



Study Plan

School: School of Social Sciences
Degree: Bachelor
Course: Education Sciences (cód. 208)

1st Year - 1st Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED2472L	Methods of Study and Research	Education Sciences	3	Semester	78
PED2473L	Introduction to Educational Sciences	Education Sciences	3	Semester	78
PED2474L	History of Pedagogy and Education	Education Sciences	6	Semester	156
SOC2411L	Sociology of Education	Sociology	6	Semester	156
PED2475L	Information and Communication Technologies in Education	Education Sciences	6	Semester	156
HIS2422L	History Themes of the twentieth century	History	6	Semester	156

1st Year - 2nd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
LLT2313L	Academic Writing Skills	Languages and Literature	3	Semester	78
SOC2476L	Anthropology of the Education	Anthropology	6	Semester	156
PSI2477L	Psychology of Development	Psychology	6	Semester	156
PED2478L	Observation and analysis of Contexts of Education/ Training	Education Sciences	6	Semester	156
MAT0075L	Statistics Applied to Social Sciences	Mathematics	6	Semester	162

Group of Options

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED2495L	Education and Values	Education Sciences	3	Semester	78
PED2496L	Education for Health	Education Sciences	3	Semester	78
PED2497L	Education, Democracy and Participation	Education Sciences	3	Semester	78
PED2498L	Theories and Models of Professional Formation	Education Sciences	3	Semester	78

2nd Year - 3rd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI2479L	Educational Processes Psychology	Psychology	6	Semester	156
ECN2480L	Education Economics	Economy	6	Semester	156
PED2481L	Curricular Development	Education Sciences	6	Semester	156
PED2482L	Education and Political Institutions	Education Sciences	6	Semester	156
PED2483L	Pedagogic Communication	Education Sciences	6	Semester	156



2nd Year - 4th Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED2484L	Compared Education	Education Sciences	6	Semester	156
PED2485L	Education, Planning and Local Development	Education Sciences	6	Semester	156
PED2486L	Elements of Educational Administration	Education Sciences	6	Semester	156
PED2487L	Educational Assessment	Education Sciences	6	Semester	156

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Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI2499L	Professional Coaching	Psychology	6	Semester	156
PED2500L	Adult Education	Education Sciences	6	Semester	156
ECN2290L	Introduction to Law	Juridical Sciences	6	Semester	156
PED2501L	Production of digital educational resources	Education Sciences	6	Semester	156
SOC2410L	Sociology of the Family	Sociology	6	Semester	156

3rd Year - 5th Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED2488L	Research in Education	Education Sciences	6	Semester	156
PED2489L	Theory and Practice of Mediation	Education Sciences	6	Semester	156
PED2490L	Communitarian Education	Education Sciences	6	Semester	156
PED2491L	Seminar in Project Development	Education Sciences	6	Semester	156



3rd Year - 5th Semester

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PED2497L	Education, Democracy and Participation	Education Sciences	3	Semester	78
PED2498L	Theories and Models of Professional Formation	Education Sciences	3	Semester	78
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ECN2290L	Introduction to Law	Juridical Sciences	6	Semester	156
PED2501L	Production of digital educational resources	Education Sciences	6	Semester	156
SOC2410L	Sociology of the Family	Sociology	6	Semester	156

3rd Year - 6th Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
FIL2492L	Philosophy of Education	Philosophy	6	Semester	156
PED2493L	Contemporary Educational Thought	Education Sciences	6	Semester	156
GES2310L	Entrepreneurship and Innovation	Management	6	Semester	156
PED2494L	Intervention Projects in Education	Education Sciences	6	Semester	156



3rd Year - 6th Semester

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Conditions for obtaining the Degree:

*** TRANSLATE ME: Ciências da Educação

Para obtenção do grau de licenciado em Ciências da Educação é necessário obter aprovação a 159 ECTS em unidades curriculares obrigatórias e 21 ECTS em unidades curriculares optativas, distribuídas da seguinte forma:

1º Ano

1º Semestre:

