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# Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP)

Lisbon Polytechnic Institute  
Portugal (01/06/2020 – 30/11/2021)

Final Narrative Report  
Lisbon team

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## LIST OF ACRONYMS USED IN THE REPORT

CDC – Competences for a Democratic Culture

CU – Curricular Unit

EDCD-TEP – Embedding a Democratic Culture Dimension in Teacher Education Programmes

ESELx – Lisbon Higher School of Education - Lisbon Polytechnic Institute

LIS – Lisbon International Seminar

## DESCRIPTION

<b>Title of the Project:</b>	<b>Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP)</b>
<b>Name of the implementing institution:</b>	<b>Lisbon Higher School of Education – Lisbon Polytechnic Institute</b>
<b>Name of the project coordinator:</b>	<b>Alfredo Gomes Dias (Coordinator Lisbon team)</b>
<b>Name and title of the contact person:</b>	<b>Dr. Alfredo Gomes Dias, PhD Assistant Professor, Lisbon Higher School of Education</b>
<b>Lisbon team:</b>	<b>Alfredo Gomes Dias, PhD Assistant Professor, Lisbon Higher School of Education Dr. Maria João Barroso Hortas, PhD Assistant Professor, Lisbon Higher School of Education</b>
<b>Reporting period:</b>	<b>01/06/2020 – 30/11/2021</b>
<b>Target country(ies) or region(s):</b>	<b>Portugal</b>
<b>Final beneficiaries and/or target groups<sup>1</sup>:</b>	<b>Inservice and preservice teachers</b>
<b>Impact:</b>	<b>Embed CDC in initial primary teacher education programmes of the partners' institutions</b>
<b>Final beneficiaries and/or target groups<sup>1</sup>:</b>	<ol style="list-style-type: none"> <li>1. Knowledge exchange between EDCD-TEP partners on how the democratic culture dimension is presently embedded CDC within teacher education policy and/or practice in the participants countries.</li> <li>2. Identify initial primary teacher education policy frameworks that facilitate the inclusion of Competences for Democratic Culture.</li> <li>3. Build a database of good initial teacher education practices that might better enable teachers to consider and embed the democratic culture dimensions in their educational practices.</li> <li>4. Make policy and practice recommendations to embed a democratic culture in initial primary teacher education.</li> <li>5. Create a bank of resources (i.e. teaching resources and MOOC) to train pre-service and in-service teachers on</li> </ol>
	<b>how they consider Competences for Democratic Culture in their practices.</b>
<b>Outputs:</b>	<ol style="list-style-type: none"> <li>1. EDCDD-TEP report</li> <li>2. EDCD-TEP Conference</li> <li>3. Online Databases</li> <li>4. Teaching resources</li> <li>5. EDCD-TEP MOOC</li> <li>6. EDCD-TEP website</li> </ol>

<sup>1</sup>“Target groups” are the groups/entities who will be directly positively affected by the project at the Project Purpose level, and “final beneficiaries” are those who will benefit from the project in the long term at the level of the society or sector at large.



## EXECUTIVE SUMMARY

During the time between July 2020 and November 2021, the project EDCD-TEP has fulfilled the work stages initially predicted, respecting the goals defined. A diagnosis about educational policies and teacher training practices has taken place in the three countries partners in the project.

In Portugal, the *International Seminar of Lisbon* took place in October 2020, allowed to identify some of the criteria need to analyze the national policies and define the “good practices” concept in order to develop a CDC. In the conclusion of the Lisbon International Seminar (LIS) we find the difficulties to mobilize the CDC referential (defined by the Council of Europe-2016) on the Portuguese educative system and in the teachers training institutions

The report about the educational policies in Portugal has given an important contribution on the EDCD-TED project, contributing to a wider and deeper acknowledgement and better critical thinking on the CDC.

However, taking in consideration the goals of the project, some changes were considerate in the ESELx teacher training degrees, still in this semester, in the CU – *Society, Culture and Territory* – the changes allowed to active participation of the students, with an experience that helped to know the path of change that might be seen in the future. The course content, which lasts 40.5 hours, focuses on Competences for a Democratic Culture.

The methodologies favored the participation of students in decision-making in the different phases of the work: definition of content, choice of work to be carried out and definition of evaluation indicators. *ANNEXA*

The experience was very positive, considering the results achieved and the final statements of the students. When asked for a group reflection about six questions, the students revealed a very positive representation about the work and about the contribution of it for the CDC knowledge, as well as for the development of skills to implement the CDC in the classroom as future teachers.

In an important way this experience was focused on the conclusions taken from the National Workshop of Lisbon (March 2020), which made clear the ideas of the students and of the primary teachers about the way they perceived the CDC, and the pedagogical practices that should be adopted in the Portuguese political, economic and sociocultural context. Furthermore, the changes needed in teacher training.

At the same time, some teachers (eight in-service teachers) that participated in the Lisbon National Workshop showed the willingness to continue working on these themes, so the team of Lisbon organized a teacher training course, with a 25 hours duration, which took place in 9th July 2021 – *Social Sciences and Development of Citizen Skills: reflection from practice*. Believing that it is a strategy to be adopted in the future to the teachers already working in primary teaching, a specific training to develop skills for a democratic culture in the classroom and in the school.

The EDCD-TED continues to develop its work with two main activities: the construction of a data base with activities and resources for initial teacher training in CDC and the construction of a *MOOC*, has a way to fasten the dissemination of this project and, namely the training practices that ensure development and diffusion of the CDC practices defined by the European Council. We are preparing digital media to widely disseminate our work in November.

Deriving from the work developed at ESELx with Master’s students, research into teaching practices was encouraged to be carried out, having as the theoretical reference the Council of Europe’s Competences for a Democratic Culture matrix. From this, three academic studies were produced within the scope of the Masters in Basic Education, for initial teacher training.



## RESULTS AND ACTIVITIES

### **Outcome 1. Knowledge exchange between EDCD-TEP partners on how the democratic culture dimension is presently embedded CDC within teacher education policy and/or practice in the participants countries.**

- Analysis of the guiding documents of national educational policies related to the CDC.

### **Outcome 2. Identify initial primary teacher education policy frameworks that facilitate the inclusion of Competences for Democratic Culture.**

- Analysis of the primary teacher education programmes of the ESELx about CDC: institutional documents, syllabus, and teaching proposals.
- Changes of the subject in primary teacher education Master Course related on the CDC - “Society, Culture and Territory”.

### **Outcome 3. Build a database of good initial teacher education practices that might better enable teachers to consider and embed the democratic culture dimensions in their educational practices.**

- Organization of the Lisbon International Seminar (October 2020), with the participation of teacher educators, pre-service teachers, and in-service teachers (59 participants).
- Organization of the Lisbon National Workshop (March 2021), with the participation of teacher educators, pre-service teachers, and in-service teachers (37 participants).

