ID	3147
Curricular Unit	Curriculum Theory and Assessment
Regent	Carlos Alberto Serrão dos Santos Januário
Learning Outcomes	- Appropriating understandably some concepts of Curriculum Theory, as well as the dimensions and taxonomies curriculum; - Know the paradigms, models and types of curricular reform and innovation; - Know the curriculum development process, models of decision on the curriculum and on the designs of curricula; - Understanding the Role of Evaluation in Curriculum Development process. - Projecting the assessment of contextualized and articulated to the curriculum and the needs of learners way of systematizing all stages of the assessment process (assessment on context, input, process and product). - Explain the characteristics, purposes and relationships between formative and summative assessment; - Use, and appropriately differentiated according to the requirements of each context, normative and ipsative assessment or criterion-referenced.
Syllabus	1. Polysemy and plurality of the concept of curriculum. Dimensions of Curriculum and taxonomies. 2. Trends and Problems of Curriculum Theory and Evaluation. 3. Processes of change and Innovation Theory. Types of innovation and curriculum change. Attitudes to innovation. 4. Models and designs curricula. 5. Levels of decision and the curriculum development process. 6. Curriculum development, assessment and learning. 7. Conceptions of learning assessment and its grounds. 8. Functions, references and evaluating agents. 9. Conceptions and practices of assessment. 10. Procedures for classification and evaluation processes. . 11 formative and summative assessment; 12. Evaluation context, the input, process and product 13. Evaluation of knowledge and skills assessment
Evaluation	Monographic work on the analysis of curricular and pedagogical evaluation products.

Bibliography	Apple,M. (1997).Os professores e o currículo:abordagens sociológicas.Lisboa:Educa. Cuban,L.(1992).Curriculum stability and change,in Ph.Jackson (Ed.),Handbook of Research on Curriculum,New York:Macmillan,pp. 216-247. Goodlad,J. I.,e outros.(1979).Curriculum inquiry:the study of curriculum practice.New York:McGraw-Hill. Januário,C.(1996).Do Pensamento do Professor à Sala de Aula.Coimbra: Almedina. Pacheco,J.(1996).Currículo:teoria e práxis.Porto:Porto Editora. Pacheco,J.(2000).Políticas de integração curricular.Porto:Porto Editora. Perrenoud,Ph.(2002).Aprender a Negociar a Mudança em Educação:Novas Estratégias de Inovação.Porto:ASA. Sanches,Mª. F. C.;Jacinto,M. (2004).Investigação sobre o pensamento dos professores:Multidimensionalidade,contributos e implicações. Investigar em Educação.Rev. da Sociedade Portuguesa de Ciências da Educação.Junho 2004,nº3,pp.131-233. Silva,TT (2000).Theories of curriculum.A critical introduction.Port: Porto Editora. Zabalza,MA (2000).Planning and