

<b>ID</b>	3080
<b>Curricular Unit</b>	Animation of Physical Activity and Sports in School
<b>Regent</b>	António José Mendes Rodrigues
<b>Learning Outcomes</b>	<p>(a) To know and describe Animation concepts in an educational context;</p> <p>(b) To know and relate the evolution of animation concepts, its variants and the dynamics of development of school and non-school education;</p> <p>(c) To know the relevance of the various processes and functions of animation in educational communities;</p> <p>(d) To relate animation and action in promoting the participation of different actors in the community;</p> <p>(e) To understand the animation of physical and sports activities in school communities as a means of reconstructing the everyday spaces of personal and social life of the school actors;</p> <p>(f) To know and use methodological tools of project conception to design, develop and evaluate projects of animation of physical and sports activities for school communities.</p>
<b>Syllabus</b>	<p>The Course has three thematic blocks:</p> <p>1. Animation, Socio-educational Animation, Animation of Physical and Sports Activities: from concept to practice.</p> <p>(a) Historical context and genesis of the concept.</p> <p>(b) Sources of animation: emergence of leisure; pedagogy of leisure; leisure and recreation; non-formal education.</p> <p>(c) Different paradigms of educational entertainment: occupation of free time and recreation; global citizenship and autonomy; community projects.</p> <p>(d) The specificity of the animation of physical and sports activities - functions, models and aims.</p> <p>2. Contexts of actors and animation processes in schools.</p> <p>(a) Educational communities: actors, spaces, places and times of the animation.</p> <p>(b) Dynamics and profiles of animators/educators of physical and sports activities.</p> <p>(c) Different roles: animator activities; promoter of projects; promoter of programs for the school community.</p> <p>3. Animation methodologies in schools: the project work.</p> <p>(a) Diagnosis (ways and means).</p> <p>(b) Planning (principles and methods).</p> <p>(c) Implementation (activities and organization).</p> <p>(d) Evaluation (processes and products).</p>

Continuous assessment: (a) resolution and submission of 3 questions; (b) final report of the first part of the CU [(a) 20% and (b) 20%]); Project Design for one educational community (40%) and oral presentation to two classes (10%); Individual reflection about one of the projects of other groups (10%).

**Evaluation** Final assessment: written exam and oral exam. The oral exam is mandatory: students will be accepted for the oral test if they obtain a rating equal to or greater than 9.5 values.

	<p>A.A.V.V. 2006. MAPA - Manual de Planeamento e Avaliação de Projectos. Oeiras: Principia.</p> <p>Barbier, J. 1996. Elaboração de Projectos de Planificação e Acção. Porto: Porto Editora.</p> <p>Berk, L. 1992. "The Extracurriculum". In Jackson, P. (ed.). 1992. Handbook of Research on Curriculum (pp.1002 - 1043). New York: Macmillan.</p> <p>Besnard, P. 1978. "Problématique de l' animation socioculturelle". In. Debesse, M. &amp; Mialaret, M. (dir.) 1978. Traité des Sciences Pédagogiques: fonction et formation des enseignants (vol. VIII). Paris: P.U.F.</p> <p>Besnard, P. 1980. L'Animation Socioculturelle. Paris: P.U.F.</p> <p>Canário, R. 2000. A Escola no mundo rural. Contributos para a construção de um objecto de estudo. Educação, Sociedade e Culturas. 14. pp: 121-139.</p> <p>Charlot, B. (Coord.). 1994. L'École et le territoire: nouveaux espaces, nouveaux enjeux. Paris: Armand Colin.</p>
<b>Bibliography</b>	<p>Darling, N.; Caldwell, L.; Smith, R. 2005. "Participation in School-Based Extracurricular Activities and Adolescent Adjustment", Journal of Leisure Research 37 (1), pp. 51-76</p> <p>Estevão, C. 2003. Gestão e avaliação de projectos nas escolas. Lisboa: IIE</p> <p>Feldman, A.; Matjasko, J. 2005. "The Role of School-Based Extracurricular Activities in Adolescent Development: A Comprehensive Review and Future Directions", Review of Educational Research 75 (2), pp. 159-210.</p> <p>Ferreira, F. 2005. O Local em Educação. Animação, gestão e parceria. Lisboa: Fundação Calouste Gulbenkian.</p> <p>Lima, A. 1994 A Educação Física de Recreação como Meio Pedagógico Estruturado de Comunicar a Animação Desportiva Escolar (Dissertação de Mestrado). Coimbra Fac. Psic. e Ciências da Educação.</p> <p>Mahoney, J.; Larson, R; Eccles, J. (eds.) 2005. Organized Activities As Contexts of Development: Extracurricular Activities, After-School and Community Programs. New Jersey: Lawrence Erlbaum Associates.</p>