Study Plan

School: School of Social Sciences
Degree: Master
Course: Teaching Portuguese in Basic Education (3rd cycle) and Secondary Education and Teaching Spanish/French in Basic and

Specialization Spanish

1st Year - 1st Semester
Specialization Spanish

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
LLT11210M	Portuguese Language and Linguistics	Languages and Literature	6	Semester	156
LLT11211M	Spanish Language and Literature I	Languages and Literature	6	Semester	156
PED11169M	Research Methodologies in Education	Education Sciences	6	Semester	156
PSI11170M	Psychology of Education	Psychology	6	Semester	156
PED11213M	Didactics of Portuguese Language	Education Sciences	6	Semester	156

1st Year - 2nd Semester
Specialization Spanish

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
LLT11214M	Spanish Language and Literature II	Languages and Literature	6	Semester	156
PED11216M	Didactics of Foreign Language	Education Sciences	6	Semester	156
PED11217M	Didactics of Literatures of Portuguese Language	Education Sciences	6	Semester	156
PED11178M	Educational Administration and Management	Education Sciences	6	Semester	156

Group of Options

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11184M	School Environment Communication	Education Sciences	6	Semester	156
PED11186M	Education for Health	Education Sciences	6	Semester	156
PED11187M	Information and Communication Technologies	Education Sciences	6	Semester	156
PED11188M	Multiple Literacy	Education Sciences	6	Semester	156
PED11185M	Education for Citizenship	Education Sciences	6	Semester	156
PED11189M	History of Education in Portugal	Education Sciences	6	Semester	156
PED11190M	School Libraries	Education Sciences	6	Semester	156

2nd Year - 3rd Semester
Specialization Spanish

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11218M	Learning Assessment in Language and Literature	Education Sciences	6	Semester	156
PED11219M	Didactics of Literatures of Portuguese Language	Education Sciences	6	Semester	156
PED11220M	Supervised Teaching Practice (EPEF)	Education Sciences	48	Year	1248

Conditions for obtaining the Degree:

*** TRANSLATE ME: Para aprovação na componente curricular nesta área de especialização é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares:{ \ }newline
{ \ }newline
1º Semestre:{ \ }newline
5 UC obrigatórias num total de 30 Ects
2º Semestre:{ \ }newline
3 UC obrigatórias num total de 24 Ects{ \ }newline
1 UC optativa do quadrio de optativas num total de 6 Ects { \ }newline
{ \ }newline
{ \ }newline
3º Semestre e 4º Semestre
2 UC obrigatorias em um total de 12 Ects{ \ }newline
UC de Prática de Ensino Supervisionada num total de 48 Ects
É necessário também a aprovação no acto público de defesa do relatório da unidade curricular relativa à prática de ensino supervisionada. ***

Specialization French

1st Year - 1st Semester
Specialization French

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
LLT11210M	Portuguese Language and Linguistics	Languages and Literature	6	Semester	156
LLT11212M	French Language and Literature I	Languages and Literature	6	Semester	156
PED11169M	Research Methodologies in Education	Education Sciences	6	Semester	156
PSI11170M	Psychology of Education	Psychology	6	Semester	156
PED11213M	Didactics of Portuguese Language	Education Sciences	6	Semester	156

1st Year - 2nd Semester
Specialization French

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11216M	Didactics of Foreign Language	Education Sciences	6	Semester	156
LLT11215M	French Language and Literature II	Languages and Literature	6	Semester	156
PED11217M	Didactics of Literatures of Portuguese Language	Education Sciences	6	Semester	156
PED11178M	Educational Administration and Management	Education Sciences	6	Semester	156

1st Year - 2nd Semester
Specialization French

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
Group of Options					

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11184M	School Environment Communication	Education Sciences	6	Semester	156
PED11186M	Education for Health	Education Sciences	6	Semester	156
PED11187M	Information and Communication Technologies	Education Sciences	6	Semester	156
PED11188M	Multiple Literacy	Education Sciences	6	Semester	156
PED11185M	Education for Citizenship	Education Sciences	6	Semester	156
PED11189M	History of Education in Portugal	Education Sciences	6	Semester	156
PED11190M	School Libraries	Education Sciences	6	Semester	156

