

Course Unit	-			Field of study			
Master in	Teaching of the First Cycle, Mathematics and Natural Sciences in the Second Cycle			School	School of Education		
Academic Year	2023/2024	Year of study	1	Level	2-1	ECTS credits	4.0
Туре	Semestral	Semester	1	Code	5044-763-1101-00-23		
Workload (hours)	108	Contact hours		28 PL - Tolernon problem-solving; PL - Problem-		E - OT - Fieldwork; S - Seminar; E - Place	8 O -

Name(s) of lecturer(s) Maria Conceiçao Costa Martins, Nuno Miguel Franco Paula Santos

Learning outcomes and competences

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

- 1. Understand that the diversity of living beings reflects the existence of countless differences, but also many similarities between them.
 2. Understand the concept of species and its importance in systematics.
 3. Discuss different theories concerning the origin of living beings and the evolution of species.
 4. Distinguish the main taxonomic groups in which living beings are grouped.

- 5. Understand the importance of earth biodiversity.
 6. Recognize the main threat factors to biodiversity.
 7. Identify the most relevant biodiversity groups and species in Portugal.

Prerequisites

Before the course unit the learner is expected to be able to: No prerequisites

Course contents

1-Diversity and unity of Life. 2-Study of the major taxonomic groups. 3-Biodiversity and nature conservation

Course contents (extended version)

- Diversity and unity of Life
 Classification of living organisms
 Origin and evolution of living beings
 Classical theories about the evolution of species and Evolutionism
- Study of the major taxonomic groups
 Monera, Protista and Fungi Kingdom
- Norlea, Polisia and Tung Knigdom
 Plant and Animalia Kingdom
 Diversity and ecological relevance of Traqueophytes.
 Diversity and ecological relevance of Chordates.
 Biodiversity and nature conservation
 Biodiversity in Portugal
 Biodiversity conservation relevance
 Threats to hiodiversity.
- - Threats to biodiversity
 Institutions and instruments for biodiversity protection

Recommended reading

- Bencatel, J., Álvares, F., Moura, A. E., & Barbosa, A. M. (eds.) (2017). Atlas de mamíferos de Portugal. Universidade de Évora.
 Eiras, J. (2010). Charles Darwin (1809/2009). Evolução e biodiversidade. Editora da Universidade do Porto.
 Figueiró, A. (2015). Biogeografia: dinâmicas e transformações da natureza. Editor Oficina de Textos.
 Secretariado da Convenção sobre Diversidade Biológica (2014). Panorama da biodiversidade global 4. Montréal: CDB. www. cbd. int/GBO4.
 Sociedade Portuguesa de Botânica (2014). Flora-On: Flora de Portugal interactiva. SPBotânica. www. flora-on. pt.

Teaching and learning methods

The course has a strong reflective, interactive and practical component. Some classes will have a theoretical nature, in which the content is presented by the teacher, but there will also be theoretical-practical classes with debates and discussion of current topics on the study and preservation of Biodiversity. In practical activities, laboratory techniques and field observations will be used.

Assessment methods

- Continuous assessment (Regular, Student Worker) (Final)
 Intermediate Written Test 70% (Evaluation of the theoretical component will be done through one written test)
 Laboratory Work 30% (Written reports on practical lessons)
 Exam (Regular, Student Worker) (Supplementary, Special)
 Final Written Exam 70% (Concerns only the theoretical component and will be run through a final written Exam)
 Practical Work 30% (Corresponding to the assessment of the practical component obtained by frequency)

Language of instruction

Portuguese, with additional English support for foreign students

	Electronic validation				
Maria Conceiçao Costa Martins, Nuno Miguel Franco Paula Santos		Paulo Miguel Mafra Gonçalves	Manuel Celestino Vara Pires	Carlos Manuel Costa Teixeira	
	22-02-2024	22-02-2024	25-02-2024	25-02-2024	