

Course Unit	Didactics of Environmental and Social Studies in the 1st Cycle of Basic Education		Field of study	-	
Master in	Pre-school and Primary School Teacher Education		School	School of Education	
Academic Year	2022/2023	Year of study	1	Level	2-1
Type	Semestral	Semester	2	ECTS credits	6.0
			Code	5050-765-1203-00-22	
Workload (hours)	162	Contact hours	T -	TP 39	PL -
			TC -	S -	E -
			OT 15	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) Cristina Maria Mesquita Gomes, Delmina Maria Pires

Learning outcomes and competences

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

1. Refer the role of scientific education in the formation of individuals and the importance of Environment Study in the first years of schooling.
2. Discuss the importance of students' previous concepts in the formation of new concepts.
3. Fundament different strategies as suggestions of activities in teaching practice of Environment Study.
4. Discuss contributions to the success of student learning of the 1st cycle of basic education of the CTSA approach (science, technology, society and environment) in the teaching/learning process.
5. Design and implement practical activities to the Environment Study in basic education.
6. Evaluate the potential of the teaching-learning activities designed and to be implemented in a classroom context.
7. Reflect on the role of evaluation in the teaching-learning process of 1st cycle of basic education.
8. Analyze results of recent research in the 1st cycle of basic education.

Prerequisites

Before the course unit the learner is expected to be able to:
No pre-requisitos.

Course contents

- Foundations of learning in basic education; - Theories of learning and teaching models; - Pedagogical practice and academic success; - Assessment of student learning. Principles of the evaluation.

Course contents (extended version)

1. Foundations of learning in basic education - theories of learning and teaching models:
 - Perspectives on teaching: From transmission To the research;
 - Students' prior ideas about school learning issues and the formation of new concepts;
 - The movement of alternative conceptions: assumptions and objectives. Conceptual change models;
 - The paradigm of Socio-Constructivist learning.
2. Pedagogical practice and school success:
 - Discussion, development and design activities adapted to basic education;
 - Characteristics of teaching practice more conducive to student success.
3. Assessment of children's learning: Guiding principles:
 - Functions of evaluation: different methods and assessment tools;
 - Classification of learning and development of evaluation matrices.

Recommended reading

1. Fernandes, D. (2019). Para um Enquadramento Teórico da Avaliação Formativa e da Avaliação Sumativa das Aprendizagens Escolares. Lisboa: Instituto de Educação - Universidade de Lisboa.
2. Harlen, W. (2006). Teaching and assessing science 5-12 (4ª ed). Sage Publications.
3. Lopes, J. , & Silva, H. (2009). A aprendizagem cooperativa na sala de aula: Um guia prático para o professor. LIDEL.
4. Pires, D. et al. (2016). O ensino experimental como estratégia de abordagem das ciências. In Membiela, Casado e Cebereiros. Nuevos escenarios en la docencia universitaria. Educación Editora.
5. Roldão. M. C. (2009). Estratégias de ensino. Fundação Manuel Leão.

Teaching and learning methods

- Debate and discussion; - Critical reflexion; - Practical activities appropriate for the students of the 1st cycle of basic education.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Development Topics - 50% (Group work with individual discussion.)
 - Intermediate Written Test - 50% (Written test.)
2. Rating by exam - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 50% (Final written examination on the contents of the written test.)
 - Development Topics - 50% (Group work with individual discussion (frequency evaluation).)

Language of instruction

Portuguese

Electronic validation

Cristina Maria Mesquita Gomes, Delmina Maria Pires	Paulo Miguel Mafra Gonçalves	Ilda da Purificação Freire Ribeiro	Carlos Manuel Costa Teixeira
29-12-2022	30-12-2022	03-01-2023	04-01-2023