

Course Unit	Option 2 - Psychology of Educational Relationship		Field of study	Psychology	
Master in	Science Education		School	School of Education	
Academic Year	2020/2021	Year of study	1	Level	2-1
Type	Semestral	Semester	2	ECTS credits	4.0
Code	5016-627-1204-03-20				
Workload (hours)	108	Contact hours	T -	TP 36	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) 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. Identifies change-generating or preventive interventions within the framework of the relations between the different educational actors.

Prerequisites

Not applicable

Course contents

1. The bioecological perspective of human development. 2. Educational and pedagogical relationship: definition of concepts and fields. 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.
 - 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. (2006). The Bioecological Model of Human Development. In R. Lerner (Eds.), Theoretical Models of Human Development: Handbook of Child Psychology. John 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

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, using the individual work plan and its communication and discussion in a large group and the project work, in small groups, with presentation and debate in a large group .

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Reports and Guides - 50% (individual report)
 - Projects - 50% (Presentation and discussion of projects)
2. Exam Evaluation - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100%

Language of instruction

Portuguese

Electronic validation

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28-10-2020	28-10-2020	30-10-2020	31-10-2020