2nd Year - 3rd Semester
Specialization French

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11218M	Learning Assessment in Language and Literature	Education Sciences	6	Semester	156
PED11219M	Didactics of Literatures of Portuguese Language	Education Sciences	6	Semester	156
PED11220M	Supervised Teaching Practice (EPEF)	Education Sciences	48	Year	1248

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{ \ }newline
{ \ }newline
3º Semestre e 4º Semestre
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UC de Prática de Ensino Supervisionada num total de 48 Ects
É necessário também a aprovação no acto público de defesa do relatório da unidade curricular relativa à prática de ensino supervisionada. ***

Conditions for obtaining the Degree:

*** TRANSLATE ME: Ensino do Português no 3º Ciclo do Ensino Básico e Ensino Secundário e de Espanhol dos Ensinos Básico e Secundário: {\}newline

{\}newline

Para aprovação na componente curricular nesta área de especialização é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares: {\}newline

{\}newline

1º Semestre: {\}newline

5UC obrigatórias num total de 30 Ects{\}newline

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2º Semestre: {\}newline

4 UC Obrigatórias num total de 24 Ects{\}newline

1 UC Optativa do quadro do Conjunto de Optativas num total de 6 ECTS{\}newline

{\}newline

3º Semestre: {\}newline

2 UC Obrigatórias num total de 12 Ects{\}newline

{\}newline

3º e 4º Semestre{\}newline

UC de Prática de Ensino Supervisionada num total de 48 ECTS{\}newline

{\}newline

É necessário também a aprovação no acto público de defesa do relatório da unidade curricular relativa à prática de ensino supervisionada. {\}newline

{\}newline

Ensino do Português no 3º Ciclo do Ensino Básico e Ensino Secundário e de Francês nos Ensinos Básico e Secundário: {\}newline

{\}newline

Para aprovação na componente curricular nesta área de especialização é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares: {\}newline

{\}newline

1º Semestre: {\}newline

5UC obrigatórias num total de 30 Ects{\}newline

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3º Semestre: {\}newline

2 UC Obrigatórias num total de 12 Ects{\}newline

{\}newline

3º e 4º Semestre{\}newline

UC de Prática de Ensino Supervisionada num total de 48 ECTS{\}newline

{\}newline

É necessário também a aprovação no acto público de defesa do relatório da unidade curricular relativa à prática de ensino supervisionada. ***

Program Contents

Back

Portuguese Language and Linguistics (LLT11210M)

Back

Spanish Language and Literature I (LLT11211M)

Research Methodologies in Education (PED11169M)
Epistemological foundations of research in education.
The ethics of research.
Research strategies and research designs: the interrelation between paradigm(s), problem(s), objectives and research methods.
Methods, techniques and instruments for collecting and analyzing data.
The research project and the educational action. Action research as a strategy for consolidating teaching practice.
The writing of scientific reports: the specific case of the Supervised Teaching Practice report.

Psychology of Education (PSI11170M)
1. Psychological Development and Learning in Educational Contexts
- Theories of psychological development during adolescence.
- Learning in educational settings: Behavioral, cognitive, socio-cultural, ecological and constructivist
perspectives; processes of self-regulation of learning
- Educational contexts and psychological development
2. Relational and Psychological dimensions involved in Educational Processes
- Personal, socio-cognitive and affective dimensions
- Educational Processes and motivational dimensions
- Interpersonal and contextual dynamics in educational processes
3. Dynamics of Educational Dynamics
- Teaching process and personal and socio-cognitive dimensions of teacher
- Dynamics and interaction processes in the classroom
- Representations and expectations in the educational relationship
- Classroom and conflicts management

Didactics of Portuguese Language (PED11213M)
1. INTRODUCTION
The nature of language; Language and knowledge; teaching and learning of Mother Tongue (MT) and education; theoretical contributions to the creation of pedagogical models in mother tongue classes.
2.PORTUGUESE LANGUAGE IN ITS CURRICULAR DIMENTION
2.1. Curricular aims and organization of the discipline of Portuguese and Portuguese
2.2. MT in school: official discourse (framework documents, in particular Targets and Programs of Portuguese for Basic and Secondary Education).
3. METHODOLOGY OF TEACHING PORTUGUESE LANGUAGE
3.1. Teaching resources.
3.2. Pedagogy of the text: reading, writing, orality.
3.3. The teaching of grammar.
3.4. Processes of educational management and correction of the error.
4. PREPARATION AND ANALYSIS OF EDUCATIONAL ACTION
4.1. Planning of teaching and learning situations - in the current educational context framework.
4.2. Preparation of plans - long, medium and short term - according to the requirements for Bas. and Sec. Ed.