- Start an in-service teacher education course – Social Sciences and Development of Citizen Skills: reflection from practice – (09. June. 2021) with the aim of promoting CDC in the practices of primary in-service teachers (8 participants). This course will be offered in the coming years, for in-service teachers, through ESELx or other Continuing Teacher Training Centres. Teachers apply on their own initiative. Only at the end of the activities, in April 2022, will we be able to make the final assessment of this first experience.

Goals:

- o Critically analyse basic and secondary education curricula, from the perspective of developing skills for democratic citizenship.
- o Identify the Competences for a Democratic Cultural, in the framework proposed by the European Commission.
- o Reflect on the most appropriate teaching practices for the development of Skills for Democratic Citizenship.

- Implementation of the changes related on the CDC in the subject “Society, Culture and Territory” in primary teacher education Master Course (second semester – March-May.2021).

### **Outcome 4. Make policy and practice recommendations to embed a democratic culture in initial primary teacher education.**

- In progress: Final Report.

### **Outcome 5. Create a bank of resources (i.e. teaching resources and MOOC) to train pre-service and in-service teachers on how they consider Competences for Democratic Culture in their practices.**

- In progress: Lisbon team is preparing a website to promote and disseminate de Competences for Democratic Culture in Portugal: articles, reports, videos, and practices for initial teacher training courses (activities and resources), based on the ESELx experience.

### **Output 1. EDCDD-TEP report.**

- Report: Integration of Competences for Democratic Culture in the initial training of teachers in Portugal: policies and practices (31. May. 2021 - Portugal).
- In a summary of the analysis of the national policies, it is possible to infer that:
  - (i) national educational policies make very few references to CDC;
  - (ii) the most relevant competences are reduced to 7 of the 20 CDC, reflecting a very incomplete outlook of what an education policy should be aimed at when it comes to developing a democratic culture;
  - (iii) the exception lies in the greater incidence of political guidelines in the dimension of the Values;
  - (iv) although the Knowledge and Critical Understanding dimension is not the dimension that gathers the greatest number of references, policies attribute relevance to two of the competences of this dimension.

- Recommendations to embed de CDC in the initial teacher training Master Course of the ESELx:
  - include in the ESELx Training Project the goal of contributing to the training of students in the field of democratic citizenship;
  - review the ESELx Initial Teacher Training Plan in two ways: (a) assume the promotion of initial teacher training committed to the development of CDC; (b) explicitly integrate scientific training in the “cultural, social and ethical” domains, as proposed in the Legal Regime for Teaching;
  - include the development of CDC in the programmes of all curricular unites in the Study Plans for initial teacher education;
  - assume the relevance of training in the field of Social Sciences for the development of a critical and participative citizenship, with the goal of transforming education.

### **Output 2. EDCD-TEP Conference**

- In progress.

### **Output 3. Online database**

- In progress: Lisbon team is preparing several activities/resources to contribute to the database.

### **Output 4. Teaching resources**

- In progress: Lisbon team is preparing several activities/resources to contribute to the database.

**Output 5. EDCD-TEP Massive Online Open Courses (MOOC)**

- In progress: Lisbon team is preparing several resources to contribute de the Massive Online Open Courses (MOOC).

**Output 6. Project website with overall information and link the partners information and other relevant institutions.**

- Lisbon team prepared a website to promote and disseminate de Competences for Democratic Culture in Portugal: articles, reports, videos, and practices for initial teacher training courses (activities and resources), based on the ESELx experience.
- The team of professors supervised different academic studies produced by the students, having as theoretical reference the matrix of Competences for a Democratic Culture.

**Main activities under the output:**

Activity Lisbon International Seminar
The dates 26-28. October. 2020
Location Lisbon Lisbon Higher School of Education - Lisbon Polytechnic Institute
Aims (i) define the concept of “good practices” in the promotion of education for a democratic culture competence as applicable to training programs for primary teachers; (ii) define criteria for the analyses of educational policies for a democratic culture at different levels (national, institutional, and teachers’ practices).
Target group Teacher educators, pre-service teachers, and in-service teachers.
Number of participants (disaggregated by gender) 59 participants (12 male / 47 female)
Results Final conclusions of the Seminar, using as a reference the model designed based on the 20 competencies (Council of Europe, 2016).
Values The values foreseen in the competency’s framework were the dimensions most valued in the debates and reflections, as brought forth during the LIS and present in many of the participants’ interventions, in which especially highlighted were human rights, democracy, social justice and cultural diversity.

ANNEX B

<p><b>Skills</b> Throughout the LIS, certain skills, as defined in the competency’s framework, were particularly valued. The importance of student autonomy was stressed, while the contribution of communication and cooperation skills to the development of active citizenship within the school, was also clearly emphasised. The skill that deserved the most attention, however, focuses on the need to develop critical thinking. The critical analysis of the reality in which we live in implies mobilising this very skill to promote the formation of active citizenship.</p> <p><b>Attitudes</b> Particular attention was not always paid to this dimension of education skills for a democratic culture. Opening to cultural diversity, establishing respectful relationships and assuming a responsible attitude were addressed at specific moments during the Seminar, all of which have their importance when it comes to exercising democratic practices in the area of education and, more specifically, within the school and the classroom.</p> <p><b>Knowledge</b> Skills related to knowledge were raised when reflecting on the role that critical thinking plays in knowledge and analysis of social reality. Reading and interpreting this reality implies knowing and understanding the world in which we live in, at different spatial and temporal scales, recognising its totality as being composed of different dimensions, such as history, economy, proximate or distant settings, and culture.</p> <p style="text-align: right;"><i>(Consult de Final Report Lisbon International Seminar)</i></p>
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Activity Lisbon National Workshop
The dates 23, 26, and 27 March. 2021
Location Lisbon Lisbon Higher School of Education - Lisbon Polytechnic Institute
Aim (A) Identify the main teaching methods associated with the development of CDC. (B) Define a “good practice” teaching that promotes the development of CDC. (C) Identify resources that can be used in the practice of teachers, within the scope of the CDC.
Target group Pre-service teachers, and in-service teachers.
Number of participants (disaggregated by gender) 37 participants (3 male / 34 female)
Results The LIS results focused on the definition of good practices for the development of competences for a democratic culture and the criteria for analysing policies on this subject. Regarding the definition of the concept of “good practices”, let us remember the strategies that were identified as priorities to develop the competencies for a democratic culture: <ul style="list-style-type: none"> <li>• link curricula to students’ lives;</li> <li>• promote student participation in the classroom;</li> <li>• establish a relationship between curriculum and community;</li> <li>• take the community to school;</li> <li>• promote a connection between school and community;</li> <li>• promote reflective practices.</li> </ul>

ANNEX C



The definition of criteria for the analysis of public policies for ECD was presented as the most demanding and complex point of all presented in the Seminar. That said, and in summary, it matters to:

- recognise this as a complex process that requires an increased effort for critical study, reflection and analysis;
- promote a European multi-level analysis – national (regional) and local;
- guarantee a critical perspective between reflection and practice;
- mobilise key ideas that guide ECD, such as inclusion, social justice and critical thinking.

