

Course Unit	Curriculum Development and Pedagogical Innovation		Field of study	Education Sciences	
Master in	Pedagogical Supervision and Innovation in Education		School	School of Education	
Academic Year	2023/2024	Year of study	1	Level	2-1
Type	Semestral	Semester	1	ECTS credits	6.0
Code	5072-799-1101-00-23				
Workload (hours)	162	Contact hours	T -	TP 35	PL -
			TC -	S -	E -
			OT 10	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

Learning outcomes and competences

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

1. Distinguish theories, models and pedagogical implications underlying different conceptions of teaching and learning.
2. Reflect on the importance of curriculum documents as a support for teachers' actions.
3. Consider planning as a practice of organizing the teaching and learning process.
4. Mobilize knowledge related to educational action and pedagogical innovation.

Prerequisites

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

Course contents

1. Curriculum Theories and Models; 2. Curricular decisions and documents; 3. The planning as an organization practice of the teaching and learning process; 4. Educational contexts and dimensions of teaching work.

Course contents (extended version)

1. Curriculum Theories and Models
 - Concepts and theories
 - Models of curriculum development
 - Curriculum innovation and pedagogical implications
2. Curricular decisions and documents
 - Curriculum development as a decision process
 - Curricular documents and educational action
 - Tools for curriculum management
3. The planning as an organization practice of the teaching and learning process
4. Educational contexts and dimensions of teaching work
 - Profile and professional identity of the teacher
 - Construction of professional knowledge and teaching skills
 - Educational action and pedagogical innovation

Recommended reading

1. Cabral, I., & Alves, M. J. (2018). Inovação pedagógica e mudança educativa - da teoria à(s) prática(s). Universidade Católica Portuguesa.
2. Flores, M. A., Moreira, M. A., & Oliveira, L. R. (Orgs.) (2015). Desafios curriculares e pedagógicos na formação de professores. De Facto Editores.
3. Pacheco, J. A., Roldão, M. C., & Estrela, M. T. (Orgs.) (2018). Estudos de currículo. Coleção Educação e Formação, n.º 11. Porto Editora.
4. Roldão, M. C., & Almeida, S. (2018). Gestão curricular: para a autonomia das escolas e dos professores. Direção Geral de Educação.
5. Silva, H. S., & Lopes, J. (2015). Eu, professor, pergunto: 20 respostas sobre planificação do ensino-aprendizagem, estratégias de ensino e avaliação. Factor.

Teaching and learning methods

Analysis of documents (mainly scientific articles); individual and collective analysis, and in the classroom context; guided discussion and the organisation of concept maps; systematisation of student learning; use of the expository method, interactive dialogue, critical analysis and debate around texts, videos and cases presented by students; active participation.

Assessment methods

1. Continuous assessment: - (Regular, Student Worker) (Final)
 - Development Topics - 50% (Research/reflection work [group] on themes chosen within the scope of the course.)
 - Development Topics - 50% (Critical review of a scientific article with presentation [individual].)
2. Exam evaluation: - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (It will focus on the contents of the programme.)

Language of instruction

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

Electronic validation

Graça Margarida Medeiros Teixeira e Santos	Maria do Céu Ribeiro	Elza da Conceição Mesquita	Carlos Manuel Costa Teixeira
30-11-2023	12-12-2023	14-12-2023	11-02-2024