6 UC Obrigatórias num total de 30 ECTS

Exame de Aferição de Inglês

2º Semestre

5 UC Obrigatórias num total de 27 ECTS

1 UC Optativa num total de 3 ECTS

2º Ano

3º Semestre

5 UC Obrigatórias num total de 30 ECTS

4º Semestre

4 UC Obrigatórias num total de 24 ECTS

UC Optativas num total de 6 ECTS

3º Ano

5º Semestre

4 UC Obrigatórias num total de 24 ECTS

UC Optativas num total de 6 ECTS

6º Semestre

4 UC Obrigatórias num total de 24 ECTS

UC Optativas num total de 6 ECTS ***



Program Contents

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Methods of Study and Research (PED2472L)

- Produce an academically sound work;
- Being able to use individual and group learning techniques and how the latter relate to the subject matter
- Scholarly research: processes and types
- Research Methodology: specific to the Social Sciences
- Different stages of research
- Diversity of approaches.
- Quantitative research / Qualitative research
- Sample, data collection; data process, analysis, and synthesis
- Scholarly paper
- Bibliography
- Citations and bibliographical references

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Introduction to Educational Sciences (PED2473L)

Science Education and / or pedagogy?
Different meanings of the current notion of education.
The conditioning factors of educational situations
Scientific identity of Educational Sciences
General Framework of Education Sciences
Inter and Intra-disciplinarity in Science Education
Practice and Research in Education
Past, present and future of science education

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History of Pedagogy and Education (PED2474L)

1. THE GRECO-ROMAN WORD
2. CRISTIANITY
3. RENAISSANCE AND HUMANISM
4. REFORM AND COUNTER-REFORM
5. THE ENLIGHTENMENT TO THE END OF THE IX CENTURY
5. EDUCATION AND COMTEMPORARY PEDAGOGY EN PORTUGAL

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Sociology of Education (SOC2411L)

THEME 1: SOCIOLOGY OF EDUCATION

THEME 2: EDUCATION AND SOCIETY

THEME 3: EDUCATION AND (IN) EQUALITY

THEME 4: EDUCATION AND DEVELOPMENT

THEME 5: SOCIOLOGICAL PERSPECTIVES ABOUT THE SCHOOL

THEME 6: THE FUTURE OF EDUCATION



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Information and Communication Technologies in Education (PED2475L)

1. Rationale for the use of Technology in Education
 - a. Reasons for using technology in education
 - b. Learning and Technology
 - c. Digital literacy: concepts and models
2. Design and planning programs and projects in the field of digital literacy
 - a. Curricular structure of programs and projects
 - b. Selection and evaluation of technologies and digital resources
 - c. Planning tools: teaching guides and lesson plans .
 - d. Methodologies of educational work: ICT and project work, and methods of collaborative work.
 - e. Tools, resources and environments to support the assessment of student learning (digital portfolios).
 - f. Safety, ethics and protection of children and young people in using ICT
 - g. Social networks and community learning: the new social challenges
3. Evaluation of digital educational resources
 - a. Types of software and educational resources.
 - b. Selection and evaluation of digital educational resources, concepts, tools and criteria
4. Special educational needs and ICT

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History Themes of the twentieth century (HIS2422L)

Introduction: History and the Periodization of the "Contemporary"

1. Contemporary Societies and Modernization
 2. Societies and the Wars
 3. The Nationalism: from the era of nation-states and Identities to the the post-colonial 's context
 4. The experiences of Democracies and Dictatorships. Political Parties and Social Organizations.
 5. Empires and Colonies, Pós-colonialism and decolonization
 6. International organizations
 7. Regionalism and transnational communities.
 8. Americanization, Sovietization and Europeanization
 - 9 The Social States
 10. Social Movements
 11. Migrations, Diasporas, Returns: Mobilities in the Contemporary World
 12. Cultures and knowledge of the 20 Th Century: standards, content, institutions, actors
 13. Education , Higher Education and Society
- Conclusion: Societies and the "Present.". Globalisations.
(up to 6 or 7 themes will be selected)

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Academic Writing Skills (LLT2313L)

1. From active reading to writing - how to read to write better.
2. From the identification of the various types of written texts to writing - how to distinguish the various discursive registers.
3. From debate to writing - how to interpret the confrontation of different perspectives on a many-sided debate on a determined issue.
4. From the working hypothesis to writing - how to know and recognize what is at stake on a determined working hypothesis.
5. From the subject to the written plan - how to structure a subject in a work plan to write about the same topic.



