



Study Plan

School: School of Social Sciences
Degree: Master
Course: Preschool Education and Primary Education (cód. 536)

1st Year - 1st Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11398M	Psychology of Child Education	Psychology	6	Semester	156
LLT11399M	Issues of Portuguese	Portuguese	3	Semester	78
PED11400M	Art Education in Early Childhood	Artistic Education	3	Semester	78
PED11401M	Play and Physical Development in Childhood	Physical Education	3	Semester	78
PED11445M	Social and Natural Sciences Teaching	Education Sciences	6	Semester	156
MAT11446M	Issues of Mathematics	Mathematics	3	Semester	78

Group of Options

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
HIS11452M	Issues of History	History	3	Semester	78
GEO11453M	Issues of Geography	Geography	3	Semester	78
BIO11454M	Issues of Biology	Biological Sciences	3	Semester	78
QUI11455M	Issues of Chemistry	Chemistry	3	Semester	78
FIS11456M	Issues of Physics	Physics	3	Semester	78
PAO11457M	Issues of Environmental Sciences	Environment and Ecology Sciences	3	Semester	78

1st Year - 2nd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11406M	Research in Childhood (0-12)	Education Sciences	3	Semester	78
PED11407M	Arts, Humanities, Sciences and Technologies Integrated Project	Education Sciences	6	Semester	156
PED11447M	Mathematics Teaching	Education Sciences	6	Semester	156
PED11448M	Mother-Tongue (Portuguese) Teaching	Education Sciences	6	Semester	156
PED11449M	Pre-scholl and Primary School Pedagogy	Education Sciences	6	Semester	156



1st Year - 2nd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
Group of Options					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11413M	Values and Education	Education Sciences	3	Semester	78
FIL11414M	Philosophy for Children	Philosophy	3	Semester	78
PED11415M	Contemporary Pedagogical Trends	Education Sciences	3	Semester	78
PED11416M	Family, Community and Children's Education	Education Sciences	3	Semester	78
ENF11417M	Children's Health	Health Sciences	3	Semester	78
PED11418M	Mediation in Early Childhood Educational Contexts	Education Sciences	3	Semester	78

2nd Year - 3rd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
Group of Options					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11410M	Laboratory of Projective Techniques of Dramatic Expression	Artistic Education	3	Semester	78
PED11411M	Education and Visual Culture	Artistic Education	3	Semester	78
MUS11412M	Musical Cultures	Music	3	Semester	78
Group of Options					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED11413M	Values and Education	Education Sciences	3	Semester	78
FIL11414M	Philosophy for Children	Philosophy	3	Semester	78
PED11415M	Contemporary Pedagogical Trends	Education Sciences	3	Semester	78
PED11416M	Family, Community and Children's Education	Education Sciences	3	Semester	78
ENF11417M	Children's Health	Health Sciences	3	Semester	78
PED11418M	Mediation in Early Childhood Educational Contexts	Education Sciences	3	Semester	78
PED11450M	Teaching Practice in Primary School	Education Sciences	24	Semester	624



2nd Year - 4th Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
Group of Options					
Component code	Name	Scientific Area Field	ECTS	Duration	Hours
HIS11452M	Issues of History	History	3	Semester	78
GEO11453M	Issues of Geography	Geography	3	Semester	78
BIO11454M	Issues of Biology	Biological Sciences	3	Semester	78
QUI11455M	Issues of Chemistry	Chemistry	3	Semester	78
FIS11456M	Issues of Physics	Physics	3	Semester	78
PAO11457M	Issues of Environmental Sciences	Environment and Ecology Sciences	3	Semester	78
PED11451M	Issues in Childhood Pedagogy	Education Sciences	3	Semester	78
PED11409M	Supervised Pre-School Practice	Education Sciences	24	Semester	624

Conditions for obtaining the Degree:

