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| 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 |
| Workload (hours) | | 108 | Contact hours | T - TP 36 PL - TC - S - E - OT - O - | |
| Code 5016-627-1204-03-20 | | | | | |

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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|-----------------------|------------------------|---------------------|---------------------------------|
| Rosa Maria Ramos Novo | Ana Raquel Russo Prada | Delmina Maria Pires | António Francisco Ribeiro Alves |
| 28-10-2020 | 28-10-2020 | 30-10-2020 | 31-10-2020 |