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Anthropology of the Education (SOC2476L)

I: INTRODUCTION TO ANTHROPOLOGY AND ANTHROPOLOGY OF EDUCATION

1. Anthropology and the Social Sciences
2. Preliminary concepts
3. The object of anthropology and Anthropol. of Education.
4. The paradigms of Anthropology
5. Anthropological Method
6. The Anthropol. of Education in Portugal

II: ANTHROPOLOGICAL LOOKS ON SCHOOL EDUCATION

1. Intercultural societies, subcultures and education: practices of intercultural education in Portugal.
2. School context and identity constructedness of their main actors.
3. School cultures and educational project
4. The relationship school/family/community
5. School insuccess and abandonment and the cultural integration of ethnic minorities

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Psychology of Development (PSI2477L)

1. Life-span Development: Psychological, relational and contextual factors
 - 1.1 Concept of development
 - 1.2 Development, change, routes and life trajectory
 - 1.3 Development, developmental stages and transition
 - 1.4 Development and attachment
 - 1.5 Development and education
 - 1.6 Ecology of development
2. From birth to school: Childhood Development
 - 2.1. Psychomotor, cognitive, social-emotional and socio-moral development
3. Entering the School Adolescence
 - 3.1 Personality development
 - 3.2 Cognitive, socio-emotional and socio-moral development
 - 3.3 From childhood to adolescence
4. Development and adolescence
 - 4.1 Adolescence and its evolutionary significance
 - 4.2 Cognitive development, socio-emotional and socio-moral.
 - 4.3 Adolescence and identity construction
 - 4.4 From adolescence to adulthood
5. Development and adulthood
 - 5.1 Cognitive and psychosocial development
 - 5.2 Lifelong Education
6. Development and aging
 - 6.1 Cognitive and psychosocial development
 - 6.2 Risks of aging and successful aging



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Observation and analysis of Contexts of Education/ Training (PED2478L)

A. Introduction

1. General Characterization of the Curricular Unit

2. Scope, Theories and Concepts Involved: Understand the challenges of a quality learning in the 21st century and being able to recognize the implications to the organization and to the learning processes. The constructive theories of a cultural and social basis and different contributes for an actual understanding of learning.

B. Observation and analysis of educational contexts: the contexts, the subjects

1. The Contexts

- Educational contexts ? the place of the school in the 21st century.
- Education and training: contexts of change and times of globalisation

2. The Subjects

- Questions of leadership and possibilities of collaboration.

3. Observation and Analysis of the Educational Action: Methodological Nature

- The nature and the fundamentals of the observation process and analysis of educational contexts.
- Contexts and appropriateness of observation instruments.
- Analysis: principles, techniques and reports.

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Statistics Applied to Social Sciences (MAT0075L)

Descriptive statistics

Introduction to probability

Random variables : unidimensional and bidimensional

Main probability distributions

Introduction to sampling

Point estimation and confidence intervals

Hypothesis testing

Goodness of fit and independence tests

Other non-parametric tests

Correlation and linear regression

Use of statistical software.

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Education and Values (PED2495L)

1. Introduction to the issue of values:

1.1. What are the values?

1.2. ways of knowing the values

1.3. ways to teach and learn values.

1.4. Worldview, values and education

2. Educating in values:

2.1. The project of life: the dignity of human life

2.2. Equal but different

2.3. Freedom and its limits

2.4. Share responsibilities

2.5. Justice and solidarity

2.6. The duty to live in peace



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Education for Health (PED2496L)

Module I - Health and Education

1. - Health promotion and health education
2. - Behaviors and lifestyles
3. - Limits and limitations of health education
4. - Health education with children and adolescents
5. - Commitment to social ethics

Module II - The ABC model: a radical approach to health education

6. - The architecture of the ABC model
7. - Looks complete, contextual, transactional and historical

Module III - The model of empowerment in health education

8. - To be able to live and to communicate
9. - Principles of strategic leveraging

Module IV - Methods and procedures

10. - Nominal group technique, community forum and impressions of the community
11. - The Delphi method
12. - Phillips 66 Method
13. - Demonstrations
14. - Representation of roles
15. - Stories and metaphors
16. - The game

Module V - planning in health education

17. Theori
18. Models in health education
19. Practical Guides in health education

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Education, Democracy and Participation (PED2497L)

1. Democracy - History of an Idea.

- 1.1. Democracy in Greco-Roman antiquity.
- 1.2. Democracy - from classical antiquity to the sixteenth century.
- 1.3. Democracy - XVII-XVIII centuries.
- 1.4. "Democracy in America."
- 1.5. Democracy in the twentieth century: Robert Michels's "iron law of oligarchy", deliberative democracy and neo-republicanism.