*** TRANSLATE ME: ara 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

6 UC obrigatórias num total de 24 Ects

2 UC optativas da ADII num total de 6 Ects { \ }newline

{ \ }newline

2º Semestre: { \ }newline

5 UC obrigatórias num Total de 27 Ects { \ }newline

1 UC optativa da AEG num total de 3 Ects { \ }newline

{ \ }newline

3º Semestre: { \ }newline

UC de Prática de Ensino Supervisionada num total de 24 Ects

1 UC optativa da ADI num total de 3 Ects

1 UC optativa da AEG num total de 3 Ects

4º Semestre

1 UC obrigatória num total de 3 Ects

1 UC optativa da ADII

UC de Prática de Ensino Supervisionada num total de 24 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



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Psychology of Child Education (PSI11398M)

1. Perspectives on Educational Psychology

Educational Psychology in the training of educators and teachers

Evolution of models in Educational Psychology

2. Perspectives on Human Development

Theoretical models of human development

Constructivist and socio-constructivist perspectives of development

Bio-ecological model of human development

3. Ecology of Childhood - Development and Education in Context

The child as a social person

Contexts of development and educational processes

The child and microsystems: educational interactions (family, peers and school)

The child and the broader social systems

4. Perspectives for Intervention in the Dynamics of Educational Relationships

Risk and protection factors

Child involvement in school

Educational interactions and conflict management

School transitions, adaptation and development processes

Diversities in educational contexts

Research and educational practice

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Issues of Portuguese (LLT11399M)

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Art Education in Early Childhood (PED11400M)

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Play and Physical Development in Childhood (PED11401M)

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Social and Natural Sciences Teaching (PED11445M)

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Issues of Mathematics (MAT11446M)

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Issues of History (HIS11452M)



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Issues of Geography (GEO11453M)

Some topics that may be studied:

- Physical characteristics of the territory (weather studies, water and land in local environment)
- Organization of urban space
- Demographic aspects of the population
- The economic activities of the population
- Graphics and cartographical representations
- Studying ways to describe the landscape, identify their functions, to understand their organization.

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Issues of Biology (BIO11454M)

Cell and Molecular Biology: DNA; Genetically modified organisms.

- Microorganisms: their role in natural systems and importance to humans.
- Fauna and flora - methods of study. Endangered species.
- Biodiversity and Conservation. Understanding environmental education.
- The Evolution of Man - decisive steps.
- Hygiene and Health: Understanding first aid - how to prevent and act. Allergies and pollution.

Other issues may be addressed at the suggestion of students.

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Issues of Chemistry (QUI11455M)

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Issues of Physics (FIS11456M)

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Issues of Environmental Sciences (PAO11457M)

The contents should allow the students to use scientific foundation in order to understand the multiple environmental problems and to evaluate possible solutions to them.

Man and Biodiversity

Man and Natural Resources

Pollution and Environmental Quality

Health and Environment

Earth and Man Sustainability



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Research in Childhood (0-12) (PED11406M)

c1. Research in Education

- The value and role of research
- The nature of the knowledge produced
- Research as a strategy: improving educational activities and professional development

c2. Paradigms and approaches in research in Education

- From the positivist to the interpretive paradigm
- Quantitative and qualitative approaches
- Research modalities in Education. Characterization and purposes
- Research the own practice and action research

c3. The research process, its planning and implementation

- The problematization and relevance of research
- The definition of objective (s) and guiding questions
- The role of theory
- The participants
- Data collection (sources, procedures, instruments, records)
- Data analysis (organization and selection of relevant data, categories of analysis)

c4. The writing of scientific text

c5. Research ethics (procedures, data protection)

c6. Recent investigations in Childhood Education: focuses and methodologies

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Arts, Humanities, Sciences and Technologies Integrated Project (PED11407M)

- Project work as an axial didactic and pedagogical design.
- Cross-disciplinary practices and institutional cooperation,
- Design and production of teaching materials transdisciplinary in nature, applicable in the real world.

