

POLI ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO TÉCNICO GUARDA	<h1>SUBJECT DESCRIPTION</h1>	MODELO PED.012.03
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<i>Course</i>	Sociocultural Intervention					
<i>Subject</i>	Animatio, Inclusion and Diversity					
<i>Academic year</i>	2023-2024	<i>Curricular year</i>	2nd	<i>Study period</i>	1st semester	
<i>Type of subject</i>	Compulsory	<i>Student workload (H)</i>	Total: 125	Contact: 45TP/15OT	<i>ECTS</i>	5
<i>Professor(s)</i>	Isabel maria Morais de Sousa Portugal Vieira					
<input checked="" type="checkbox"/> <i>Area/Group Coordinator</i> <input type="checkbox"/> <i>Head of Department</i>	<i>(select)</i> Filomena de São José Bolota Velho					

PLANNED SUBJECT DESCRIPTION

1. LEARNING OBJECTIVES

Reflect on the inclusive capacity of society

Understand the evolution of perceptions about people with specific needs (SE) and psychosocial diversities (PD)

Identify different types of SE and PD

Know the legislative and social measures aimed at people with SE and PD

Use scientific knowledge to analyze the needs of sociocultural animation for each person or group

Analyze sociocultural animation projects for people with SE and PD

2. PROGRAMME

I. Conditions for an Inclusive Society

Historical path: from segregation to inclusion

Legislative and social measures

Barriers to Inclusion

Guiding Principles (Universal Educability, Equity, Personalization, Flexibility, Self-Determination and Minimal Interference)

II. Sociocultural Animation and Inclusion

<p>POLI ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO</p> <p>TÉCNICO GUARDA</p>	<h2>SUBJECT DESCRIPTION</h2>	<p>MODELO PED.012.03</p>
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Energizing and regenerating role of socialcultural animator

Responding to specific needs and psychosocial diversity

People with disabilities (mental, sensory and motor)

People with sociocultural specificities (local ethnicities, immigrants and refugees)

People in conditions of poverty (social neighborhoods and the homeless)

III. Sociocultural Animation and Diversity, in an inclusive society

Analysis of Sociocultural Animation Projects: Maintenance of diversity and/or Inclusion?

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The syllabus for this curricular unit are consistent with its objectives as they allow the identification and understanding of the topics to be addressed and the establishment of a link between theoretical knowledge and the practice of Sociocultural Animation.

The contents aim to provide the proper framework for the study of the issue of Animation and Inclusion of people with specific needs and with varied personal and sociocultural diversities. In this way, legal grounds are presented, namely, Dec-Law nº54 of 2018 with a view to debating the school response to people with Special Educational Needs, fundamental concepts are explained about the various situations of disability (mental, sensory and motor) and situations of psychosocial diversity with which the sociocultural animator may come to confront are exposed. It is sought, in all topics, to demonstrate that the intervention of Sociocultural Animation is based on scientific knowledge and that, more than "agitating", the objective of Sociocultural Animation should be, to provide real changes in the quality of life of the people to whom he directs its action. It is believed that students will be able to develop sociocultural animation projects that respond to the need for happiness and well-being for all.

	<h2>SUBJECT DESCRIPTION</h2>	<p>MODELO PED.012.03</p>
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4. MAIN BIBLIOGRAPHY

Mandatory

Bautista, R. (Coord.), (1997). *Necessidades educativas especiais*. Lisboa: Dinalivro

Diário da República, 1.ª série — N.º 129 — Decreto-Lei nº 54

Fonseca, V. (1995). *Educação Especial. Programa de Estimulação Precoce*. São Paulo: Artmed Editora

Instituto de Apoio à Criança (2011). *Guia do Animador – Ideias e Práticas para Criar e Inovar*. Lisboa: Edições Sílabo

Ministério do Planeamento, (2021). *Recuperar Portugal, Construindo o Futuro – PRR*

Recommended

Caridade, C. (2017). *Pessoa sem-abrigo: Narrativas pessoais, condições sociais e políticas*. Dissertação de Mestrado. Univ. do Minho

Malheiros, J.M. (2004). Brasileiros em Portugal: A Segunda Vaga (1998-2003). ACIME, *Boletim informativo*, 19, Junho

Mendes, M. F. (2010). *Imigração, Identidades e Discriminação: Imigrantes Russos e Ucrânianos na Área Metropolitana de Lisboa*. Lisboa: Imprensa de Ciências Sociais

Mendes, M. et al. A. Ciganos Portugueses. Escola e mudança social in *Sociologia, Problemas e Práticas*, Nº 93, 2020

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

In classes, students will be encouraged to participate actively through the discussion of themes, critical analysis of texts and the carrying out of individual or group work. The lessons will be interactive including the presentation of illustrative cases.

Assessment can be continuous or by final exam.

Continuous assessment requires attendance in classes, at least 2/3 and consists of:

A written test (individual face-to-face assessment) to be carried out at the end of the semester (14 values) and with a minimum grade of 5,5 values

An individual or little group work that can be bibliographic research or field work (6 values)

	<h2>SUBJECT DESCRIPTION</h2>	<p>MODELO PED.012.03</p>
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Assessment by exam is intended for students who opt for a final exam or who, having opted for continuous assessment, have obtained a grade lower than 9.5 in the test average with the work or, still, have not obtained the minimum grade required in the test.

Student workers are regulated by all these criteria, with the exception of the obligation to meet 2/3 of attendance at classes.

6.COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The achievement of the objectives presented involves the teaching of scientific content that seeks to consolidate through consultation, interpretation, specific bibliographic analysis and critical debate. The emphasis placed on group dynamics is in coherence with the objectives of the curricular unit that aim to share and develop scientifically justified observation, identification and performance skills.

More specific scientific concepts, in particular relating to the various forms of disability, require, for a better and faster apprehension on the part of the student, a more active provision of the teacher, so the exhibition class is important at first in the learning of the contents. Obviously, it is expected the intervention of the student to ask questions, raise questions or make comments related to the themes exposed.

Having a conceptual basis, the student will be better able to work autonomously, either individually or as a group. It is believed that the individual work of the student (research, reading, synthesis, etc.) and the work in class (interactive) complement each other and enrich each other, making the student understand the importance of Inclusion and, simultaneously, the maintenance of diversity.

7.ATTENDANCE

According to the ESECD Regulation, students must have at least 2/3 of attendance in classes to be able to access the Continuous Assessment. Working students and/or students with duly justified overlapping classes will not be considered these proportions, as they are subject to the moments and evaluation criteria defined for this curricular unit.

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8. CONTACTS AND OFFICE HOURS

Isabel Portugal: iptugal@ipg.pt

Cabinet 1.6 - ESECD

VOIP: 5217

OFFICE HOURS:

Monday: 10-11 a.m. ; 13-14 p.m.

Wednesday: 13-14 p.m

Thursday: 10-11 a.m.

9. OTHERS

DELETE SECTION 9. IN COMPLETED SUBJECT DESCRIPTION

DATE

11 de novembro de 2023

SIGNATURES

Professor(s), Area/Group Coordinator or Head of Department signatures

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