

Course Unit	Option 3 - Theory and Curriculum Development		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	5050-765-2103-03-22				
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) Graça Margarida Medeiros Teixeira e Santos

### Learning outcomes and competences

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

1. Distinguish theories and their pedagogical implications underlying the different conceptions of learning and teaching.
2. Analyze the classifications of theories and the development of curriculum studies, emphasizing the relevance of this issue for the training of teachers/educators.
3. Reflect on curriculum development as a decision-making and the importance of using the curriculum documents for the action of teachers/educators.
4. Understand the planning and practical organization of teaching and learning.
5. Acquiring a theoretical and conceptual basis on curricular theme that enables, in particular, understanding and discussion of curriculum issues in the basic education.

### Prerequisites

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

### Course contents

1. Conceptions of learning and teaching. 2. Curriculum theories. 3. Decisions and curriculum documents. 4. A planificação como prática de organização do processo de ensino e de aprendizagem. 5. The curriculum problems in education.

### Course contents (extended version)

1. Conceptions of learning and teaching
  - Concepts and theories
  - Pedagogical implications
2. Curriculum theories
  - Development of curriculum studies
  - Classifications of curriculum theories
3. Decisions and curriculum documents
  - Curriculum development as a decision process - concepts and models
  - Curriculum documents and action of teachers/educators
4. The planning and practical organization of teaching and learning
5. The curriculum problems in the education - autonomy and flexibility
  - Its relevance in the specificity of the initial teacher/educator training course

### Recommended reading

1. Despacho n.º 6605-A/2021. Publicado em Diário da República n.º 129/2021, 1.º Suplemento, Série II de 2021-07-06.
2. Goodson, I. (2020). The crisis of curriculum change. Revista de Estudos Curriculares, Vol. 11, n.º 1.
3. Ministério da Educação (2016). Perfil dos alunos à saída da escolaridade obrigatória. ME/DGE.
4. Pacheco, J. A., Roldão, M. C., & Estrela, M. T. (Orgs.). (2018). Estudos de currículo. Porto Editora.
5. Roldão, M. C., & Almeida, S. (2018). Gestão curricular. Para a autonomia das escolas e professores. Direção-Geral da Educação.

### Teaching and learning methods

- Oral presentation and thematic discussion; use of audiovisual, where relevant.

### Assessment methods

1. Continuous evaluation: - (Regular, Student Worker) (Final)
  - Intermediate Written Test - 60% (Evidence control written, individual, on the content of subjects taught.)
  - Development Topics - 40% (Work on a topic of TDC, prepared in group (50%) and presented individually (50%).)
2. Exam evaluation: - (Regular, Student Worker) (Supplementary, Special)
  - Final Written Exam - 100% (Final written examination individual.)

### Language of instruction

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

### Electronic validation

Graça Margarida Medeiros Teixeira e Santos	Maria do Céu Ribeiro	Ilda da Purificação Freire Ribeiro	Carlos Manuel Costa Teixeira
10-12-2022	10-12-2022	14-12-2022	05-01-2023