Spanish Language and Literature II (LLT11214M)

Didactics of Foreign Language (PED11216M)
1. Role of teaching and learning a foreign language (FL) in the educational process of the student and his ways of relating to the world.
2. Critical analysis of models of teaching and learning and its integration within the current educational context.
3. Methods of Teaching and Learning FL - diachronic perspective.
3.1 The methodological eclecticism.
4. Pedagogy of the text.
4.1. From reception to production - methodological requirements.
4.2. From orality to writing - methodological requirements.
5. The teaching of grammar.
6 Processes of correction and pedagogical management of error:. causes and types of errors
7. Curricular aims and organization of the disciplines of FL.
7.1 Common European Framework of Reference for Languages CEFR
7.2. Critical analysis of FL programs for the 3rd Cycle of Basic Education and Secondary Education (3B+S)
7.3. Analysis of FL textbooks for the (3B+S)
8. Preparation and analysis of educational actions.
9. Learning assessment in LE.

Didactics of Literatures of Portuguese Language (PED11217M)
1 Literature and School: a possible relationship
a. The curriculum focused on reading and literature written in portuguese
b. The school literary canon
c. The specificity of literary communication / literary text: difficulties involved in their integration in the school context
2 . Teaching the literary text:
a. The intertext reader
b. The promotion of a literary education
c. The building of readers in school: the reading of literary texts

Educational Administration and Management (PED11178M)
1. State Administration and Organization
2. Educational system, organization, and structures
2.1. Constitutional ideas and guiding principles
2.2. LBSE as a reference of the education and teaching system
2.3. Purposes of school education and organizational and pedagogical implications
2.4. Educational administration, levels, and organic structures
3. Educational administration and territorial distribution of competences
3.1. Contextual factors and socio-educational equity
3.2. Decentralization, Territorialization and Municipalization of Education
3.3. Regulatory frameworks for curriculum flexibility and inclusion
4. Educational Policies, autonomy, and school development
4.1. School organizations and structures
4.2. School management processes
4.3. Organizational and professional cultures and climates
4.4. Leadership at school
5. Class as organizational unit of analysis
5.1. Flexible organization of groups of students and teachers
5.2. Class size and composition structure

School Environment Communication (PED11184M)
1. Human communication
2. Barriers to communication
3. First impression
4. Self-knowledge and knowledge of the other
5. Non-verbal communication in the school context

Education for Health (PED11186M)
- Education and health.
- Factors that determine the level of health and disease in the world today.
- Paradigms of health promotion.
- Environment and Health.
- Health promotion and education.
- Emerging fields in health education.
- Health in the post transactional societies in the twenty-first century.
- Healthy Living and evolution of disability.
- The ABC model and the model of empowerment in health education
- Theories and models in health education.
- Perception of risk communication and prevention.
- Group work and the development of preventive behaviors.
- Habits of risk and prevention: Prevention of diseases of our time with a healthy diet; Body and health: determinants and implications of body dissatisfaction; Prevention and mental health promotion; Neuroscience as a meeting point for the prevention and treatment of addiction; Transmitted diseases; The school and some health problems in childhood; Risks, accident rates and injuries.

Information and Communication Technologies (PED11187M)
Scientific basis of the use of technology in education
The information and communication technologies in educational contexts Multimedia in education:
Foundations and principles of multimedia learning Computational Thinking: Microworlds computational
learning: Scratch / Kodu
Social networks and learning communities: the new sociability.
Security, ethics and protection of children and youth in the use of ICT
Design, planning and evaluation of curriculum projects using ICT
ICT and special educational needs (resources, educational materials and technical assistance support).

Multiple Literacy (PED11188M)
A. Literacy/critical literacy/multiliteracy
B. Reading the world/texts (written/oral/visual/other): 1) breaking the code(s); 2) Participate in the meanings of texts; 3) Use texts functionally; 4) Critically analyze and transform texts;
C. Literacy practices inducting strategies: verbal/information/aural and oral/visual.
D. Multiliteracies, social media and cyberspace:
E. Multiliteracies and Education: creativity, critical thinking and ethics.

