

Course Unit	Education in Informal Contexts		Field of study	-	
Bachelor in	Environmental Education		School	School of Education	
Academic Year	2023/2024	Year of study	2	Level	1-2
Type	Semestral	Semester	1	ECTS credits	5.0
Workload (hours)		135	Contact hours	T - TP 45 PL - TC - S - E - OT 9 O -	
Code 9082-768-2101-00-23					

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. Interpret the concept of education, valuing the act of teaching in different situations;
2. Know and relate the different concepts of informal, formal and non-formal education;
3. Explain the informal education as a process of individual development and socialization, in the context of lifelong education;
4. Differentiate between contexts of informal education, discussing their complementarity;
5. Analyze critically the relationship between informal education and environmental education, from its specificity, challenges and promoting responsibility towards the environment and nature;
6. Adopt strategies to promote environmental education, from critical analysis of their individual and social dimension.

Prerequisites

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

Course contents

1. Education; 2. Informal education; 3. From the informal education to the specificity of environmental education; Strategies of promoting environmental education.

Course contents (extended version)

1. Education
 - The notion of education
 - The value of educate
 - The concepts and the relationships between informal, formal and non-formal education
2. Informal education
 - The process of individual development and lifelong education
 - The promotion of citizenship and socialization
 - The informal education contexts
3. From the informal education to the specificity of environmental education
 - From awareness to action
 - The challenges of environmental education
 - Ethical and socially responsible management: responsibility towards the environment and nature
4. Strategies of promoting environmental education
 - The individual and the society- the quality of life and a critical awareness of environmental issues

Recommended reading

1. Arantes, V. A. (org.). (2008). Educação formal e não formal: pontos e contrapontos. Summus Editorial.
2. Carmo, H. (2014). A educação para a cidadania no século XXI. Escolar Editora.
3. Jarvis, P. (2016). Adult education and lifelong learning: theory and practice. Routledge.
4. Palhares, J. (2009). Reflexões sobre o não-escolar na escola e para além dela. Revista Portuguesa de Educação, 22(2), 53-84.
5. Rego, A. , Pina e Cunha, M. , Guimarães da Costa, N. , Gonçalves, H. & Cabral-Cardoso, C. (2007). Gestão ética e socialmente responsável: teoria e prática. Editora RH.

Teaching and learning methods

As teaching methodologies, learning strategies chosen are as follows: - Oral presentation; thematic exhibition, participated by students; audiovisual resources, as needed; group work.

Assessment methods

1. Continuing evaluation - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 70% (Written evidence control, summative, individual, on the content of subjects taught)
 - Development Topics - 30% (Work of reflection, prepared in group and presented individually)
2. Assessment examination - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (The subject matter of this review will focus on assessing the mastery of the syllabu)

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	Adorinda Maria Rodrigues Pereira S. Gonçalves	Carlos Manuel Costa Teixeira
02-02-2024	13-02-2024	14-02-2024	18-02-2024