

**ERASMUS+ INCOMING STUDENTS
ACADEMIC OFFER - COURSES TAUGHT IN ENGLISH**

Degree in Social Education Available at ISCE [Odivelas, Lisbon]				
1st Year 1st Semester				
Course (Unit) name	Unit Abstract	Unit Contents explanation	ECTS	English level to teach
Psychology of Children and Adolescents	<p>Know the main changes of development in children and adolescents, from their physical dimensions and biological dimensions to the psychological, sociocultural and interrelational, to the cognitive and affective partner in the processes of construction and structuring of knowledge; Identify the various contexts of development and its impact on the person and in groups;</p> <ul style="list-style-type: none"> - Understand the process of developing the person as a unique personality and as a member of groups or communities socially and culturally heterogeneous; - Develop personal skills and interpersonal (supported by an attitude of systematic questioning of his abilities and skills, their attitudes and their value systems). 	<ol style="list-style-type: none"> 1. Psychology in education and training of social educators. 2. Child Psychology, Adolescent Psychology, Developmental Psychology. 3. Development in Children and Adolescents development factors: the biological and environmental. 4. Cognitive development from childhood to adolescence: behavioral theories, cognitive and socialcognitive. 5. Moral and social development in children (theory of Jean Piaget and Kholberg). 6. Emotional and social development in children: the symbiosis to differentiation, the Self and the Other: the importance of parenting, emotional differentiation and the importance of peers. 7. The adolescent psychology: the phenomenon adolescence as biopsychosocial. 8. Social and emotional development in adolescence. 9. Identity development and contexts of existence. 10. Vocational development in adolescence 	6	Normal

<p style="text-align: center;">Portuguese Writing Expression Techniques</p>	<p>To possess an adequate level of proficiency in the Portuguese language, both in the oral and the written component in order to facilitate the integration of the groups and their communication, in contexts of social education.</p> <p>To know and master the processes and the means for the development of the communicative and linguistic competence.</p> <p>To develop basic linguistic and grammar knowledge of the written competence designed to develop culture and social projects.</p> <p>To develop the knowledge and the correct use of the procedures of writing in what concerns the word, sentence, and text designed for the articulation of the several curricular fields</p> <p>To identify the causes of the most frequent spelling and grammar mistakes and be aware of the useful strategies to avoid them.</p> <p>To develop the critical and reflexive thought.</p>	<p>1.1. Linguistic Competence 1.2. Grammar and use; norm and deviation Knowledge of the language and usage of the language 1.3.Linguistic variation 1.3.1. Types of variation: diatopic, diastratic, diaphasic, diachronic Linguistic normalization Means of the linguistic normalization 2.Communicative Competence – the use of the language 2.1.The verbal activity as a form of action: speech acts 2.1.1. Typology 3. The oral language and the written language 3.1. Ranging from the oral language to the written language. 3.2. Brief history of the spelling of the Portuguese Language. 3.3.Portuguese vocalic and consonant system 3.4.The accentuation rules : tone stress and graphic stress - Syllabic segmentation and translineation. 3.5.Ranging from the oral language to the written language: The punctuation. 3.6.Communication and written expression: The stages of the writing process. 3.7.The most frequent mistakes in the oral speech and in the written speech.</p>	<p style="text-align: center;">3</p>	<p style="text-align: center;">Normal</p>
<p style="text-align: center;">Social Education and Intervention Contexts</p>	<p>According with the contents to develop in this U.C students in the final of semester should be able to:</p> <ul style="list-style-type: none"> - Understand the fundamentals of Social Education as an object of study of Social Pedagogy - Identify different types of social problems. - Characterize the different socio-educational contexts of intervention - Understand the importance of observing and register data collected in different realities. - To know functions of equipment's, institutions and social services. - To reflect about profile and the role of Social Educator in different fields of action, articulating knowledge in different areas. 	<p>1.1. Education and Social Education 1.2. Introduction to social education study: object and place of this discipline in the Social and Human Science point of view. 1.3. The sphere of action of the social education. 1.4. The theoretical approach of social education. 1.5. Observation in the intervention context. 1.6. The Socio-educational intervention contents: population; social problems, institutions. 1.7. The observation of real as a contribution for building a Social educator profile (topics for reflection). 1.8. Demarcation in terms of professional performance and identification of their functions. 1.9. The role of Social Educator and their personal / professional competences.</p>	<p style="text-align: center;">6</p>	<p style="text-align: center;">Normal</p>