Throughout the sessions it has been possible to...

- deepen the theoretical framework around Competencies for a Democratic Culture;
- experience a training practices participated in by the trainees, integrating their knowledge and experiences;
- enhance peer training;
- share experiences;
- reflect on teaching practice;
- identify “good practices” that promote democratic citizenship.

<b>Activity</b> Teacher training course – Social Sciences and Development of Citizen Skills: reflection from practice
<b>The dates</b> June.2020 / April.2021 25 hours duration
<b>Location</b> On-line
<b>Aim</b> (A) Critically analyse basic and secondary education curricula from the perspective of developing competences for democratic citizenship. (B) Identify the Competences for a Democratic Citizenship within the framework of references proposed by the Council of Europe. (C) Reflect on the most appropriate teaching practices for the development of Competences for Democratic Citizenship.
<b>Target group</b> In-service teachers.
<b>Number of participants (disaggregated by gender)</b> 6 participants (1 male / 5 female)
<b>Results</b> The training course – Social Sciences and Development of Citizen Skills: reflection from practice – will only be completed in April 2022. Throughout the sessions, it has been possible to address the following themes, as defined by the group in training: <ul style="list-style-type: none"> <li>• Society and democracy: which society? what democracy?</li> <li>• Curriculum: policies and practices.</li> <li>• Competences for a democratic culture.</li> <li>• Social Sciences and Basic Education: which History? what geography?</li> <li>• Critical analysis of curriculum guidance documents in the field of citizenship education.</li> <li>• Citizenship competences and teaching practice. Citizenship education and relevant social issues.</li> <li>• Citizenship and the centrality of students in the teaching and learning process.</li> <li>• Local environment as a resource for the development of citizenship skills.</li> <li>• Assessment of competences for citizenship</li> </ul>

<b>Activity</b> Initial teacher training course – Society, Culture and Territory.
<b>The dates</b> July.2020 / April.2021 25 hours duration
<b>Location</b> On-line and presential sessions: Lisbon Higher School of Education - Lisbon Polytechnic Institute
<b>Aim</b> (A) Problematize social reality from a critical, integrated, and totalizing perspective, within the framework of a global citizenship that values human rights. (B) Develop a process of historical-geographical analysis from the construction of a methodological and conceptual framework, and a previously defined problematic. (C) Mobilize the field of the Social Sciences, History and Geography, from the construction of a conceptual and methodological framework, and a previously defined problem. (D) Reflect and design teaching proposals that promoting the development of Competencies for a Democratic Culture in the classroom. (E) Build an analytical, critical and reflective discourse, supported by investigative processes emerging from the didactic and pedagogical practice.
<b>Target group</b> Pre-service teachers.
<b>Number of participants (disaggregated by gender)</b> 26 participants (1 male / 25 female)
<b>Results</b> The Culture and Territory Society curricular unit was the first experience aimed at introducing changes to the practices of initial teacher training at ESELx. It allowed for the constitution of a learning community, with professors and students, who reflected, studied and implemented new training practices, learning democracy and living in democracy in the classroom. For the teachers, it was the beginning of a process of change in their training practices, introducing new work methodologies that facilitate the development of competences for a democratic culture. This is work to be deepened in the coming years, within the curricular units, in the fields of Social Sciences. For the students, it was a very enriching experience, living out their training in a climate of cooperation and solidarity, and recognising the value of student active participation in their autonomous learning processes.

## LESSONS LEARNED

### *What has worked well...*

- *the teamwork among partners;*
- *the work pace that has allowed us to meet the established schedule;*
- *the deepening of the study and reflection on the development and competences for a democratic culture;*
- *the motivation of ESELx students to participate in project activities.*
  - *project partners show capacity to transform differences into complementarities;*
  - *the motivation of partners to improve their work in initial teacher training on competences for democratic culture.*

### *What has not worked well...*

- *difficulties in increasing the number of primary school teachers to participate in project activities.*
  - *pandemic situation;*
  - *excessive work by teachers in schools.*

### *This project has been an opportunity to...*

- *increase knowledge and deepen reflection on the role of CDC in training young people for responsible and active citizenship;*
- *critically analyse the practices of professors in the initial teachers training at ESELx;*
- *begin to introduce changes in the curricula of the initial teachers training at ESELx;*
- *recognizing Europe, in its cultural diversity, as a reference space for the promotion of democratic values in a changing world that presents new challenges every day;*
- *confirm that the CDC demand the promotion of an education committed to social changes.*



## CROSS-CUTTING ISSUES

*This project has tried to work the CDC, recognizing that they are part of a systemic totality and that it should be worked in this way.*

*The work to deepen the development of CDC has been associated with study and critical reflection on relevant social issues, including gender equality.*



## SUSTAINABILITY AND FOLLOW-UP

*The study of national and institutional educational policies justifies the changes that the team is committed to introducing in the process of initial teacher training at ESELx.*

*The International Seminars already held (Lisbon and Manchester) and the Lisbon National Workshop were essential to consolidate the project and ensure that its objectives will be met.*

*In Lisbon, the process of changing teacher training practices has already begun. Once the project is complete, we will have a better foundation for furthering these changes at ESELx.*

*The Lisbon team of the EDCCD-TEP project will continue the changes that are now beginning to be made.*

*Please describe how and by whom the project activities have been evaluated. Please summarize the results of the feedback received, including from beneficiaries.*

*The main activities of the project (1) Lisbon International Seminar; (2) Lisbon National Workshop; (3) changes of the subject in primary teacher education Master Course related on the CDC – “Society, Culture and Territory” at ESELx.*

### **(1) Lisbon International Seminar**

*The internal evaluation of the Lisbon International Seminar mobilized qualitative methodologies, involving all the stakeholders that participate in it: (i) pre-service teachers; (ii) in-service teachers; (iii) professors of initial primary teacher training; (iv) teams of the project (Barcelona, Manchester, Lisbon).*

*We assumed the importance to promote an external evaluation and, for that, we invited Joris Van Pouke, a professor at HOGENT – University of Applied Sciences and Arts (Ghent, Belgium) and Aldina Loba, an assessment specialist at the Institute for Educational Evaluation (Lisbon, Portugal).*

