

	<h2>SUBJECT DESCRIPTION</h2>	MODELO PED.012.03
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<i>Course</i>	Socio-Cultural Intervention					
<i>Subject</i>	Sociocultural Community Development Programs and Project - Project					
<i>Academic year</i>	2023-2024	<i>Curricular year</i>	3rd	<i>Study period</i>	2nd semester	
<i>Type of subject</i>	Compulsory	<i>Student workload (H)</i>	Total: 405	Contact: 90	<i>ECTS</i>	15
<i>Professor(s)</i>	Maria de Fátima Saraiva Silva da Costa Bento /Ana Isabel Ventura Lopes Ferreira					
<input checked="" type="checkbox"/> <i>Area/Group Coordinator</i> <input type="checkbox"/> <i>Head of Department</i>	<i>(select)</i> Carlos Francisco Lopes Canelas					

PLANNED SUBJECT DESCRIPTION

1. LEARNING OBJECTIVES

- - Identify fields of action and intervention in Sociocultural Animation
- - Diagnose the problems and needs of a group or community
- - Know the different methodologies of intervention
- - Apply intervention methodologies, namely the methodologies of diagnosis, design, implementation and evaluation of projects directed to groups and local and regional institutions, in an autonomous way or in cooperation
- - Substantiate intervention strategies
- - Evaluate intervention processes

2. PROGRAMME

1. Clarification of concepts

- 1.1 Definition of plan, program and project
- 1.2 The project as methodology of sociocultural intervention

2. Proposal for the conception of projects of Sociocultural Animation

- 2.1 Proposal for the conception of projects of Sociocultural Animation
- 2.2 Elements that shape the project

3. Diagnosis and planning

- 3.1 Diagnosis and planning
- 3.2 Implementation and evaluation

4- Case studies

- 4.1. Identification of the practices of CSA in the territories
- 4.2 What is done, how it is done, for what purpose
- 4.3 Analysis of needs and opportunities
- 4.4. The Challenges of Action

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3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

Following the premise that the socio-cultural animator works with people, we sought to apply a methodology of proactive involvement and accountability of students for the process of acquiring cognitive, personal and professional skills in the field of terminology of the area and the perception of current phenomena around the challenges and place of intervention in the socio-cultural process. In addition to lectures, the students' critical spirit will be developed through the analysis of practical cases.

In the dimension of the applicability of skills, a project methodology will be stimulated, in which students will be motivated to inform and structure work based on original field research, allowing an entwining with the real life of the territory and institutions.

4. MAIN BIBLIOGRAPHY

Ander-Egg, Ezequiel (2002). Metodologias e Práticas de la Animacion Sociocultural. Madrid: Editorial CCS.

Lopes, M. S. (coord.) (2011). Metodologias de investigação em animação sociocultural. Chaves: Intervenção.

González, Mario Viché (2008) La Animación Sociocultural – apuntes para la formación de animadoras y animadores. Zaragoza: Livros Certeza.

Serrano, Glória Pérez (2008). Elaboração de Projectos Sociais – Casos Práticos. Porto: Porto Editora.

Trilla, Jaume (2004) (coord.). Animação Sociocultural – teorias, programas e âmbitos. Lisboa: Instituto Piaget, Horizontes Pedagógicos.

Ventosa, Víctor J. (2002). Desarrollo y evaluación de proyectos socioculturales, Madrid: Editorial CCS.

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Among the methodologies used we highlight: expository/interactive lessons, individual and group work, encouraging research and individual and collective reading of documentation available on the proposed content. Several learning aids will be used, such as: schemes on the blackboard, multimedia supports, texts of diverse origin for reflection and discussion.

The assessment of the course unit is subject to the general assessment criteria in force at the School of Education, Communication and Sports of Guarda.

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The summative dimension of continuous assessment of the course unit is defined by the following element: Presentation and oral defense of the Final Project (100%.)

The continuous evaluation of the curricular unit presupposes the delivery of all the evaluation elements, discussed and accepted in the first class, by the students. Students who take the final exam will have to develop the final project.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

To achieve the proposed objectives, the methodology of this curricular unit is based on principles of theoretical-practical training, through the use of expository, argumentative and demonstrative teaching methods, complementing the learning process with the study and analysis of real cases in the field of Sociocultural Animation.

The aim is to recreate, from theory, environments that approach the praxis of the scientific field in question, with the teacher being responsible for reinforcing learning and coordinating the various actions and tasks to simulate the operational and professional technique.

The methodology intends to create, first, a critical and reflective spirit about the structuring bases of cultural and social sciences and, second, to promote, in participative interaction with the students, a technical vision of the area and a formation of professional skills for the exercise of the profession of socio-cultural animator in the various fields.

7. ATTENDANCE

For students who opt for the continuous assessment process, attendance at theoretical-practical contact sessions (15h) is mandatory.

8. CONTACTS AND OFFICE HOURS

E-mail: fbento@ipg.pt Gab.1.1 telefone: 271 220135 (ext. 5205)

Monday – 11-13 h; 14h 30 m -15h 30 m

Thursday – 14-17 h

DATE

19 de fevereiro de 2024