1st Year | 2nd Semester

Course (Unit) name	Unit Abstract	Unit Contents explanation	ECTS	English level to teach
Psychology of Adult and Elderly	<p>Recognize the human development process as a co-extensive with length of life;</p> <ul style="list-style-type: none"> - Describe the key stages of development, identifying specific characteristics; - Acquire and develop knowledge about the process of development from adulthood; - Think about the complexity of the development process. 	<p>I - The adulthood: The criteria of definition: limitations of the criterion of chronological age and the different dimensions of the age. The emergence of the psychology of the adult an the elderly. Periods of development in adulthood. Brief reference to some theories: Erikson, Levinson and Loevinger. The first adulthood, midlife, and the late adulthood.</p> <p>II. The elderly: Attitudes, myths and prejudicesm preconceived ideias about old age. The role of health professionals in chaging attitudes. Biological aspects of aging: the aging proceses, aging primary and secondary. Psychological and cognitive aspects of aging: the inteligenca, and post formal thought. Social and cultural aspects of aging.</p>	6	Normal

<p style="text-align: center;">Interdisciplinary Seminar on Expressions in the Context of Social Education</p>	<p>It is intended that at the end of this Course students will be able to:</p> <ul style="list-style-type: none"> • Identify objectives and concepts related to the field of motor, artistic, dramatic and musical expression, to be able to develop the interdisciplinary dimension of expressive practices; • Know adopt a methodology of work and creative learning in order to implement strategies facilitating an innovative practice in the organization of activities and sessions; • Learn to articulate a diversity of content with the various areas of expression, stimulating the creative potential and the rediscovery of the imagination; • Reflect on teaching activities potentiating the development of motor, artistic, dramatic and musical expression, to promote the ability of critical appreciation of various works of art, accepting diversity; • Design, plan, organize and evaluate creative projects, to submit creative practices in the field of the various areas of expression. 	<p>The importance of expressions in the context of Social Education Drama expression: Concepts and objectives. Symbolic game and dramatic game: Motos, Laban, Rudolf. Musical expression: Concepts and objectives. Different approaches to the music expression: Dalcroze; Orff; Waldorf. Corporal expression: Concepts and objectives. Types of educational intervention: Organization and safety activities and sessions: Fun Activities. Art expression: Concepts and objectives. Different approaches to the artistic expression: The Reggio Emilia model; Discipline Based Art Education. Use of several expressive languages (Corporal/Drama/ Musical/Art) in pedagogical projects.</p>	<p style="text-align: center;">3</p>	<p style="text-align: center;">Normal</p>
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<p style="text-align: center;">Social Pedagogy</p>	<p>Positioning Social Pedagogy in the field of Educational Sciences Understand and distinguish the different aspects of pedagogy. Identify the major landmarks of Social Pedagogy. Knowing the specifics of Social Pedagogy Understanding the different contexts youth and educators involved in the process of social intervention. Understand the concepts of negotiation and social mediation. Identify and understand the different dimensions associated with socio-educational intervention.</p>	<p><i>I. Education and Social Pedagogy - Education Sciences</i> <i>1.1. Pedagogy as a science of Education</i> <i>1.2. Pedagogy Social pedagogy</i> <i>1.3. Areas of Education - formal, informal and non-formal</i></p> <p><i>II. Social pedagogy</i> <i>2.1. Historical and social perspective</i> <i>2.2. Specifics of Social Pedagogy</i> 2.2.1. Object of Social Pedagogy 2.2.2. Pedagogical science 2.2.3. Ciência practice and applied 2.2.4. interdisciplinary science 2.2.5. Methods in Social Pedagogy: Perspective Researcher and intervention Perspective</p> <p><i>III. Social Pedagogy and Socio Intervention in scopes of Sociocultural Animation and Social Education</i> <i>2.1. Educational Contexts and Educational Agents</i> <i>2.2. Socio intervention</i> <i>2.3. Trading concepts and social mediation</i> <i>2.4. Relational dimension of Youth intervention</i> <i>2.5. Reflective dimension of Social Intervention</i> <i>2.6. Transdisciplinarity of social Intervention</i></p>	<p style="text-align: center;">6</p>	<p style="text-align: center;">Normal</p>
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<p style="text-align: center;">English</p>	<p>To reactivate and to consolidate syntactic, morphologic, phonetic and lexical general and specific English competences:</p> <ul style="list-style-type: none"> - To explore contrastive relevant items focusing on cultural and social aspects of the English-speaking countries; - To identify contrastive, relevant aspects in different cultural matrices; - To stimulate the autonomy in the speech and naturalness in written and oral productions; - To activate general processes of fluency in speech; <p>•To stimulate communicative processes, critical reflection and creativity, both in the linguistic approach and in the cultural and communicative component.</p>	<p>Linguistic Component: (structural and theme approach)</p> <p>Description - people, actions, characters, activities and places - habitual and irregular actions , phrasal verb paragraph and punctuation;</p> <p>The Future - experiences, projections and plans - future tenses, formal and informal register;</p> <p>Opinion - art, professions and artists, fame and social protagonists – the gerund and the infinitive tenses;</p> <p>Comparison - similarities and differences, social behaviour of men and women – comparative adjectives and superlatives;</p> <p>Narrative - memories, stories, tales and facts – past tense and past participle;</p> <p>Cultural Component:</p> <p>Introduction to relevant inspirational, social, cultural, geographical and historical aspects of the English- speaking countries.</p>	<p style="text-align: center;">3</p>	<p style="text-align: center;">Normal</p>
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2nd Year | 2nd Semester

