseigner agir dans l'urgence décider dans l'incertitude. Paris: ESF éditeur

Assessment

Production of a work on each subject matter