

Course Unit	Didactics of Environmental and Social Studies in Basic Education		Field of study	Specific Didactics	
Bachelor in	Basic Education		School	School of Education	
Academic Year	2022/2023	Year of study	3	Level	1-3
Type	Semestral	Semester	1	ECTS credits	4.0
Code	9853-531-3203-00-22				
Workload (hours)	108	Contact hours	T -	TP 36	PL -
			TC -	S -	E -
			OT 9	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. To analyse the integration of the disciplinary area Study of Environment in the curriculum of basic education and in the curriculum guidelines of childhood education.
2. Explain the contribution of the disciplinary area Study of Environment for the development of skills, attitudes and values.
3. Recognize the local environment as a learning resource.
4. To experience strategies and resources for teaching and learning in the disciplinary area Study of Environment.
5. Build integrative project within the knowledge world and the disciplinary area of the Study Environment.

Prerequisites

Before the course unit the learner is expected to be able to:
Dose not have

Course contents

The area of world knowledge in basic education; The sciences in the early years; The meaning of social areas in learning and their construction in basic education; Strategies and resources for teaching and learning in disciplinary area Study of Environment; Planning and conducting activities adapted to the contexts.

Course contents (extended version)

1. The area of the knowledge of the world in basic education:
 - Relationship with the curriculum guidelines of preschool education and basic education programmes;
 - Logic organizational and thematic structure;
 - Dimensions of the curricular conception;
 - The integrating nature of Study of Environment.
2. The sciences in basic education:
 - Relevance of science education in the early years of schooling;
 - Development of scientific procedures/investigative skills in the early years.
3. The meaning of the knowledge of the world and its construction in childhood:
 - Social interactions, citizenship and personal and social education as integrative curriculum areas.
4. Strategies and resources for teaching and learning in Study of Environment:
 - The local environment as a learning resource;
 - Project work;
 - Problem solving and research;
 - Practical work and experimental work;
 - Registration data and reports of research;
 - Museums, local heritage, field trips and science labs;
 - Educational resources: documentaries, texts, games, friezes, chronological friezes, maps and globes.
5. Planning and carrying out activities tailored to children.

Recommended reading

1. Lorieri, M. (2004). Aprender a investigar em educação básica. ECCOS Revista Científica UNINOVE, 6, 2, 67-85.
2. Harlen, W. (2006). Teaching, learning and assessing science 5-12. London: Sage Publications.
3. Martins, I., Veiga, M., Teixeira, F., Tenreiro-Vieira, C., Rodrigues, A., . . . Pereira, J. (2009). Despertar para a ciência. Atividades dos 3 aos 6. Ministério da Educação
4. Ministério da Educação e Ciência (2004). Programa do estudo do meio do ensino básico. Lisboa: Direção geral da Educação.
5. Silva, I., Marques, L., Mata, L., & Rosa, M. (2016). Orientações curriculares para a educação pré-escolar. Lisboa: Ministério da Educação.

Teaching and learning methods

The course has a strong reflective, interactive and practical component. Although some lessons have a theoretical / illustrative nature, with presentation of the content by the teacher, there will always be the involvement of students, complemented with various activities such as debates and reflections. Will also be carried out field trips and practical activities.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Development Topics - 20% (Two individual reflections on official documents (Pre-School and 1.º CEB).)
 - Portfolio - 50% (Individual project (Planning and Reflection).)
 - Presentations - 30% (Presentation in simulation session.)
2. Assessment by examination - (Regular, Student Worker) (Supplementary, Special)
 - Development Topics - 50% (Classification obtained in the continuous evaluation.)
 - Practical Work - 50% (Preparing and presenting a simulation session.)

Language of instruction

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

Electronic validation

Cristina Maria Mesquita Gomes, Delmina Maria Pires	Paulo Miguel Mafra Gonçalves	Maria Conceição Costa Martins	Carlos Manuel Costa Teixeira
30-12-2022	09-01-2023	10-01-2023	20-01-2023