Course (Unit) name	Unit Abstract	1. Unit Contents explanation	ECTS	English level to teach
Information and Communication Technologies applied to Social Education	<p>Promote the integration and use of Information and Communication Technologies (ICT) in the initial formation of Social educators and, consequently, in educational contexts and social intervention.</p> <p>Understand the importance of learning to learn and promote a methodology of active learning and autonomous in order to meet the challenges of the knowledge society.</p> <p>Acquire communication skills in the field of education, a transversal perspective, critical and diversification in the use of multimedia.</p> <p>Adopt working models supported by tools and dynamic of Web 2.0</p> <p>Design and evaluate multimedia content using Web 2.0 tools (and others) directed towards children/young people and real integration in educational and social settings</p>	<p>2. Society and Information Technology and Communication: the phenomenon of globalization and its impacts in all activities and areas of knowledge. The school in the information society and knowledge management: challenges in social, cultural and educational. The fight against digital illiteracy, and social exclusion and cultural.</p> <p>3. ICT, communication and education: educational communication media. The speeches at the service of multimedia educational communication and teaching. Production of digital media content: rules and procedures.</p> <p>4. The Web 2.0 tools and their dynamics. The promotion of good practice: collaborative work, communities of practice online and virtual learning communities. Collaborative tools and their application in education. Social networks: social impact and potential.</p>	3	Normal