*Results: general organisation of the Seminar*

- *moments of active participation by the participants, with particular emphasis on the workshops;*
- *the involvement of a diverse audience;*
- *participation of a high number of students, future teachers of primary and secondary education;*
- *a diversity of views concerning the issues under analysis;*
- *complementarity between the theoretical frameworks covered and teaching practices in CDC.*

*In the planning process of the Lisbon International Seminar, the evaluation modalities and the instruments to be used were previously defined. At the end of the LIS, all participants were asked to complete an evaluation questionnaire. Within the week that followed, 32 participants responded, most of whom were professors from higher education institutions (15) and students from initial teacher education (13), and the remainder were 4 inservice teachers.*

*Taking into account the list of participants (59), the questionnaires obtained represent a good sample of the participants (54.2%).*

*Using the scale Strongly agree, Agree, Neither agree nor disagree, Disagree and Strongly disagree, the participants answered to 6 questions.*

*The data collected revealed that the participants evaluated the Seminar in a very positive manner (ANNEX D). The majority of the answers are set in the levels Strongly agree (54,7%) and Agree (41,1%):*

- *the participants considered the Seminar’s organizational model to be very positive – be it the conferences or the workshops – both allowing more participatory debate;*
- *the speaker’s interventions were also evaluated in a very positive manner;*
- *the Seminar has clearly clarified the central concept of the project, “education for a democratic culture”, the answers were equally divided between the options of “strongly agree” and “agree”;*

## EVALUATION

- the Seminar having permitted the deepening of the conceptual framework of which “education for democratic culture” is based on, it also encouraged reflecting on the relevance of educational systems in the way they take on the task of offering an education committed to democratic values within the frameworks of critical citizenship;
- the two objectives were achieved: on the one hand, by having clarified the meaning of “good practice” and CDC; on the other hand, by defining criteria that permits the evaluation of policies for democratic education;
- with regard to the Clarification of the criteria for evaluating CDC policies the assessment no longer has the same degree of top-level responses with only 10 of respondents answering, “strongly agree”, 18 responded answered “agree”, while 4 answered “neither in agree nor disagree”. Although, in large part, the answers were positive, they still reflect the complexity of this objective and, consequently, the need for the ECDC-TEP project to continue to develop its work around the analysis of policies implemented in each respective country, defining criteria that allow a rigorous evaluation and critical analysis.

### (2) Lisbon National Workshop

According to the pre-service and in service teachers’ evaluation, we can consider that the National Workshop in Lisbon contributed to

- clarifying what are competencies are for a democratic culture;
- demonstrate the importance of this subject in initial teacher training;

- clarifying what are competencies are for a democratic culture;
- demonstrate the importance of this subject in initial teacher training;
- develop a democratic citizenship is a responsibility that teachers must assume in the classroom;
- integrate contents and methodologies that allow me to develop competencies for a democratic culture.

The six competences identified as priorities were...

- Valuing human dignity and human rights
- Openness to cultural otherness and to other beliefs, world views and practices
- Co-operation skills
- Empathy
- Analytical and critical thinking skill
- Valuing democracy, justice, fairness, equality, and the rule of law

### (3) Changes of the subject in primary teacher education Master Course related on the CDC – “Society, Culture and Territory” at ESELx

The changes in the CU with introduction of the CDC, were evaluated in a very positive way by the students. When asked for a group reflection about six questions, the students revealed a very positive representation about the work and about the contribution of it for the CDC knowledge, as well as for the development of skills to implement the CDC in the classroom as future teachers. Students testified that they **appropriated the competencies for democratic culture.**

About the **level of democracy in the CU**, the students valued the democratic process lived in the classroom, “All was negotiated: ways of work and evaluation criteria”, having participative dynamics and debate moments as fundamental strategies.

They also highlighted the methodologies, and the development of these skills should be transversal to other CU in order to get a better **preparation level to implement the CDC in the classroom as future teachers.** Issue that they clarified as important to have “experience” and the “practice”.

About the **practices that they should value in the CDC development**, the students refer active, cooperative and innovative practices. Furthermore, about the **practices/methods/participated evaluation tools that should be mobilized in a democratic teacher practice**, the students put the children in the center of the learning process, as authors and agents of their own knowledge and learning, and active participation in the assessment process.

Finally, about the **obstacles/challenges that the teacher in the development of their CDC faces**, the group referred as two major challenges: the students, the families, and the school educative agent on one side, and one the other side, school policies and the value of the curricular contents instead of the CDC that they referred that might be misunderstand.

ANNEX F



## VISIBILITY ACTIONS AND DISSEMINATION

- The activities that aim to promote the learning achieved throughout the ED-CD-TEP project include:
  - Collaboration on MOOC, produced at Manchester Metropolitan University.
  - Supervision of academic work for Master's Degrees in Basic Education that mobilise Competences for Democratic Culture in empirical studies carried out in the classroom:
    - Patrícia Sofia da Cruz Chalana, Skills development for a democratic culture in the 1st CEB: aims and strategies – supervision: Alfredo Gomes Dias, PhD (July 2021).
    - Bruna Filipa Marques Oliveira, Citizenship and participation: cooperative work and competence development in History and Geography (1st and 2nd Cycles of Basic Education) – supervision: Maria João Hortas, PhD (July 2021).
    - Sofia Catarina Casimiro Baltazar, Relevant socio-environmental issues: citizenship and participation in a 1st CEB classroom – supervision: Maria João Hortas, PhD (November 2021).
- Presentation of two papers at the 10th Meeting of the Interdisciplinary Center for Educational Studies of the Superior School of Education, Polytechnic Institute of Lisbon – CITIZENSHIP: PATHS, PROCESSES AND CHALLENGES IN THE XXI CENTURY (November 11-12, 2021 - that centred on the European Council's matrix of Competences for a Democratic Culture, within in its theoretical framework: (i) School and Democracy: competences for democratic citizenship in the 1st CEB, of Patrícia Chalana and Alfredo Dias; (ii) Global Citizenship and Democracy: competences in teacher education, by Alfredo Gomes Dias and Maria João Hortas.
- Construction of a website covering all the work carried out throughout this project, that will continue to disseminate activities, studies and projects that promote critical citizenship and skills for a democratic culture.

