

Course Unit	Option 2 - Psychology of Educational Relationship		Field of study	-	
Master in	Pre-school and Primary School Teacher Education		School	School of Education	
Academic Year	2022/2023	Year of study	2	Level	2-2
Type	Semestral	Semester	1	ECTS credits	4.0
			Code	5050-765-2102-03-22	
Workload (hours)	108	Contact hours	T -	TP 28	PL -
			TC -	S -	E -
			OT 8	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) Rosa Maria Ramos Novo

Learning outcomes and competences

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

1. Mobilize the bio-ecological perspective in the analysis of students' ecosystem development potential
2. Recognize the educational / pedagogical relationship as a development promotion context and learning
3. Identify change-generating or preventive interventions within the framework of the relationships between the different educational actors

Prerequisites

Not applicable

Course contents

1. The bioecological perspective of human development. 2. Educational and pedagogical relationship. 3. School-Family relationships. 4. The classroom as a social system. 5. The involvement of student and teacher style.

Course contents (extended version)

1. The ecological perspective of human development
 - Ecosystem structure
 - Componentes contours
2. Educational and pedagogical relationship
 - Definition of concepts and fields
3. School-Family Relationships
 - Different approaches / distance to school
 - The communication with parents
 - The student as a go-between
4. The classroom as a social system
 - Teacher interaction and communication
 - Representations and expectations in relation pedagogical
 - Content management, behavior and conflict
5. The involvement of student and teacher style
 - Current educational issues and their implications

Recommended reading

1. Bronfenbrenner, U. , & Morris, P. A. (1998). The ecology of developmental process. in Lerner, R. M. (org.). Handbook of child psychology: Theoretical models of development. Wiley & Sons.
2. Bruner, J. (2001). Cultura da educação. Artmed.
3. Epstein, J. (2011). School, family and community partnerships: preparing educators and improving schools. Westview Press.
4. Karpov, Y. (2014). Vygotsky for educators. Cambridge University Press.
5. Veiga, F. (coord.) (2013). Educação, teoria, investigação, aplicação - O envolvimento dos alunos na escola. Climepsi Editores.

Teaching and learning methods

Encouraging students to argumentative and reflective discussion of the subject under study. It will be valued the development of research capacity and the collaborative construction of knowledge, resorting to portfolio with communication and discussion in large group and project work, in small groups, with presentation and debate in a large group.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Portfolio - 50% (Individual work plan with communication and discussion in large group.)
 - Projects - 50% (Project work, in small groups, with presentation and debate of opinions in a large group.)
2. Exam Evaluation - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100%

Language of instruction

Portuguese

Electronic validation

Rosa Maria Ramos Novo	Pedro Augusto Oliveira Salgueiro	Ilda da Purificação Freire Ribeiro	Carlos Manuel Costa Teixeira
07-12-2022	09-12-2022	14-12-2022	02-01-2023