

**PEDAGOGICAL MODELS AND COMPETENCES IN DISTANCE EDUCATION
(MASTED-02-01)**

DEGREE PROGRAM:		Master in integrated STEAM Education (MASTED)		
SEMESTER:	TYPE:	CREDITS:	WORKLOAD:	MENTORING:
Second	Basic	5 ECTS	125 hours	2 hours/week
LANGUAGE: Portuguese/English friendly				

OBJECTIVES

General	Explore the effective use of collaborative tools and digital technologies for learning.
Specific	<ul style="list-style-type: none"> • Identify multimedia tools to create content and online learning courses. • Analyse action research projects that involve investigating practice with the intention of improving it. • Knowing innovative responses to the opportunities and challenges that technology allows in pedagogical contexts. • Explore dynamic environments that involve students in interacting with images, words, videos and animations. • Produce an online portfolio that includes learning practices with multimedia media. • Knowing professional communities of practice that give visibility and expansion to projects carried out.

SUBJECT MATTER

The contents of this curricular unit are centred on the approach of themes related to the use of information and communication technologies in an educational context. It is intended to enhance the link between theory, research results and practice in classrooms and organizations. It is intended to awaken and motivate students to base the options to be adopted in their professional practice. Particular reflecting on the use of digital resources for integrated approaches will be promoted.

COMPETENCES

- C1: Developing knowledge and understanding in digital pedagogies.
- C2: Developing advanced cognitive and procedural skills associated with knowledge development and creation.
- C8: Professional development and self-reflection.
- C9: Integrating the theoretical knowledge acquired throughout the course with field practice.
- C10: Developing communication and cooperation skills with different stakeholders.
- C12: Developing critical literacy competence.
- C15: Developing digital pedagogy competences to use, plan and implement new technologies.
- C16: Developing of professional commitment using digital technologies.

LEARNING OUTCOMES

Knowledge	<ul style="list-style-type: none"> • Knowledge of digital devices and resources for improving teaching practices • Knowledge of pedagogical models in distance education
Skills	<ul style="list-style-type: none"> • Planification for and implement digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions. • Appropriately management and orchestration digital teaching strategies. • Experimentation with and development new formats and pedagogical methods for instruction. • Ability to use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session. • Ability to use digital technologies to offer timely and targeted guidance and assistance.
Attitudes/values	<ul style="list-style-type: none"> • Disposition to reflect on, discuss, re-design and innovate pedagogic strategies for actively engaging learners.

	<ul style="list-style-type: none"> • Disposition to reflect on, discuss, re-design and innovate pedagogic strategies for personalising education through the use of digital technologies. • Disposition to reflect on, discuss, re-design and innovate teaching strategies in response to the digital evidence found, as concerns learners' preferences and needs as well as the effectiveness of different teaching interventions and learning formats.
TEACHING METHODS	
The curricular unit consists of four modules articulated among themselves. Although the original subject is in remote mode, MASTED students are going to have face-to-face classes. The activities are centred on the exploration of the proposed themes, through the reading and critical analysis of selected texts; analysis and critical reflection of learning models and high impact practices implemented in online contexts.	
EVALUATION	
The evaluation includes the production of an individual digital portfolio that should include texts and reflections resulting from the activities of presentation and discussion of ideas (30%), with reference to pedagogical experiences or projects with technologies and their results (70%).	
PRECONDITIONS	
None	
DEPARTMENT	Escola Superior de Educação e Ciências Sociais
LECTURERS	Rita Cadima
LITERATURE	<ul style="list-style-type: none"> • Carvalho, A. A. (Coord.) (2015). Apps para dispositivos móveis: manual para professores, formadores e bibliotecários. Lisboa: ME • Figueiredo, A., Afonso, A. (2006). Managing learning in virtual settings: The role of context. NY, Ideagroup • Jonassen, D. H. (2007). Computadores, Ferramentas Cognitivas: Desenvolver o pensamento crítico nas escolas. Porto: Porto Editora • Bidarra, J. & Rusman, E. (2017) Towards a pedagogical model for science education: bridging educational contexts through a blended learning approach, <i>OpenLearning: The Journal of Open, Distance and e-Learning</i>, 32:1, 6-20 • Matos, J.F. (2010). Princípios orientadores para o desenho de Cenários de Aprendizagem. Lisboa: Projeto LEARN • Miranda, G. L. (Org) (2009). Ensino Online e Aprendizagem Multimédia. Lisboa: Relógio d'Água Editores • Salmon, G. (2013) E-tivities: The key to active online learning. Abingdon: Routledge • Wenger, E. (1998). Communities of Practice: Learning, meaning and identity. Cambridge: Cambridge University Press • Bers, M. U., Flannery, L., Kazakoff, E. R., & Sullivan, A. (2014). Computational thinking and tinkering: Exploration of an early childhood robotics curriculum. <i>Computers & Education</i>, 72, 12. • Ramos, J.L., Espadeiro, R.G. & Monginho, R. (2020) The Virtual School and Journalist in the Digital Age. In Video-supported collaborative learning Teacher's Manual. HAMK.FI. (Finland). ISBN 978-951-830-579-1.