2. Democracy and Education.

- 2.1. Democracy & Education - New Schools Movement.
- 2.2. Democracy & Education - John Dewey.
- 2.3. Democracy & Education - Portugal - João de Barros.
- 2.4. Democracy & Education - Portugal - António Sérgio.
- 2.5. Education & Democracy - Citizenship and Citizenship Education in Portugal



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Theories and Models of Professional Formation (PED2498L)

- Theories and models in Vocational Training
- The network of institutions working in training
- The national and international transfer of knowledge and skill
- Professional training and personal development, institutional and labor market
- Vocational training and lifelong learning

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Educational Processes Psychology (PSI2479L)

1. Educational Psychology (EP)
 - 1.1. The EP in the context of Educational Sciences
 - 1.2. Models and evolution
 - 1.3. Perspectives on practice and research
 - 1.4. New directions
2. Development and Learning in Educational Contexts
 - 2.1. Educational System: Organization and dynamics
 - 2.2. Educational contexts and development
 - 2.3. Relations between development and learning
 - 2.4. Learning in educational contexts
3. Personal, relational and contextual factors involved in Educational processes
 - 3.1. Personal and affective dimensions
 - 3.2. Interpersonal, relational and contextual dynamics
4. Perspectives of analysis of the dynamics of educational relationships
 - 4.1. Student engagement in the school
 - 4.2. Educational interactions and conflict management
 - 4.3. School transitions, adaptation processes and development
 - 4.4. Processes of social-educational mediation
5. Educational processes
 - 5.1. Non-formal education
 - 5.2. Lifelong Education
 - 5.3. Family and educational processes
 - 5.4. ICT and educational processes

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Education Economics (ECN2480L)

1. Economics Basic concepts: What is economy (Scarcity, Choice, Opportunity Cost), Market (Demand and Supply), Market Failures, Externalities, Public goods and private goods.
2. Education demand: The decision to acquire education, Human Capital Theory, Other theories, Vocational Training and Lifelong learning, Analysis of Portugal.
3. Education supply: Education Production Function , Efficiency and Effectiveness of the educational system, The Portuguese educational system.
4. Education and Economic Development: Economic growth and Economic development, Impact of education in economic growth, Non-Market Effects of education.
5. Provision and Financing of Education: The role of the state and regulation in education, Higher education (Financing models, Recent evolution of the higher education system in Portugal)



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Curricular Development (PED2481L)

1. The essential conceptual network (s) theories of the curriculum;
2. The curriculum development process and its anchoring in the learning process;
3. The basic principles of curriculum development;
4. Planning tasks;
5. The regulatory role of assessment in learning and curriculum development;
6. The school and class as basic units of curriculum development and practice;
7. The diversification and flexible management of the curriculum;
8. The curriculum projects;
9. Personal management skills of learning how to cross-curricular purpose.

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Education and Political Institutions (PED2482L)

1. The legal skills and diversity performances of institutional in education and training;
2. The international and national institutions with skills and formal action of Education and Training (the dimensions of the political decision, executive action and practical implementation);
3. The institutions of civil society in relevant Education and Training (the dimensions of political decision, executive action and practical implementation);
4. International policies, national and local education and training.

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Pedagogic Communication (PED2483L)

1. Human communication.
 - 1.1. Verbal aspect.
 - 1.1.1. Communication models.
 - 1.2. Non-verbal aspect.
 - 1.2.1. Functions of non-verbal communication.
 - 1.2.2. The body.
 - 1.2.3. Non-verbal communication in Education.
2. Barriers to communication.
 - 2.1. Among people, among people and groups and among groups.
 - 2.2. In educational situations

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Compared Education (PED2484L)

1. The Comparative Education under the Education Sciences.
2. Basic concepts of the discipline: Comparative Education and Comparative Education?
3. History of discipline and milestones and key players in its evolution.
4. Methodological problems of "comparison".
5. Comparison of the specific problems in education.
6. Resources for research in Comparative Education.
7. International and national institutions in the field of education and comparative studies.
8. The international comparison and assessment of the quantity and quality of education.
9. The Educational Prospects - perspectives on the future of education.
10. Main problems of current education worldwide.



