

Course Unit	Option 3 - Education and Diversity	Field of study	-
Master in	Pre-school and Primary School Teacher Education	School	School of Education
Academic Year	2022/2023	Year of study	2
Type	Semestral	Semester	1
Workload (hours)	108	Contact hours	T - , TP 28, PL - , TC - , S - , E - , OT 8, O -
		Level	2-2
		Code	5050-765-2103-01-22
		ECTS credits	4.0

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) Ilda da Purificação Freire Ribeiro

### Learning outcomes and competences

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

1. Understand the articulation of concepts, education and diversity, within social and educational cultural
2. Recognize the importance of diversity in components: socio-cultural, rational and participatory educational relationship
3. Build a reflective and critical attitude on the issue of diversity in school
4. Understand school as plural space by encouraging the construction of a pedagogy of coexistence fighting discrimination and exclusion processes
5. Actively support the diversification of educational strategies and methodologies in view of the diversity present in the school

### Prerequisites

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

### Course contents

1. Education 2. Diversity 3. Education and diversity

### Course contents (extended version)

1. Education
  - The concept of education
  - Education in 21st century: the question of globalization
  - A humanistic perspective of education
2. Diversity
  - Socio-ethnic-cultural diversity: conceptual issues and developments of the phenomenon in Portugal
  - Culture, values, identity and otherness
  - The "other" is us: conflict, identity, difference and global citizenship
3. Education and diversity
  - The challenge of diversity in current school: policies, cultures and practices
  - The professor and the responsibility of education in diversity
  - The interculturality in schools: concessions and practices
  - Action strategies in educational plurals contexts

### Recommended reading

1. Anjos, P. (2020). A educação hoje. Princípios educativos para crianças e jovens. Bookout.
2. Cardoso, C. (2006). Os professores em contexto de diversidade. Profedições.
3. Malheiros, J. (2011). Promoção da interculturalidade e da integração de proximidade. ACIDI.
4. Vieira, R. ; Vieira, A. ; Silva, P. ; Margarido C. ; & Marques, J. (2019). Da mediação intercultural à mediação comunitária. Estar dentro e estar fora para mediar e intervir. Edições Afrontamento.
5. Vieira, R. (2011). Educação e diversidade cultural. Notas de antropologia da educação. Edições Afrontamento.

### Teaching and learning methods

Oral Exposure; Discussion/debate; Presentation of conceptual schemes that enable problematize relevant educational themes, group work.

### Assessment methods

1. Continuous Avaliation - (Regular, Student Worker) (Final)
  - Intermediate Written Test - 70% (Individual, on the content of subjects taught)
  - Development Topics - 30% (Work of reflection on a topic of the curricular unit)
2. Exam evaluation - (Regular, Student Worker) (Supplementary, Special)
  - Final Written Exam - 100% (The subject matter of this review will focus on assessing the mastery of the syllabus.)

### Language of instruction

1. Portuguese
2. Portuguese, with additional English support for foreign students.

### Electronic validation

Ilda da Purificação Freire Ribeiro	Maria do Céu Ribeiro	Manuel Luís Pinto Castanheira	Carlos Manuel Costa Teixeira
11-12-2022	11-12-2022	14-12-2022	02-01-2023