

Course Unit	Option 3 - Education and Diversity		Field of study	-	
Master in	Pre-school and Primary School Teacher Education		School	School of Education	
Academic Year	2022/2023	Year of study	2	Level	2-2
Type	Semestral	Semester	1	ECTS credits	4.0
Code	5050-765-2103-01-22				
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. Understand the articulation of concepts, education and diversity, within social and educational cultural
2. Recognize the importance of diversity in components: socio-cultural, rational and participatory educational relationship
3. Build a reflective and critical attitude on the issue of diversity in school
4. Understand school as plural space by encouraging the construction of a pedagogy of coexistence fighting discrimination and exclusion processes
5. Actively support the diversification of educational strategies and methodologies in view of the diversity present in the school

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable

Course contents

1. Education 2. Diversity 3. Education and diversity

Course contents (extended version)

1. Education
 - The concept of education
 - Education in 21st century: the question of globalization
 - A humanistic perspective of education
2. Diversity
 - Socio-ethnic-cultural diversity: conceptual issues and developments of the phenomenon in Portugal
 - Culture, values, identity and otherness
 - The "other" is us: conflict, identity, difference and global citizenship
3. Education and diversity
 - The challenge of diversity in current school: policies, cultures and practices
 - The professor and the responsibility of education in diversity
 - The interculturality in schools: concessions and practices
 - Action strategies in educational plurals contexts

Recommended reading

1. Anjos, P. (2020). A educação hoje. Princípios educativos para crianças e jovens. Bookout.
2. Cardoso, C. (2006). Os professores em contexto de diversidade. Profedições.
3. Malheiros, J. (2011). Promoção da interculturalidade e da integração de proximidade. ACIDI.
4. Vieira, R. ; Vieira, A. ; Silva, P. ; Margarido C. ; & Marques, J. (2019). Da mediação intercultural à mediação comunitária. Estar dentro e estar fora para mediar e intervir. Edições Afrontamento.
5. Vieira, R. (2011). Educação e diversidade cultural. Notas de antropologia da educação. Edições Afrontamento.

Teaching and learning methods

Oral Exposure; Discussion/debate; Presentation of conceptual schemes that enable problematize relevant educational themes, group work.

Assessment methods

1. Continuous Evaluation - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 70% (Individual, on the content of subjects taught)
 - Development Topics - 30% (Work of reflection on a topic of the curricular unit)
2. Exam evaluation - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (The subject matter of this review will focus on assessing the mastery of the syllabus.)

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 Luís Pinto Castanheira	Carlos Manuel Costa Teixeira
11-12-2022	11-12-2022	14-12-2022	02-01-2023