



UNIDADE CURRICULAR / Curricular Unit

2024/2025

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

OECD (2016) Trends Shaping Education

OECD (2017) The OECD Handbook for Innovative Learning Environments

OECD (2020) Back to the Future of Education: Four OECD Scenarios for Schooling

OECD (2022) Education at a Glance

OECD (2021) Teachers in Europe: Careers, development and well-being

Open University (2023) Innovating Pedagogy

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

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

UNESCO (2020) Towards inclusion in education: Status, trends and challenges

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%

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.