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Mathematics Teaching (PED11447M)

C1. Learning mathematics in the 21st century: the competences (attitudes, skills and knowledge) relevant to the current challenges of the person / society;

C2. Mathematics teaching models: from direct teaching to exploratory teaching. Underlying rationalities and educational purposes.

C3. Dynamics of exploratory class: Nature of tasks; class structure and phases; resources as tools for learning; the orchestration of communication; the role of the teacher in class management and in promoting mathematical learning.

C4. Planning for teaching mathematics: the importance of planning; fundamental elements of planning; Learning trajectories; Planning of learning experiences related to different mathematical themes, considering transversal skills; learning assessment.

C5. Reflection on teaching and its regulating role of educator / teacher practices: analysis of students' mathematical productions as a fundamental element for regulation.



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Mother-Tongue (Portuguese) Teaching (PED11448M)

1. Official documents for learning the mother tongue.
2. The development of oral communication and communicative and linguistic skills.
3. From emerging literacy to learning written code.
4. Methodologies for teaching and learning reading and writing.
5. The promotion of literary education.
6. Grammar in the process of teaching and learning the mother tongue.
7. Evaluation in mother tongue.
8. The textbook: role in teaching and learning the mother tongue.
9. The design of practices for working with the mother tongue - planning, development and evaluation.

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Pre-school and Primary School Pedagogy (PED11449M)

1. Children's rights, quality education and early childhood education pedagogy.
2. Curriculum and Curriculum Projects - development and management
 - a. Curricular Guidelines in Portugal:
 - i. Curricular Guidelines for Pre-school Education
 - ii. Curricular Organization and Programs - 1st Cycle EB
 - b. Class curriculum project as a conceptual and organizational tool for practice
 - c. Curriculum from different countries (eg Australia; Spain; Brazil)
3. Curriculum Development: Observation, Planning, Action, Evaluation
 - a. Observation, planning and evaluation processes and instruments for learning
4. Pedagogical models for childhood education (Modern School Movement; High-scope; Régio-Emília Approach; Waldorf; Forest schools): fundamentals and action
5. Ways to learn and teach in early childhood education
 - a. Play
 - b. The Project Work
 - c. Transdisciplinary themes

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Values and Education (PED11413M)

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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Philosophy for Children (FIL11414M)

1. The emergence of Philosophy for Children: what is Philosophy for Children?
 - 1.1 The recognition of children as rational subjects of action and relationship
 - 1.2 Mathew Lipman's innovative conception (dialogue and research communities with children)
 - 1.3 The alternatives of Thomas Wartenberg and Oscar Brenifier
2. The creation of communities of initiation to the exercise of thinking: How is a Philosophy for Children session prepared?
 - 2.1 The relationship between listening, asking and giving good reasons
 - 2.2 The structure and dynamics of a Philosophy for Children session

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Contemporary Pedagogical Trends (PED11415M)

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 Lasnaia 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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Family, Community and Children's Education (PED11416M)

1. Listening to children: the radical ethical, political and pedagogical assumption of the child as a citizen subject to rights.
2. Family, parenting and social changes;
 - a. Parental education: conceptions and praxis;
 - b. Challenges of the school-family relationship
 - c. Strategies for interaction and cooperation with families in the education of children;
3. The educational role of the community:
 - a. Concept of "Educating Cities- letter from educating cities (Barcelona Declaration);
 - b. Child-friendly cities UNICEF
4. Transits between border spaces
 - a. Service integration
 - b. Transitions between family, daycare, Pre-school, primary school

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Children's Health (ENF11417M)

- Main stages of development and respective health surveillance, aspects that the educator can identify and notify.
- The infant's well-being, health promotion and prevention of risk situations.
- The importance of nutrition in development, essential nutrients in quantity and quality, to the child's concentration.
- Nutricional imbalances, obesity and malnutrition, comorbidities.
- Sleep disorders, influence on child well-being.
- Chronic illness, warning signs, constraints on learning and school success.
- Child abuse, typology, epidemiology, warning signs. Support networks
- Emergency situations in children, some maneuvers to resolve Immediate, guidance on referring health problems of greater complexity.