<p style="text-align: center;">Special Education and Therapy</p>	<p>Objectives</p> <ol style="list-style-type: none"> 1. Transmit basic information about the child with Special Educational Needs, particularly with regard to various disabilities; 2. Locate the future Social Educator of their role in monitoring and integration of these children / youth process; 3. Preparing for the future Social Educator to work in cooperation with other technicians and teachers, family and the community, to promote effective integration / inclusion. <p>The future Social Educator should be able to:</p> <ul style="list-style-type: none"> * Flag possible risk factors and difficulties in each child / youth; * Identify specific issues under the various disabilities and / or disorders; * Set appropriate follow-up strategies for each case; * Collaborate and coordinate their work with other professionals involved in the educational process; * Interact effectively with the family and the social environment in which the child / youth is inserted 	<p>I - SPECIAL NEEDS EDUCATION CONCEPT Evolutionary Aspects of Special Education: historical perspective on concepts and developed intervention models. Nature and scope of the concept of SEN. Risk factors in the development and learning.</p> <p>II TYPE OF SPECIAL EDUCATIONAL NEEDS a child / youth with special problems: definition, etiology and incidence. Mental disabilities Visual Impairment Hearing Loss Autism Emotional and Behavioral Problems. Learning Disabilities</p> <p>III ASSESSMENT AND INTERVENTION IN SPECIAL EDUCATIONAL NEEDS Strategies and methodologies for the identification and prevention. Principles of therapeutic evaluation, framed in the transdisciplinary team structure. Areas of psychoeducational assessment in social factors. Assessment tools with inferences to delimitation processes methodologies and intervention strategies.</p>	<p style="text-align: center;">3</p>	<p style="text-align: center;">Normal</p>
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<p style="text-align: center;">Social Education and Intervention in Dependencies</p>	<ul style="list-style-type: none"> * Understand the phenomenon of drug addiction; * Identify and characterize the different drugs; * Identify and characterize the types of consumption; * Identify and distinguish between the models and preventive; * Identify and understand the available social response to drug intervention; * Understand and reflect the intervention of the Social Educators in the Drug Addictions. 	<ol style="list-style-type: none"> 1. Contextual and historical development of the different drugs; 2. Psycho-active Substances <ol style="list-style-type: none"> 2.1. Drugs in perspective bio-psycho-social 2.2. Characterization of the different drugs (identification, characteristics, modes of use) 2.3. Substance use - multidimensional phenomenon 2.4. Types, levels and patterns of consumption 2.5. Substance use - Associated Problems 3. Prevention of drug use <ol style="list-style-type: none"> 3.1. Levels of prevention of drug use 3.2. Models of prevention programs 3.3. Key stages of prevention programs 3.4. Treatment programs drug consumption 4. Addiction Intervention <ol style="list-style-type: none"> 4.1. Risk and protective factors in substance use 4.2. Substance use and behavior change 4.3. Intervention in order to changing the client Counselling 4.4. Motivational interview 4.5. Prevention of relapse 4.6. Social responses specialized in drug addiction 	<p style="text-align: center;">3</p>	<p style="text-align: center;">Normal</p>
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<p style="text-align: center;">Practice in Contexts (internship)</p>	<p>In accordance with programmatic contents to develop in this curricular unit, students in the end of semester must be able to:</p> <ul style="list-style-type: none"> * To characterize social realities * To identify social problems. * To use methodologies of social educational intervention. * To know social support networks. * To conceive, to develop and to evaluate projects of social educational intervention. * To know different ways of handling conflict situations. * Being independent and make it easy to communicate. * To integrate in plural disciplinary teams. * Awakening to multiplicity of social problems. * To articulate knowledge in different disciplinary areas. * Perform the training report. 	<ol style="list-style-type: none"> 1. Recognition of stage local: its objectives, organization, structure, operation and status. 2. To understand interactions of stage local with other institutions partners in the community. 3. To identify institutional population: its behaviours, its social and cultural references and its social problematic. 4. Adaptation to institutional dynamic: regulation, dynamics, communication channels. 5. Elaboration of an action proposal: <ol style="list-style-type: none"> a. Objectives and learning targets; b. Strategies; c. Evaluation criterias; d. Presentation of the plan of action. 6. To perform and evaluate an action proposal: <ol style="list-style-type: none"> a. To communicate the intervention of beneficiaries; b. To organize Works to be performed; c. To evaluate the results. 7. To perform the report of experienced situations from the analysis of the same. 8. Self-evaluation of performance. 	<p style="text-align: center;">9</p>	<p style="text-align: center;">Normal</p>
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3rd Year | 1st Semester