ANNEX G

## ANNEX A

FICHA DE UNIDADE CURRICULAR							
Unidade Curricular				SOCIEDADE, CULTURA E TERRITÓRIO / SOCIETY, CULTURE AND TERRITORY			
Código		Área Científica	AD	Ano Letivo	2020/2021		
Ano Curricular		Semestral	X	Opção	Sim	ECTS	5
		Anual					
Tempo de Contato/horas (semestral)	Teórico	Prática	Orientação Tutorial	Seminário	Estágio		
		38,5	2				
Docente Responsável da Unidade Curricular		Maria João Hortas					
Respetiva Carga Horária da UC		18,5					
Docente da Unidade Curricular		Alfredo Dias					
Respetiva Carga Horária da UC		22,0					

## LEARNING OUTCOMES OF THE CURRICULAR UNIT

- Problematize social reality from a critical, integrated, and totalizing perspective, within the framework of a global citizenship that values human rights.
- Develop a process of historical-geographical analysis from the construction of a methodological and conceptual framework, and a previously defined problematic.
- Mobilize the field of the Social Sciences, History and Geography, from the construction of a conceptual and methodological framework, and a previously defined problem.
- Reflect and design teaching proposals that promoting the development of Competencies for a Democratic Culture in the classroom.
- Build an analytical, critical and reflective discourse, supported by investigative processes emerging from the didactic and pedagogical practice.

## SYLLABUS

- Dynamics of social reality in the context of globalization
  - Social system: the dynamism of the different social structures
  - Relevant social problems / issues
  - Total social fact: integrated construction of knowledge



## 2. Process of historical-geographical analysis

- 2.1. Problematization
- 2.2. Conceptual framework
- 2.3. Collection and processing of information
- 2.4. Understanding, explanation and critical analysis
- 2.5. Historical-geographical communication

## 3. Competences for democratic culture

- 3.1. Values and cultural diversity
- 3.2. Attitudes towards the world's diversities
- 3.3. Ability to think and critically analyse the world
- 3.4. Knowledge for a critical understanding of the world, in its different dimensions

## 4. Building a practice for a democratic culture

- 4.1. Participatory teaching methodologies
- 4.2. Didactic resources
- 4.3. Evaluation modalities

## 5. Construction of the analytical discourse

- 5.1. Communication in Social Sciences, History and Geography
- 5.2. Critical reflection based on proposals for pedagogical-didactic intervention
- 5.3. Analysis of teaching processes learning based on competences for democratic culture

### LEARNING OUTCOMES OF THE CURRICULAR UNIT

To problematize social reality in a critical and integrated perspective (Obj. A) implies analyzing the dynamics of social and complex reality (Mod. 1).

Develop a hist-geog analysis process, from the construction of a conceptual, methodological and problematizing framework (Obj. 2), it implies deepening the capacity to analyze the reality of today's world historically and geographically (Mod. 2).

Mobilizing Social Sciences to develop critical thinking around relevant social problems (Obj. C) requires the preparation of the teacher to develop the skills for democratic citizenship (Mod. 3).

Conceiving teaching proposals that promote the development of democratic citizenship skills (Obj. D) requires a teaching practice consistent with a democratic culture (Mod. 4).

Constructing an analytical discourse based on investigative processes (Obj. E) implies developing a rigorous and demanding communicative capacity in the hist-geog conceptual framework. (Mod. 5).

### TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Theoretical / practical classes will be conducted by the teacher, with an articulation between the exposure of different themes to the large group and the construction of practical, individual and group work, using:

- the expository methodology for presenting information in a systematic way, using oral language, students' knowledge and available audiovisual means;
- active methodologies that guarantee the democratic participation of the trainees in the construction of knowledge in the classroom;

- critical reading of reference texts;
- the problematization of socio-cultural situations arising from teaching practice;
- the construction of an investigative process;
- the development of a reflective discourse of critical social analysis;
- the participatory construction of the indicators and weighting factors of the UC evaluation.

### Continuous assessment regime

Group construction of a research / action project organized in 4 parts:

Part I - Theoretical framework of the research problem; (15%)

Part II - Construction of a didactic pedagogical project; (20%)

Part III - Reflective analysis on the Competencies for Democratic Culture; (15%)

Part IV - Individual reflection on the training courses in the UC. (50%)

### Examination scheme

The examination program corresponds to the realization of:

- a research project (presented 48 hours before the scheduled exam date) - 70%;
- oral defense of the project on the date scheduled for the exam - 30%.

### DEMONSTRAÇÃO DA COERÊNCIA DAS METODOLOGIAS DE ENSINO COM OS OBJETIVOS DE APRENDIZAGEM DA UNIDADE CURRICULAR

For defined objectives being achieved it is important to equate a great diversity of methodologies supporting the construction of a conceptual analysis model, particularly through oral presentations, readings of major authors and construction of conceptual schemes.

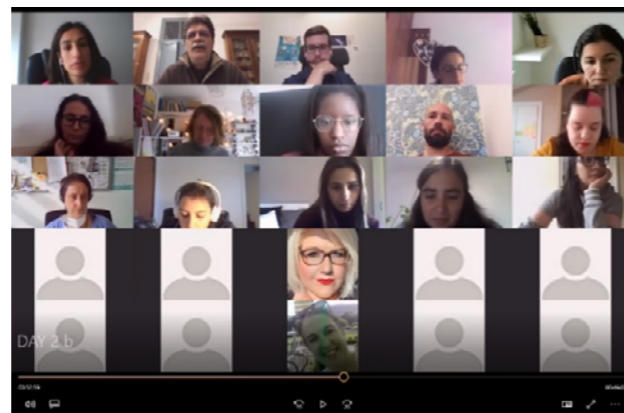
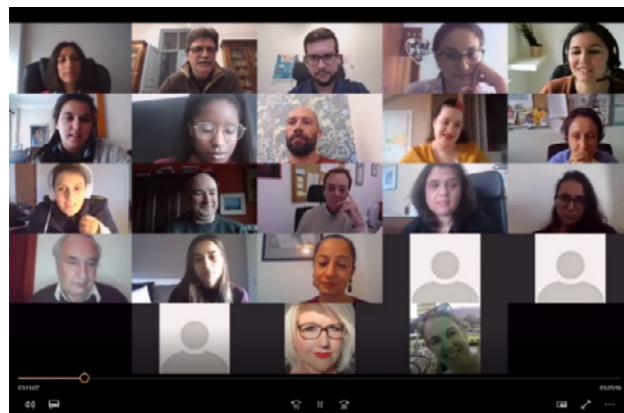
In developing the analysis and for its implementation in the study of a particular social phenomenon it is important to problematize sociocultural situations emerging from the teaching practice and gradually to develop written speech of social analysis.

