

Course Unit	-	Field of study	-
Master in	Teaching of Musical Education in the Basic School	School	School of Education
Academic Year	2023/2024	Year of study	1
Type	Semestral	Semester	2
Workload (hours)	108	Contact hours	T - , TP 28 , PL - , TC - , S - , E - , OT 8 , O -
Level	2-1	ECTS credits	4.0
Code	5051-764-1204-00-23		

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. Describes some conceptual and methodological aspects of developmental psychology.
 2. Differentiates the main assertions of the foundational and current models of developmental psychology.
 3. Differentiates the main assertions of the foundational models and present the Psychology of Learning.
 4. Conceives a educational strategy with the teaching area and based on learned models, either critically or not.

Prerequisites

Before the course unit the learner is expected to be able to:
(There is none)

Course contents

Some theoretical points on developmental psychology and the relationship with teaching and education. Foundational models of socio-cognitive development and their educative implications. Foundational and up-to-date learning theories and its relationship with teaching.

Course contents (extended version)

1. Theoretical aspects of Psychology of Development:
 - The key concepts of Longitudinal and Cross Method, Development, Stage, Developmental and Life-span;
 - The relationship of these key concepts with education and education.
2. Some foundational models of development and its implications:
 - The cognitive development of Piaget and Vigosky;
 - Contributory of Kohlberg;
 - Bio-ecological theory of Bronfenbrenner.
3. Some current conceptions of development and its educational consequences:
 - New metaphors of development.
4. The psychology of learning:
 - Foundational models (behavioral and cognitive) of learning theory;
 - Up-to-date models of learning and its relationship with learning.

Recommended reading

1. Karpov, Y. (2014). Vygotsky for Educators. Cambridge University Press.
2. Lourenço, O. (2010). Psicologia de Desenvolvimento Cognitivo: Teoria, Dados e Implicações. Almedina.
3. Papalia, D. & Martoreli, G. (2021). Desenvolvimento Humano. Armed.
4. Tavares, D. , Pereira, A. , Gomes, A. , Monteiro, S. & Gomes, A. (2020). Manual de psicologia do desenvolvimento e aprendizagem. Porto Editora.
5. Veiga, F. (coord.). (2019). Psicologia da Educação - Temas de aprofundamento científico para a educação XXI. Climepsi Editores.

Teaching and learning methods

The students are encouraged to discuss argumentative and reflective of the themes under study. The development of research capacity and the collaborative construction of knowledge will be valued by resorting to research; discussion; debate; group work; lectures; text interpretation

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Final Written Exam - 50% (Individual evaluation)
 - Development Topics - 50% (Presentation of works in small groups and their discussion 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	Mario Anibal Goncalves Rego Cardoso	Carlos Manuel Costa Teixeira
14-12-2023	14-12-2023	28-12-2023	11-02-2024