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Education, Planning and Local Development (PED2485L)

1. The formal and non-formal education and training and deploying their territorial and institutional;
2. The mapping instruments educational, territorial and institutional;
3. The instruments of management education and training on a territorial basis;
4. The concepts of territory and city teacher educator;
5. The Education and Local Development;
6. The Education Policy and Local Development.

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Elements of Educational Administration (PED2486L)

- 1-Subject of study of Educational Administration
- 2-Educational system, and organization structures
 - The constitutional ideology for education: guiding principles and general organisation
 - The Educational System Act as structuring and organizer of the referential system of education and teaching
 - . General aims of school education and organizational and pedagogical implications
 - . Organizational architecture, modalities and characteristics
 - . Educational administration, organic structures and levels
- 3-Administration and educational policies
 - Education, contextual factors and social educational fairness
 - Territorialization of educational policies and municipalization of education
- 4- Educational policies, autonomy and development of school
 - School Organizations, structures and configurations
 - Educational regulation and logical adjustment of conformity
 - School Organizations and managing results
 - Analytical instruments supported on systems of indicators

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Educational Assessment (PED2487L)

1. The educational assessment: concepts and paradigms
 - 1.1. The assessments concepts, measure and classification
 - 1.2. Assessment presuppositions
 - 1.3. Extent, nature, functions and consequences of the assessment
 - 1.4. Historical perspective of the assessment
2. Domains of educational assessment
 - 2.1. Learning assessment
 - 2.1.1. Learning, teaching and assessment, which relations?
 - 2.1.2. Learning assessment instruments.
 - 2.2. Assessment and professional development
 - 2.2.1. Presuppositions and dimensions of The Teacher's Acting Assessment
 - 2.3. Institutional assessment (Schools)
 - 2.3.1. Internal and external assessment
 - 2.4. Programs and educational projects assessment
 - 2.4.1. Theories and models of Education Assessment
3. The Investigation in Educational Assessment



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Professional Coaching (PSI2499L)

1. Evolution of human cognition
2. Explanatory models and theories of learning
 - a. Cognitive theories
 - b. Cognitive-constructivist theories
 - c. Socio-constructivist theories
 - d. Educational theories
3. Metacognition and affection
4. Self-regulation and self-efficacy of learning processes.

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Adult Education (PED2500L)

The historical development of Adult Education (national and international context)

Models in Adult Education

The conceptual pillars in Adult Education

From Continuing Education to Lifelong Learning

Adult education and personal development and institutional

Adult education and lifelong learning

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Introduction to Law (ECN2290L)

1. The meaning of the law.
2. The mode of being of law.
3. Comparative Law: a brief overview.
4. Legal institutions.
5. The Law of the rule of law.

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Production of digital educational resources (PED2501L)

1. Theories and concepts: digital learning resources, learning objects and repositories.
2. The "life cycle" of digital educational resources: create, organize, use and evaluate.
3. The processes of creation of digital learning resources:
4. Quality criteria of resources.
5. Planning tools and resources to create learning objects (AO / LO.)
6. Authoring tools for creating digital resources and learning objects [Weebly, GLOMAKER, etc.].
7. Organization and distribution of digital resources
 - a) Descriptive analysis and criticism (SWOT) of digital repositories of educational resources.
8. Use of digital educational resources
 - a) Legal and ethical issues in the production, distribution and use of RED
 - b) Licensing and terms of use (eg Creative Commons licenses, common cartridge)
9. Evaluation of RED: models for evaluating software and digital educational resources
10. Dimensions of quality criteria and evaluation of digital educational resources and learning objects.



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Sociology of the Family (SOC2410L)

I - After all, what is family?