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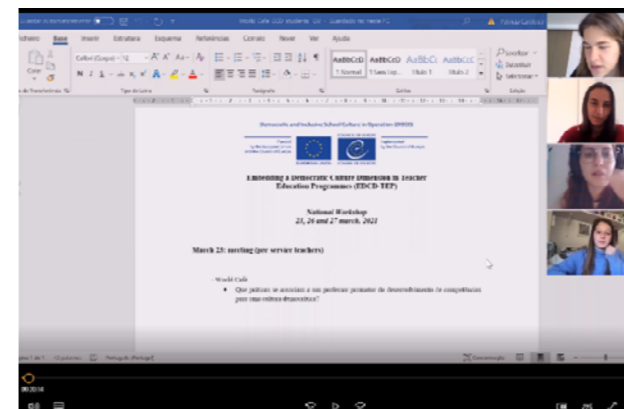
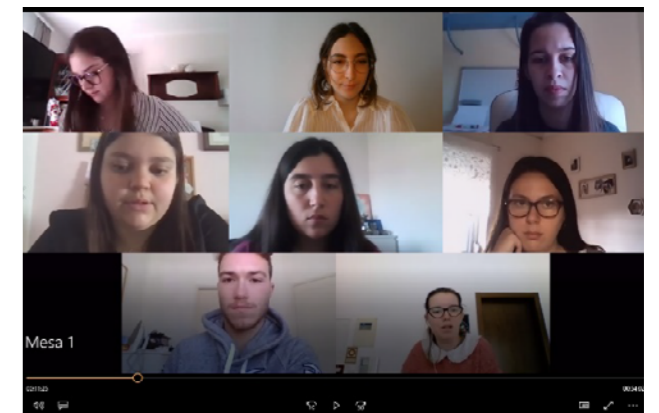
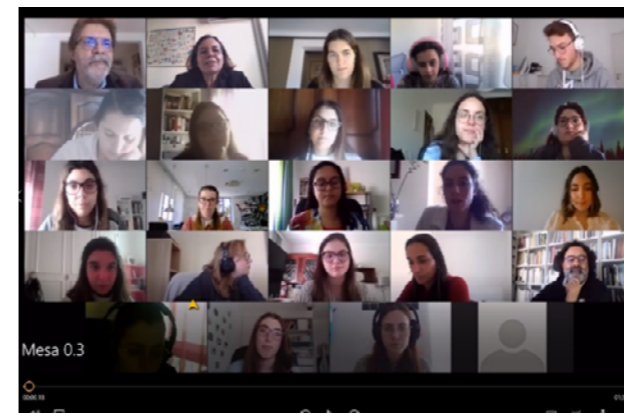
ANNEX A

<b>Activity</b> Lisbon International Seminar
<b>The dates</b> 26-28. October. 2020
<b>Location</b> Lisbon Lisbon Higher School of Education - Lisbon Polytechnic Institute
<b>Target group</b> Teacher educators, pre-service teachers, and in-service teachers.
<b>Number of participants (disaggregated by gender)</b> 59 participants (12 male / 47 female)



ANNEX C

<b>Activity</b> Lisbon National Workshop
<b>The dates</b> 23, 26, and 27 March. 2021
<b>Location</b> Lisbon Lisbon Higher School of Education - Lisbon Polytechnic Institute
<b>Target group</b> Pre-service teachers, and in-service teachers.
<b>Number of participants (disaggregated by gender)</b> 37 participants (3 male / 34 female)



*ANNEX D*

*Evaluation of the Lisbon Seminar: survey*

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
<i>1. Seminar's organisation according to the defined objectives</i>	19	13				32
<i>2. Guest speaker's interventions</i>	22	9	1			32
<i>3. Clarification of the concept "education for democratic culture"</i>	16	16				32
<i>4. Reflection and relevance of "education for democracy"</i>	22	10				32
<i>5. Clarification of the meaning of "good practices" in CDC</i>	16	13	3			32
<i>6. Clarification of the criteria for evaluating CDC policies</i>	10	18	4			32
<i>total</i>	105	79	8			192
<i>%</i>	54,7	41,1	4,1			100

*ANNEX E*

*Evaluation: pre-service teachers*

Evaluation levels	The Workshop contributed to clarifying what are competencies are for democratic culture.	In my career as a student, I had experiences in the classroom that contributed to my education as a citizen.	It is important to include this theme in initial teacher training.	The development of a democratic citizenship is a responsibility that teachers must assume in the classroom.	In my future teaching practice, I will integrate contents and methodologies that allow me to develop competencies for democratic culture.
Strongly agree	6	3	9	9	9
Agree	5	5	2	1	1
Neither agree nor disagree				1	1
Disagree		3			
Strongly disagree					
<b>Total</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>



*Evaluation: in-service teachers*

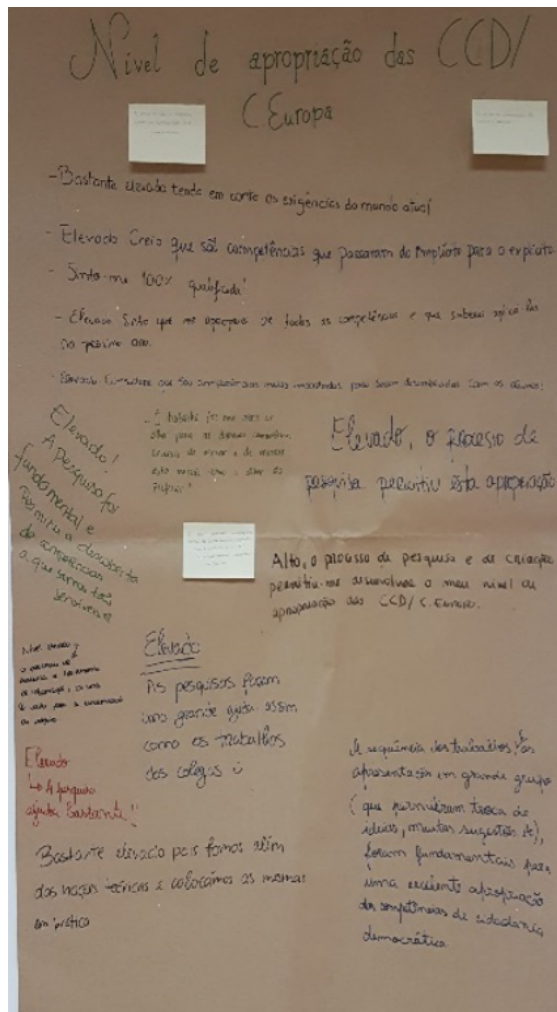
Evaluation levels	The Workshop contributed to clarifying what are competencies are for democratic culture.	In my career as a student, I had experiences in the classroom that contributed to my education as a citizen.	It is important to include this theme in initial teacher training.	My initial training included preparing to promote these competencies.	The development of a democratic citizenship is a responsibility that teachers must assume in the classroom.	In my future teaching practice, I will integrate contents and methodologies that allow me to develop competencies for democratic culture.
Strongly agree	7	1	8	1	1	4
Agree	1	6		3	1	4
Neither agree nor disagree				1		
Disagree		1		2		
Strongly disagree				1		
<b>Total</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