Course (Unit) name	Unit Abstract	Unit Contents explanation	ECTS	English level to teach
<p>Social and Developmental Pathologies</p>	<ul style="list-style-type: none"> * Knowing the different concepts of normality and pathology. * Understand the prejudice and cultural diversity in the approach and intervention. Knowing the two major classification systems for mental illnesses and the ICF. Knowing the state of mental health in Portugal. * Identify the main events of nosological tables, protection and risk factors. * Recognize the differences between mental illness and social pathology and evaluate their interdependencies. Analyze social pathologies (situations of anomie and social maladjustment) more exclusionary in Portuguese society. * Raising awareness of the adoption of attitudes towards understanding and guiding the difficulties in development processes. * Acquire objectivity and flexibility in the analysis of developmental processes. * Develop the ability to use and interpret a proper terminology, and develop skills of transdisciplinary work. Acquire skills to deal with disruptive and pathological behaviors. 	<ol style="list-style-type: none"> 1. Presentation: object and area of discipline. Objectives, development and evaluation in the Course Unit. 2. Pathology and mental health. The various concepts of disease, normality and mental health. 3. The social pathology - the difficulties in defining the concept and delimitation of their choice from the sociological concept of "anomia." Inadequacy, social exclusion and marginalization. 4. Stigma and social diversity of pathologisation. 5. Mental health in Portugal - epidemiological data and its distribution in national territory. 6. The classification systems for mental disorders 7. Nosological Large frames: 8. Psychophysiological disorders; 9. Neurotic disorders; 10. Psychotic disorders. 11. Personality disorders and behavior. 12. Other relevant frameworks in Social Education 13. stigma and social diversity of pathologisation. 14. Mental health in Portugal - epidemiological data and its distribution in national territory. 15. The classification systems for mental disorders 16. Nosological Large frames: <ol style="list-style-type: none"> 16.1. Psychophysiological disorders; 16.2. Neurotic disorders; 16.3. Psychotic disorders. 16.4. Personality disorders and behavior. 17. Other relevant frameworks in Social Education 	<p>3</p>	<p>Normal</p>

<p style="text-align: center;">Animation and Community Intervention</p>	<p>* At the end of the semester students should:</p> <p>* Know the concept of community and of the social phenomena that identify them;</p> <p>* Observe and analyze the social practices in different contexts of sociocultural animation and intervention;</p> <p>* Know and identify the elements at play in social intervention;</p> <p>* Understand and recognize the importance of empowerment and advocacy in social intervention;</p> <p>* Be able to use the interdisciplinary knowledge through models and methodologies for Community intervention</p>	<ol style="list-style-type: none"> 1. Community, Identity, Participatory Process <ol style="list-style-type: none"> 1.1. Community concept and Community Identity 1.2. The Community and the Participatory Process 2. Impact of Places in Social Inclusion and Exclusion 3. Applications for social intervention in communities <ol style="list-style-type: none"> 3.1. Elements at stake in a process of social intervention 3.2. Social Educators as social stakeholders 4. Community Animation <ol style="list-style-type: none"> 4.1. The emergence of community animation 4.2. The Animation as community intervention strategy 4.3. Community Animation as a development factor 5. Organization and Community Development <ol style="list-style-type: none"> 5.1. Principles of Community Development 5.2. Empowerment and advocacy 5.3. Citizenship and participation 5.4. The individual intervention versus Community intervention 5.5. Community Development and Social Education 6. Community Development and strengthening of civil society <ol style="list-style-type: none"> 6.1. Models and methods in the Community intervention 6.2. Systemic approach in community work 6.3 Educating Cities 	<p style="text-align: center;">6</p>	<p style="text-align: center;">Normal</p>
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Design Development and Evaluation of Intervention Projects in Social Education	<p>According with the contents of the program to develop in this U.C students in the final of semester should be able to:</p> <ul style="list-style-type: none"> * Understand the importance of planning and management of social education projects * Identify the need of intervene in a systemic way, articulating knowledge in different areas * Know the stages of projects conception as well as different types of projects existing in social education * Understand the interrelation of the main elements of a project as well as strategies and risks of various management modes in social education projects * Conceive and develop projects of social educational intervention * Evaluate the conception, development and results of interventions made in different contexts. * Know equipment functions; institutions and existing social services. 	<ol style="list-style-type: none"> 1. Introduction to project planning and management: definition, typology and methodology 2. Phases and project building: 3. Anti-project: identification, resources lifting, delimitation of potentialities and limits 4. Project conception: reasoning and contextualization, delimitation and establishment of goals/objectives 5. Diagnosis of reality: pre-diagnosis, diagnosis, establishment of priorities 6. Project planning: fixing of objectives/competencies, establishment of nets, time planning, material and financial resources 7. Implementation and project management: 8. Selection and adequacy of human, material and financial resources. Organization and leadership of team work 9. Evaluation and valuation: 10. Evaluation of diagnosis and final process 	<p>9</p>	<p>Normal</p>
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3rd Year | 2nd Semester