- 1.1 Definition, definitions and meanings of family
- 1.2 Obstacles in studying family
- 1.3 The sociological perspective on family

II - The sociological construction of family

- 2.1 The sociological thought on family
- 2.2 From the "family institution" to "family relation"
- 2.3 Individualism, late modernity and family

III - Family and families

- 3.1 From traditional family to the modern family
- 3.2 Unity and diversity of family
- 3.3 Families in contemporary Portugal

IV - Family Relations

- 4.1 Partnering: union and dissolution
- 4.2 Parenthood: contexts of childhood, adolescence, youth and longevity
- 4.3 Extended family, social networks and family solidarity

V - Family and Society

- 5.1 Family and economy: the work between the private and public
- 5.2 Family and education: the child between school and family
- 5.3 Family, family policy and social policy

VI. Family: contemporary themes & debates

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Research in Education (PED2488L)

1. Fundamentals of educational research.
2. Strategies for research in education.
3. Methods, techniques and tools for data collection in education: qualitative and quantitative approaches.
4. Data analysis in education: qualitative approach - content analysis; quantitative approach ? from descriptive statistics to inferential statistics, parametric and non-parametric ways.
5. The research project: characterization and structural elements.

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Theory and Practice of Mediation (PED2489L)

Sociological aspects of conflict. Psychological aspects of all those involved in conflicts.

- The Conflict: elements, ways of approaching it, and basic ways of solving it.
- Alternative ways of solving a conflict.
- Communication/Negotiation
- Mediation: concept and objectives
- The process of Mediation.
- The mediator: being and knowing
- How to apply mediation
- Mediation in Small Claims Court.
- Ethics and Deontology in Mediation.



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Communitarian Education (PED2490L)

1. The field of formal education;
2. The field of non-formal education;
3. The field of informal education;
4. The institutional, family and individual dimensions of Community Education;
5. The intergenerational projects as a crosscutting Community Education;
6. Officials of Community Education;
7. The design, implementation and evaluation of Community Education projects.

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Seminar in Project Development (PED2491L)

1. Projects Characterization
 - 1.1. Intervention Projects
 - 1.2. Research Projects
 - 1.3. Action Research Projects
2. Projects Development
 - 2.1. Starting Points for a project. Problem identification and diagnosis.
 - 2.2. Goal Setting
 - 2.3. Defining Strategies
 - 2.3. Schedule of Activities
 - 2.4. Evaluation Plan
- 2.2. Earnings
3. Project Evaluation
 - 3.1. Concept Evaluation
 - 3.2. Types of Assessment
 - 3.3. Content Assessment

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Philosophy of Education (FIL2492L)

Introduction:

1. The emergence of the relationship between Philosophy and Education. Historical and political context. Concepts analysis and theories.
2. Philosophical thinking into education and its specificity.
3. The status of Philosophy of Education.

1st Question:

What relationship between utopia and ideology: philosophical discourses and the meaning of education.

2nd Question:

What challenges for Philosophy of Education? Three issues:

1. Rejecting the Perfectibility of human nature.
2. Practicing democratic values into Educating City.
3. Reconfiguration identities in a global world. Example: gender studies.

Current problems in Philosophy of Education:

1. Violence
2. Corruption



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Contemporary Educational Thought (PED2493L)

1. Traditional Education versus Modern Education.
2. Rousseau, Pestalozzi and Froebel, at the origins of modern pedagogy.
3. The "École Nouvelle" and the New Education Movement.
4. The pedagogy of Celestin Freinet and the Modern School.
5. The libertarian pedagogy: from Iasnaiia Pollyanna to Summerhill.
6. American pedagogy, from Dewey to Rogers.
7. The des-schooling society: Goodman, Illich and Reimer.
8. The Marxist pedagogy.
9. Paulo Freire and the Pedagogy of the Oppressed.
10. Techno-pedagogy: Skinner, the "pedagogy by objectives," Theory of the Curriculum.
11. Education and Pedagogy in Portugal (XVIII-XXI century).

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Entrepreneurship and Innovation (GES2310L)

Module 1 – Introduction to Entrepreneurship and Innovation

- a. Definitions and concepts of Entrepreneurship
- b. Profile and characteristics of entrepreneurs
- c. Social entrepreneurship and intrapreneurship
- d. What is innovation? Types of innovation
- e. Dynamics of innovation

Module 2 – Conception and Structuring business ideas

- a. Process and techniques of generating ideas
- b. Design Thinking tool
- c. Evaluation of business ideas
- d. The process of creating a business idea and firm
- e. Simulation games- from ideas to business formation

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Intervention Projects in Education (PED2494L)

1. Institutional players for Education and Training;
2. The design, implementation and evaluation of projects of Education and Training;
3. The network of educational and social areas;
4. The training