*ANNEX E*

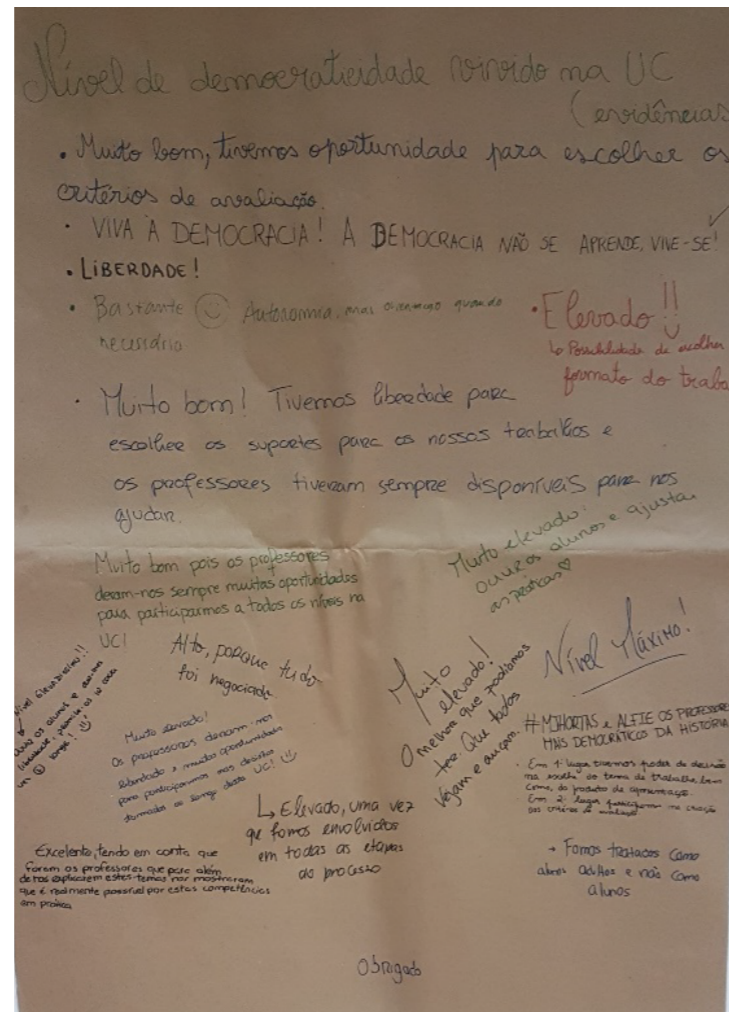
*Evaluation: pre-service / in-service teachers*

Priority Competencies	Number references		
	pre-service teachers	in-service teachers	Total
Valuing human dignity and human rights	6	5	11
Openness to cultural otherness and to other beliefs, world views and practices	7	3	10
Co-operation skills	6	4	10
Empathy	5	5	10
Analytical and critical thinking skill	5	5	10
Valuing democracy, justice, fairness, equality, and the rule of law	5	4	9
Valuing cultural diversity	3	2	5
Knowledge and critical understanding of the world	1	4	5
Civic mindedness	3	1	4
Linguistic, communicative and plurilingual skills	3	1	4
Responsibility	3	0	3
Respect	2	1	3
Flexibility and adaptability	1	2	3
Autonomous learning skills	1	1	2
Conflict resolution skills	1	1	2
Tolerance of ambiguity	1	0	1
Knowledge and critical understanding of language and communication	1	0	1
Skills of listening and observing	0	1	1