Last update 03/03/2025

Education for Citizenship (PED11185M)

A. Key concepts: democracy, ideology, justice, human rights, citizenship, freedom, equality, inclusion, globalization, individualism, liberalism, socialism.

B. Education for citizenship as education for values.

C. The new scenarios of citizenship education: digital citizenship, artificial intelligence, climate change, the multipolar world.

D. The National Citizenship Education Strategy.

E. The dimensions of citizenship education: (according to the DGE)

E.1. European dimension of Education.

E.2. Environmental Education for sustainability.

E.3. Consumer Education.

E.4. Financial education.

E.5. Intercultural education.

E.6. Education for Peace.

E.7. Education for Gender Equality.

E.8. Educating to avoid unnecessary risk.

E.9. Education for development.

E.10. Education for entrepreneurship.

E.11. Education for charity work.

E.12. Education for Human Rights.

E.13. Media education.

E.14. Education for road safety.

E.15. Education for health and sexuality

History of Education in Portugal (PED11189M)

1. Introduction: definition of concepts - History of Education, History of Ideas, Educational, Current Contemporary Educational Thought, History of Pedagogy2. Historical roots of contemporary educational thinking - The pedagogical debate in the Enlightenment (eighteenth century) 3. Liberalism and the defence of Public Instruction (nineteenth century)

4. The Republic and the construction of the "New Man"(1910-1926)5. The 'Estado Novo' and nationalistic and traditional education

(1933-1945)6. The pedagogical modernity Portuguese - Proponents of the "New School Movement"

School Libraries (PED11190M)

The School Libraries Network: history and legislation.Documents of the School Libraries Network.The support for curriculum development and the School Library.The role of School Library in the development of reading and literacy. Relationship between School Library and the educational community. Management of School Library.The Evaluation Model School Library.

Learning Assessment in Language and Literature (PED11218M)
1. Concept of assessment
2. Curriculum-learning-assessment
3. Foundations of evaluation of, and for, learning.
4. Concepts of students and teachers on evaluation
5. Evaluation
5.1. Planning
5.2. Collecting
5.3. interpreting
5.4. Using the results
6 Assessment in different purposes:
6.1. Regulate the student's progress
6.2. Regulate the process of teaching
6.3. Make decisions about learning
6.4. Rate the student's achievement
7. Instruments and its different purposes
7.1. The role of different tasks in the teaching, learning and evaluation process in the areas of language and literature

Didactics of Literatures of Portuguese Language (PED11219M)
1 Literature and School: a possible relationship
a. The curriculum focused on reading and literature in foreign language
b. The school literary canon
c. The specificity of literary communication / literary text: difficulties involved in their integration in the school context
2 .. Teaching the literary text:
a. The intertext reader
b. The promotion of a literary education
c. The building of readers in school: the reading of literary texts

Supervised Teaching Practice (EPEF) (PED11220M)
C1- Developing teaching and learning dimension
C2- Participation in school life and 'relationship with the community' dimension
C3- Professional, social and ethical dimension
C4- Professional development throughout life dimension

French Language and Literature I (LLT11212M)
- Recognizing language patterns.
- Understanding idiomatic expressions, proverbs and sayings.
- Interpreting the pragmatic meaning of an oral and written speech: inflections, irony and criticism.
- Owing a comprehensive and precise vocabulary.
- Using language for social purposes
- Being able to make presentations and write precise and well structured reports.
-Expressing advices, suggestions, refusing an action, talking about a regular past action.
-Replacing an activity, showing the beginning of an action, unjustified beginning of an action, replying and ending an action.
- Students will perform tasks of linguistic analysis based on texts of French Literature.

French Language and Literature II (LLT11215M)

- Written production: writing a biography, take notes and summarize, write a commentary, a summary or an analysis of literary texts;
- Reading understanding: understanding a specialized and non-specialized text; a newspaper article, excerpts from literary works, etc ...;
- Written Interaction: notes, memos, letters, fax, email, online conference;
- Grammar: direct and indirect personal pronouns. Complex sentence: relative pronouns; concessive and oppositional sentences; condition and hypothesis. The verb: participles; conjunctive, gerund;
- Vocabulary: Vocabulary of general, scientific and literary fields.