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Mediation in Early Childhood Educational Contexts (PED11418M)

1. Mediation in theory,
 - 1.1. Conflict: elements, styles and attitudes basic approach to their resolution.
 - 1.2. Alternative means of conflict resolution.
 - 1.3. Communication / Negotiation.
 - 1.4. Mediation: the concept and goals.
 - 1.5. The process of mediation.
2. Mediation in-context
 - 2.1. Knowing the context and the group class.
 - 2.2. From diagnosis to design mediation projects.
 - 2.3. From implementation to evaluation of mediation projects.
 - 2.4. Mediation in educational contexts: nursery and kindergarten

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Laboratory of Projective Techniques of Dramatic Expression (PED11410M)

Animating objects
Shadows
Make-up
Masks
black light
Puppets

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Education and Visual Culture (PED11411M)

- 1.- Educational value of Visual and Plastic Expression and Education;
- 2.- The role and the importance of Visual Culture in Artistic Education;
- 3.- Hegemonic paradigms of Artistic Education;
- 4.- New perspectives of teaching arts: Visual Culture; Arts Based Research; A/R/Tography; Project Based Work; New Materialisms; Pedagogies of Contact;
- 5.- Analysis of social representations of childhood, gender, social class... present in children's visual culture (Disney, Pixar, advertising, etc.);
- 6.- Examples of educational projects from a comprehension of Visual Culture Education.

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Musical Cultures (MUS11412M)

The Traditional Canon

- Terminology and style: Antiquity; baroque, classicism; romanticism; twentieth century
- The perspective of Musicology and Ethnomusicology
- Western and non-Western music

World Music

- Concepts and scope
- Integration of World Music in the field of cultural studies (Cultural Studies)

Popular Music in the West

- Study of Popular Music
- The cultural and social significance of Popular Music
- The Jazz, Rock and Pop
- The industry and the media



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Teaching Practice in Primary School (PED11450M)

- 1 Functions and Objectives of Basic Education. The National Curriculum of Basic Education. Teacher Profiling of the 1st Cycle
2. Teaching Professionalism: the social and ethical dimensions
- 3 Development of teaching and learning:
 3. 1 Development of the curriculum in the context of an inclusive school
 3. 2 Skills in promoting the curriculum;
 3. 3 Integration of the curriculum in different areas of knowledge that contribute to the training of students in the 1st cycle of basic education.
- 4 Participation in school and community relations
- 5 Lifelong professional development.

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Issues in Childhood Pedagogy (PED11451M)

1. The goals of education in the 21st century and its implications for the organization of the teaching / learning process in pre-school and primary school;
 - a. The. Learning to learn (meta-learning, resilience and multiple literacies)
 - b. Learning to live in a democratic society (moral and ethical construction; agency; critical thinking and responsibility)
2. Teaching / learning models:
 - a. The Concepts of student, school, teaching / learning and skills they promote;
 - b. Organization of the teaching / learning process: models centered on the teacher, the student and the shared construction of learning
 - c. Learning Communities (CA) as a context for quality learning: The focus, social organization, resources and roles in a CA
3. Management of learning in mono-teaching
 - a. The organization of space / materials and time in pre-school and primary school
 - b. The organization of learning processes and content
 - c. Plan and evaluate to learn and include
 - d. Interactions in the classroom

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Supervised Pre-School Practice (PED11409M)

In this CU we work on the four dimensions of the teacher Professional Performance Profile

- I. Professional, social and ethical dimension
- II. Teaching and learning dimension, which includes:
 - Organization of the educational environment
 - Observation, planning and assessment
 - Relationships and interactions
 - Integration of the curriculum
- III. Participation in school and contacts with the community dimension
- IV. Professional development dimension.

These dimensions are integrated in the context of intervention and its regulation both at the educational contexts and at the University in Seminar sections, calling upon learning from all the CUs of the course