ID	2952
Curricular Unit	Curriculum Development
Regent	Ana Maria Peixoto Naia
Learning Outcomes	(i) To know and to differentiate fundamental concepts of curriculum development. (ii) To know and to interpret the different planning elements and decisions, in an integrated way; (iii) To develop educational action plans based on strategic objectives and decisions.
Syllabus	*Curricular Theory*. Curricular Development as a practical activity, based on beliefs and values. The relationship between the curriculum and the political, economic and social contexts. The fundamental questions of Curriculum Theory. Taxonomies and dimensions of the curriculum - the ideal curriculum, the formal curriculum, the perceived curriculum, the planned curriculum, the operational curriculum, and the actual curriculum; formal, informal and occult curriculum. *Curricular Planning*. The hierarchy of curricular decisions. Formulating goals. The functions of the goals. The levels of objectives and hierarchy of educational objectives. The selection of goals. The operational objectives. The goals formulated in terms of expected results. Components of an operational objective. The type of training plans according to the time horizon of achievement. The plans in the short, medium, long and very long term. Components of the plans. The planning context for special populations.
Evaluation	The approval in the discipline can be obtained by continuous assessment or final evaluation. The continuous evaluation model, developed over the semester, comprises the following components: (a) oral exam – 30%, (b) written exam – 30%; (c) group work – 40%. Final evaluation: Written exam.

Bibliography	Bénard da Costa, A. et al. (1996). Currículos Funcionais. Vol. 1 Sua caracterização. Lisboa: Instituto de Inovação Educacional. Bénard da Costa, A. et al. (1996). Currículos Funcionais. Vol. 2 Instrumentos para desenvolvimento e aplicação. Lisboa: Instituto de Inovação Educacional. D'Hainault, L. (1980). Educação – Dos Fins aos Objetivos. Coimbra: Almedina. De Ketele, J., Thomas, J. & Chastrette, M. (1994). Guia do Formador. Instituto Piaget. Ferrão, L. & Rodrigues, M. (2000). Formação Pedagógica de Formadores. 5ª ed. Lisboa: Lidel, Edições Técnicas. Ribeiro, A. (1990). Desenvolvimento Curricular. Lisboa: Texto Editora. Zabalza, M. (2000). Planificação e Desenvolvimento Curricular na Escola. Rio Tinto: Edições ASA.