Course (Unit) name	Unit Abstract	Unit Contents explanation	ECTS	English level to teach
<i>Seminar to support the internship</i>	<p>In accordance with programmatic contents to develop in the curricular unit, students must be able to do in the end of semester:</p> <ul style="list-style-type: none"> * To characterize social realities and identify its social problems. * To conceive, to develop and to evaluate projects of socio educational intervention. * Apply the knowledge acquired during the training in order to develop skills that allow them to intervene appropriately in the institutions where they come to work. * To promote articulation of different curricular areas of the course in the attempt of unify knowledge. Promover a articulação de diferentes áreas curriculares do curso na tentativa de unificar saberes. * To deepen the techniques and methods of investigation-action, always substantiating option taken. * Adopt a reflexive posture face to different social realities known. 	<p>The contents of this course are related to the activities developed by the students of social education, including:</p> <ol style="list-style-type: none"> 1. Characterization of the intervention contexts; 2. Development of action research; 3. Identification of problem areas that may constitute areas of intervention; 4. Conception, implementation and evaluation of socio-educational intervention; 5. Internship drafting of the report. 	9	Normal

<p style="text-align: center;"><i>Internship</i></p>	<p>According to the syllabus to develop this uc, students at the end of the semester will be able to: To characterize social realities.</p> <ul style="list-style-type: none"> * Design social diagnostics. * Identify social problems. * Use methodologies socio intervention. * Identify, understand and use social support networks. * Design, develop and evaluate socio-educational intervention projects. * Know different ways of dealing with conflict situations. * Being autonomous and facilitate communication. * Supporting the social integration. * Integrate in multidisciplinary teams. * Accept and respect diversity. * Articulate knowledge from different disciplines. 	<ol style="list-style-type: none"> 1. Clarification of the reasons behind the choice of the context of Stage: Personal reasons, institutional and social; Reassessment of individual project training; 2. Characterization of the institution / service home of the Stage: Administrative, organizational and structural; Educational purposes and business sectors; Population; Human and material resources; 3. Adapting the institutional dynamics: Identification / definition of their area of professional integration; Meet and get to know their place in the professional staff; 4. Individual Project Development Training Self-evaluation in terms of personal and social skills; Detection of aspects of their training to acquire missing; Ability to evaluate the training process; 5. Project Development Internship - programming of research and intervention Statement of objectives; Selection of strategies Evaluation. 6. Report and conducting the evaluation 	<p style="text-align: center;">21</p>	<p style="text-align: center;">Normal</p>
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