

Academic Year: 2015/16
Course: Geography Teaching Methodology
Coordinator: Sérgio Claudino
Teaching Staff: Sérgio Claudino
ECTS: 6 Weekly Hours: 4 Typology: Theoretical and practical
Contents
1. Introduction: purpose and objectives 2. The evolution of geographic education in Portugal: a perspective of its main cycles and paradigm shifts 3. Models and teaching methods 3.1. The previous ideas of students: meaning and potential in the planning of the teaching-learning process 3.2. Methodological proposals in teaching Geography 4. Planning of teaching and learning in Geography 4.1. Organization of teaching and learning sequences 4.2. Educational lesson plans elaboration of long, medium and short term 4.3. The construction of the Geography lesson: strategies and resources 5. Educational resources: potentialities and limitations 5.1. The diary of the student 5.2. The classroom table 5.3. The multimedia features 5.4. Maps, photographs and satellite images 5.5. Geographic Information Technologies (Tigs) 6.6. Learning platforms: the example of Moodle 6.7. Study visits and field trablaho. The guidelines 7. Planning and development of educational projects. The example of "We propose!" 7. THE EVALUATION IN GEOGRAPHY 7.1. Diagnostic, formative and summative assessment 7.2. Apicção the taxonomy of Bloom to teaching Geography 7.2. The construction of assessment instruments (tests and tokens of self-assessment / orientation) and matrix of goals / contents
Objectives and skills
This course should enable students to develop the following skill set: Properly use the key concepts of geography in the planning and development of the teaching-learning process. Relate the different appreciation of Geography discipline in Portugal in different cycles with ideological and educational role assigned to it Plan learning experiences in an autonomous, responsible and creative, adjusted to the cognitive level of students and taking account of their previous ideas Build educational resources and qualities that contribute pair students' motivation in learning geographic content Designing diagnostic assessment tools, formative and summative adquados Communicate effectively through oral and written, thoughts and ideas on the geographical education
References
Boardman, D. (1988) – Handbook for Geography Teachers. The Geographical Association, Sheffield. Butt, G. (2011). Geography, Education and the Future. Continuum, London. Cachinho, H. (2000). "Geografia Escolar: orientação teórica e praxis didáctica", Inforgeo, N15, pp. 69-90. Graves, N. J. (Ed.) (1982). New Unesco Source Book for Geography Teaching, Longman/The Unesco Press, Paris. • Jiménez, A.; Gaité, Mª (1995). Enseñar Geografía. De la teoría a la práctica, Editorial Síntesis, Madrid. Lambert D; Balderstone D. (2000). Learning to Teach Geography in the Secondary School: A Companion to School Experience, Routledge, Londres • Merenne-Schoumaker, B. (1999). Didáctica da Geografia. Edições Asa, Porto. • Souto X. M. (1998). Didáctica de la Geografía. Problemas sociales e conocimiento del medio, Ediciones del

Serbal, Barcelona

Knowledge evaluation methods and their partial grades

is valued attendance and participation and, above all, the regularity and relevance of interventions in the sessions and carrying out the tasks. The evaluation of the course will be conducted through:

- . a portfolio with a critical reflection on the sessions of the course (30%)
- . a planning work and construction of educational resources for teaching sequence (70%), weighted by the continuous assessment previously mentioned.

Academic year, the basic methodological knowledge geography teachers receive. through subjects: Methods of teaching geography, psychology, and pedagogy and school. practice. of lectures in geography teaching methodology, pedagogy and psychology (figure 1). The paper points out. that the plan does not include credit for the prescribed methods of teaching geography. We consider that a. geography at the level of doctoral studies. This is the only postgraduate course of its kind in Serbia. The. aim of this interdisciplinary study is that by linking the teaching methodology, pedagogical and. psychological and geographic disciplines professionals, who will clearly understand and apply the. But academic discourse does more than enable universities to get on with the business of teaching and research. It simultaneously constructs the social roles and relationships which create academics and students and which sustain the universities, the disciplines, and the creation of knowledge itself. The current interest in academic discourse, and particularly academic writing in English, is largely the result of three major developments over the past 20 years: changes in higher education which have resulted in greater interest given to the importance of writing; the growth of English as the international language of research and scholarship; and the emergence of theoretical perspectives which recognize the centrality. Year Course Started. Credits. Official Duration. Minimum number of ECTS by type of registration and course. Type of teaching. Language/s. Professional qualification. Subjects, academic staff, competences, teaching guides and final project regulations. Credit recognition. Continuance. Minimum number of ECTS by type of registration and course. 60 ECTS full-time and 30 ECTS part-time. Type of teaching. Semi-presential.