

Course Unit	Option 2 - Development and Citizenship Education		Field of study	-	
Master in	Teaching of the First Cycle, Mathematics and Natural Sciences in the Second Cycle		School	School of Education	
Academic Year	2022/2023	Year of study	2	Level	2-2
Type	Semestral	Semester	1	ECTS credits	4.0
Code	5044-763-2103-01-22				
Workload (hours)	108	Contact hours	T -	TP 28	PL -
			TC -	S -	E -
			OT 8	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) Ilda da Purificação Freire Ribeiro

Learning outcomes and competences

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

1. Identify the different meanings, levels and fields of intervention in education for development.
2. Know the national and international assumptions and policies, of education for development.
3. Critically select methodologies and techniques in the context of Education for Development and Education for Global Citizenship.
4. Plan training processes for people and entities to promote education for development.
5. Apply knowledge about education for development, reflecting on its complexity and effects in the construction of a global citizenship.

Prerequisites

Not applicable

Course contents

1. Education for development. 2. Educational policies within the scope of Education for Development and Citizenship: International, national and local. 3. Educational intervention in the context of education for development. 4. Education for development: strategic themes

Course contents (extended version)

1. Education for development
 - Historical and conceptual framework
 - Definitions of education for development
 - Forms of intervention and socio-educational areas in education
2. Educational policies: International, national and local
3. Educational intervention in the context of education for development.
 - Principles, objectives and areas of intervention
 - Educational methodologies that promote autonomy, agency and commitment to social transformation
4. Education for development: strategic themes
 - Gender and education
 - Inequalities: social exclusion and inclusion
 - Sustainability and ecology
 - Citizenship, interculturality and anti-racist education.

Recommended reading

1. Andreotti, V. , & Souza, L. M. (Eds.). (2012). Postcolonial perspectives on global citizenship education. Routledge.
2. Council of Europe. (2019). Global education guidelines: Concepts and methodologies on global education for educators and policy makers (updated edition). North-South Centre of the Council of Europe.
3. ENED. (2018). Estratégia nacional de educação para o desenvolvimento, Resolução do Conselho de Ministros n.º 94/2018, Diário da República, 1.ª série — N.º 135 — 16 de julho de 2018.
4. Gaudelli, W. (2016). Global citizenship education: Everyday transcendence. Routledge.
5. Jara, O. (2016). Dilemas y desafíos de una educación para la transformación - Algunas aproximaciones freirianas. Sinergias – diálogos educativos para a transformação social, n.º 4, 19-26.

Teaching and learning methods

- Oral presentation - Discussion/debate - Presentation of conceptual schemes - Movie viewing technics - Working group

Assessment methods

1. Continuous Assessment - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 60% (Written test, summative, about the contents, taught.)
 - Development Topics - 40% (A critical review of a scientific article, in the group (50%) and individual presentation (50%).)
2. Exam Evaluation - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (The exam will focus on the contents of the program.)

Language of instruction

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

Electronic validation

Ilda da Purificação Freire Ribeiro	Maria do Céu Ribeiro	Manuel Celestino Vara Pires	Carlos Manuel Costa Teixeira
11-12-2022	11-12-2022	19-12-2022	02-01-2023