

Course Unit	Education, Diversity and Difference		Field of study	Education Sciences	
	Postgraduation Diploma in Special Education: Emotion and Personality Domain		School	School of Education	
Academic Year	2017/2018	Year of study	1	Level	ECTS credits 4.5
Type	Annual	Semester	-	Code	5029-458-1004-00-17
Workload (hours)	121,5	Contact hours	T - - TP 30 PL - - TC - - S - - E - - OT - - O - -		

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) **Graça Margarida Medeiros Teixeira e Santos, Sofia Marisa Alves Bergano**

#### Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Recognize the importance of socio-cultural components, rational, affective and participation in the educational relationship;
2. Understand the articulation of education concepts, diversity and difference within the Special Educational Needs;
3. Build a reflective and critical attitude on the issue of Special Needs Education and Learning Disabilities;
4. Support actively the diversification strategies and educational methods.

#### Prerequisites

Before the course unit the learner is expected to be able to:  
Not applicable.

#### Course contents

1. Education and Special Education. 2. Difference. 3. Diversity. 4. Education, Diversity and Difference.

#### Course contents (extended version)

1. Education and Special Education
  - Power to educate, affectivity and becoming a person.
  - Diversity and heterogeneity - educational challenges.
  - Being Teacher and responsibility of education in Special Education.
  - Professional Profile Teacher Specializing in NEES.
2. Diferença
  - Difference and status.
  - Ethics and difference.
  - Status anthropological partner difference.
  - Conflict, identity, difference and citizenship: the role of intercultural mediators.
3. Diversity
  - Culture and values.
  - Culture, identity, meaning and subjectivity.
  - Prejudices and stereotypes.
  - I, culture and world conquest.
4. Education, Diversity and Difference
  - Aesthetic promotion of difference as a factor of social and educational integration.
  - Diversity - difference and personal development.
  - Power and decentered help: horizon interpersonal development.

#### Recommended reading

1. Fonseca, A. M. (2000). Educar para a cidadania – Motivações, Princípios e Metodologias. Porto: Porto Editora.
2. Nogueira, C. & Silva, I. (2001). Cidadania: Construção de Novas Práticas em Contexto Educativo. Porto: Edições ASA.
3. Rodrigues, D. (Org. , 2003). Perspectivas sobre a Inclusão. Porto: Porto Editora.
4. Stoer, S. & Cortesão, L. (1999). Levantando a Pedra - da Pedagogia Inter/ Multicultural às Políticas Educativas numa Época de Transnacionalização. Porto: Edições Afrontamento.
5. Touraine, A. (2002). Iguais e Diferentes: podemos viver juntos? Lisboa: Edições do Instituto Piaget.

#### Teaching and learning methods

- Oral presentation, dialogue and educational communication. Use of information and communication technologies; Group work around Sheets Formative. - Presentation of findings of the group work. Debates on issues - problems. Analysis and interpretation of texts. Questioning critical issues relevant to promoting the development of integrative conceptual schemes.

#### Assessment methods

1. Continuous evaluation: - (Regular, Student Worker) (Final)
  - Practical Work - 100% (Group work (50%) with individual presentation (50%).)
2. Resource and special evaluation: - (Regular, Student Worker) (Supplementary, Special)
  - Final Written Exam - 100% (Final examination directed to the skills and program content.)

#### Language of instruction

Portuguese

#### Electronic validation

Graça Margarida Medeiros Teixeira e Santos, Sofia Marisa Alves Bergano	Sofia Marisa Alves Bergano	Paula Marisa Fortunato Vaz	António Francisco Ribeiro Alves
29-09-2017	29-09-2017	10-10-2017	11-10-2017