

POLI ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO TÉCNICO GUARDA	SUBJECT DESCRIPTION	MODELO PED.012.03
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<i>Course</i>	Master in Pre-school and 1º CEB education					
<i>Subject</i>	Instructional Resources in Preschool Education and the 1st CEB					
<i>Academic year</i>	2023-2024	<i>Curricular year</i>	1st	<i>Study period</i>	2nd semester	
<i>Type of subject</i>	Compulsory	<i>Student workload (H)</i>	Total: 108	Contact: 60	<i>ECTS</i>	4
<i>Professor(s)</i>	Filomena Bolota Velho – 15 TP/15 OT Florbela Rodrigues – 15 TP Filipe Saraiva – 15 TP					
<input checked="" type="checkbox"/> <i>Area/Group Coordinator</i> <input type="checkbox"/> <i>Head of Department</i>			(select) Maria Eduarda Ferreira			

PLANNED SUBJECT DESCRIPTION

1. LEARNING OBJECTIVES

- Knowing the type and variety of teaching resources in preschool education and in the 1st CEB;
- Develop educational materials for pre-school and 1st CEB;
- Apply teaching materials in preschool education and in the 1st CEB;
- Operational practices favoring significant learning in preschool education and in the 1st CEB.

2. PROGRAMME

1. Physical teaching resources in Pre-school and 1st CEB

- 1.1. Puppets
- 1.2. Chinese shadow
- 1.3. Theater
- 1.4. Songs, rhymes and children's rhymes
- 1.5. Educational games
- 1.6. Storybooks / learning manuals

2. Digital learning resources in Pre-school and 1st CEB

- 2.1. Multimedia presentations
- 2.2. Films, videos and podcasts
- 2.3. Interactive games
- 2.4. Interactive sites
- 2.5. Interactive whiteboards
- 2.6. Interactive tools

3. Production of teaching resources in Pre-school and 1st CEB

- 3.1. Physical
- 3.2. Interactive

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4. Application of teaching resources in Pre-school and 1st CEB
5. Operationalization of teaching resources in Pre-school and 1st CEB

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The contents of UC presuppose knowledge, critical analysis and management of physical and digital teaching resources in the teaching learning in preschool and 1st CEB. Students throughout the program learn to apply these resources, operationalizing them based on their variety, specific learning teaching situation and the group to which they are intended.

4. MAIN BIBLIOGRAPHY

- ANTUNES, Celso (2012). Projetos e Práticas Pedagógicas na Educação Infantil: Editora Vozes, Brasil.
- BIEZMA, C.M. (2013). Didáctica de la Educación Infantil. Madrid: Macmillan Profesional S.A.
- CORRAL, Maria José Seco; Romero, José, Pérez (2015). Cuerpo de Maestros. Educación Infantil. Temario Volumen 1. Sie7e Editores: Sevilla.
- CORRAL, Maria José Seco; Romero, José, Pérez (2015). Cuerpo de Maestros. Sequência de Unidades Didáticas Desalloradas. Sie7e Editores: Sevilla.
- LEÓN, A.P., Alonso, RA. (2012). La Programacioón de la aula en Educación Infantil paso a paso. Editorial CCS. Madrid.
- Manteigas, José; Santos Paulo (2010). Internet Segura para Crianças - Guia para Pais e Educadores. Editor: FCA - Editora Informática. Lisboa.
- MICHELE ZINI, Giulio Ceppi (2013). Crianças, Espaços, Relações. Como projetar ambientes para a educação infantil: Penso, Brasil.
- MINISTÉRIO DA EDUCAÇÃO (2016). Orientações Curriculares para a Educação Pré-escolar, Lisboa: Departamento de Educação Básica- Ministério da Educação.
- PORTUGAL, Gabriela; Laevers Ferre (2011). Avaliação em Educação Pré-Escolar. Sistema de Acompanhamento das Crianças. Porto Editora, Porto.
- RAMOS, M. V. (2018). Didáctica de la Educación Infantil. Madrid: Editex.

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Theoretical-practical classes

Different methodologies

Debate

Individual work

Group work

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Simulation and testing strategies

Evaluation

a) Continuous

- Attendance and active participation (10%);
- Group work: i) analysis, creation and use of teaching resources and ii) presentation of an educational activity with the use of teaching resources (90%);

These weights will be settled between the teachers who teach the UC.

b) **Final** (students failed the continuous assessment): Examination (100%)

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The diverse methodologies used in theoretical-practical classes allied to individual work / group, the debates and the experimentation and simulation strategies, favor situations that enable students to use a variety of teaching resources as success in enhancing teaching and learning processes in pre-school and 1st CEB.

7. ATTENDANCE

A student who fails to attend two thirds of the class time will be excluded from the continuous assessment. Working students must settle with the teacher evaluation conditions.

8. CONTACTS AND OFFICE HOURS

filomenavelho@ipg.pt (office 1.4 – ext: 5212) office hours: Wednesday-14:30-17:30 h

florbela.rodrigues@ipg.pt (office 1.4 – ext: 5212) office hours:

fsaraiva@ipg.pt (office 2.2) office hours: Tuesday– 13:00h às 14:30h e 16:00h às 18:30h.

DATE

20 de fevereiro de 2024

<p>POLI</p> <p>ESCOLA SUPERIOR</p> <p>EDUCAÇÃO</p> <p>COMUNICAÇÃO</p> <p>DESPORTO</p> <p>TÉCNICO</p> <p>GUARDA</p>	<p>SUBJECT DESCRIPTION</p>	<p>MODELO</p> <p>PED.012.03</p>
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SIGNATURES

Area/Group Coordinator

(signature)

Professor

(signature)

Professor

(signature)

Professor

(signature)