



**UNIDADE CURRICULAR / Curricular Unit**

**2021/2022**

<b>Degree</b> Licenciatura em Educação e Formação / Bachelor Programme in Education and Training
<b>Title</b> Educational Issues in Europe
<b>Instructor(s)</b> Luís Tinoca (ltinoca@ie.ulisboa.pt)
<b>General description</b> (ECTS, Carga horária, Apoio tutorial, etc.) 5 ECTS – this class is offered in English (B2 level recommended)
<b>Objectives and competencies</b> <ul style="list-style-type: none"><li>• To discuss current issues facing European educational contexts</li><li>• To critically analyse official recommendations for education in Europe</li><li>• To analyse the Portuguese context in light of International educational trends</li></ul>
<b>Contents</b> <ul style="list-style-type: none"><li>• European perspectives on Education</li><li>• European Commission recommendations</li><li>• Teacher Education in Europe</li><li>• Transforming contexts in Europe and their impacts on education</li><li>• European/ International bodies: OECD, UNESCO, IBE, COE, EADSNIE</li></ul>
<b>References</b> Caena (2014) Comparative global perspectives on European teacher education European Commission (2006) Key Competences For Lifelong Learning European Commission (2007) Improving the Quality of Teacher Education

European Commission (2013) Supporting Teacher Educators for better learning outcomes

European Commission (2015) The EU and the Bologna Process - working together for change

European Commission (2015) Strengthening teaching in Europe

European Union (2019) PISA 2018 and the EU: Striving for social fairness through education

European Commission (2017) Growing Digital Citizens

Guerriero, S. (Ed.). (2017). Pedagogical Knowledge and the Changing Nature of the Teaching Profession. Paris: OECD Publishing. <http://doi.org/10.1787/9789264270695-en>

International Bureau of Education-UNESCO. (2016). Reaching out to all Learners: a Resource Pack for Supporting Inclusive Education. Geneva: IBE-UNESCO.

Kraler Schratz (2012) From Best Practice to Next Practice

OECD (2016) Trends Shaping Education

OECD (2017) The OECD Handbook for Innovative Learning Environments

OECD (2018) Education at a Glance

Saha, L. E Dworkin, A.G. (2009). International Handbook Of Research On Teachers And Teacher Education. New York: Springer

Schatz (2011) What Is a European Teacher

Schatz (2014) The European teacher transnational perspectives in teacher education policy

UNESCO. (2017). A guide for ensuring inclusion and equity in education. Paris: UNESCO.

World Bank (2011) Learning for All

### **Teaching Methods**

Given the goals of this curricular unit we adopted a diverse set of teaching methodologies, including: lecturing, debate, critical analysis of readings, reflections based on real planning and assessment training programs, simulations, role-playing, and both individual and group work; so as to further engage the students with the contents and competencies of the course.

### **Assessment**

The proposed assessment takes a strongly continuous and formative stance and includes:

Class attendance (minimum of 2/3 required) and active participation in the proposed tasks – 30%



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A final report, to be done in pairs, requiring the discussion of a European Issue – 50%

Final individual reflection – 20%

**Alternative Assessment**

Students unable to attend classes regularly may opt for an alternative assessment method.

This will require them to present an individual plan including: the construction of a portfolio with the products developed throughout the semester, as well as the reflections that they will prompt – 50%; and a final report requiring the discussion of a European Issue – 50%.

All requests for the alternative assessment option must be presented to the instructor before the end of October.