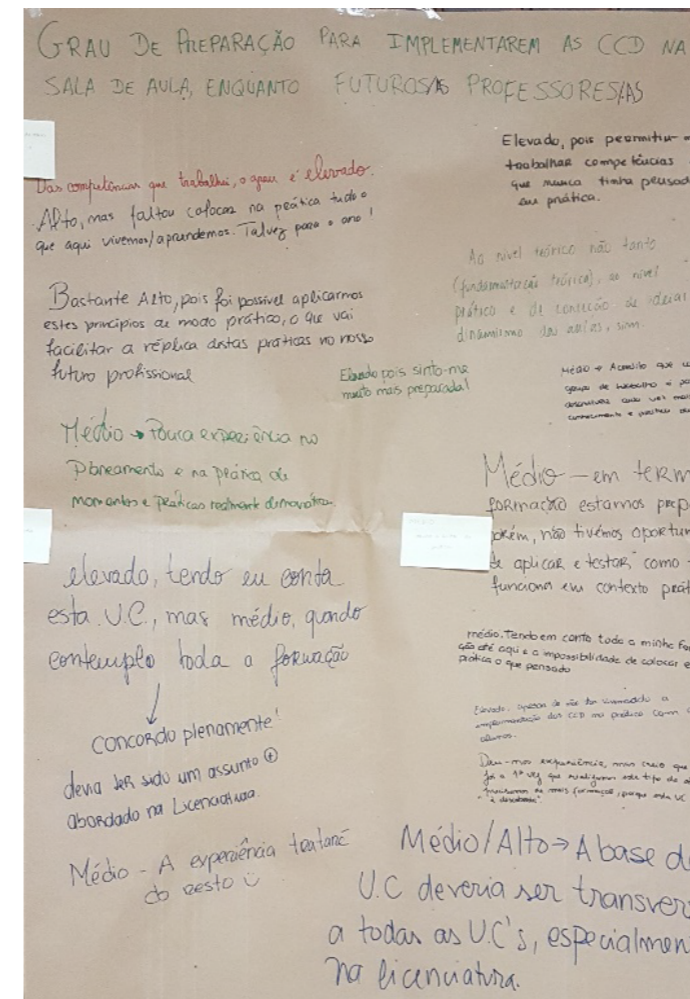
Level of appropriation of CDC



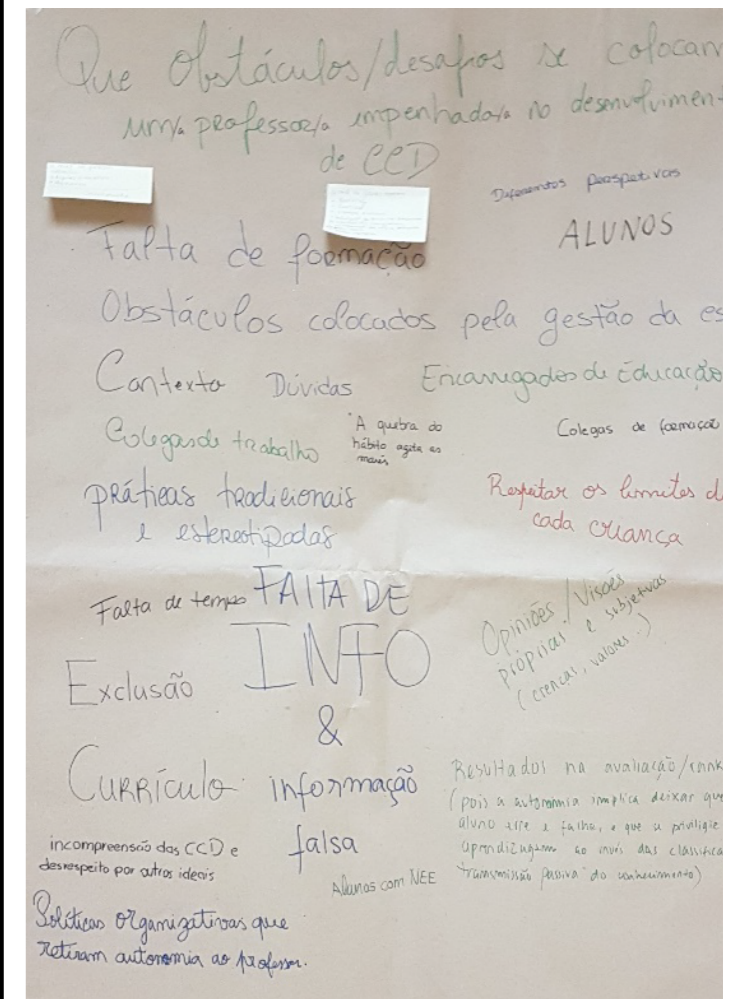
Level of democracy in the CU



Preparation level to implement the CDC in the classroom as future teachers

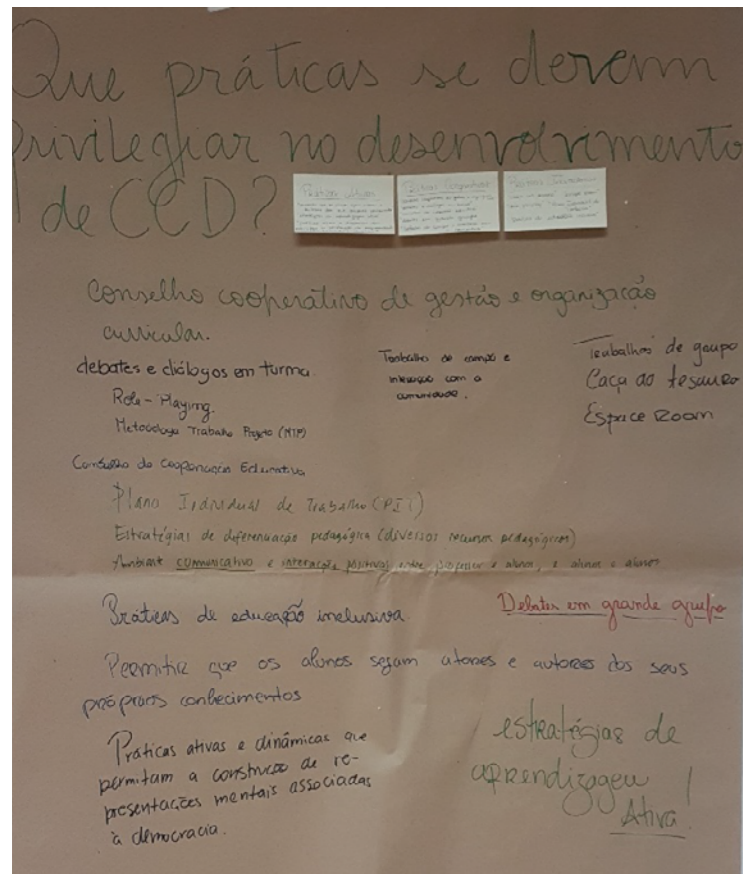


Obstacles/challenges that the teacher in the development of their CDC faces

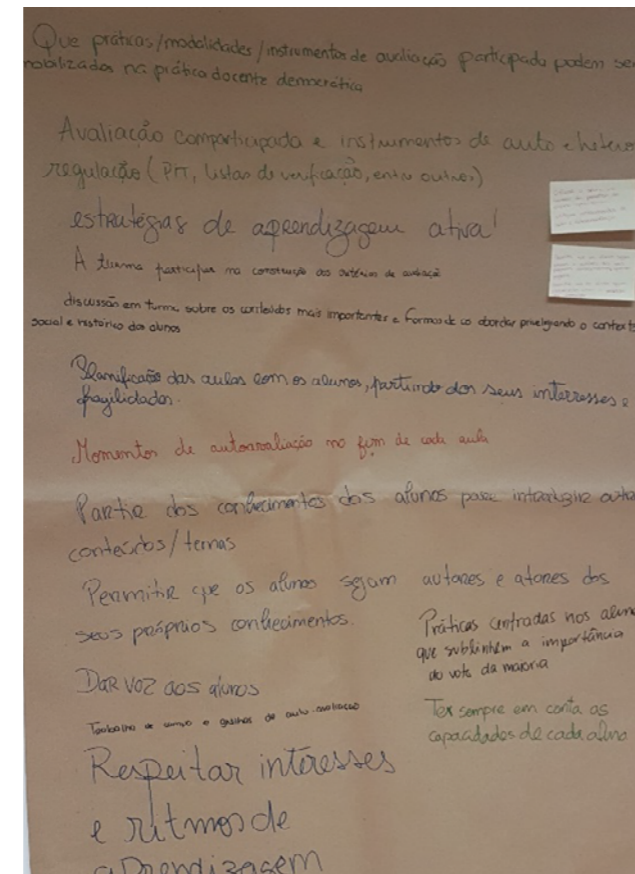




**Practices that they should value in the CDC development**



**Practices/methods/participated evaluation tools that should be mobilized in a democratic teacher practice**



**ANNEX G**

**ENCONTRO DO CIED**

CIDADANIAS: CAMINHOS, PROCESSOS E DESAFIOS NO SÉC. XXI

**PROGRAMA RESUMOS**

INSTITUTO POLITÉCNICO DE LISBOA

ESCOLA SUPERIOR DE EDUCAÇÃO DE LISBOA

CIED



## COMUNICAÇÕES PARALELAS

11 de novembro

Comunicações Paralelas  
11h

Sessão 1		Sessão 2		
<p><b>Moderação Marina Fuentes</b></p> <p>María João Almada e Marina Fuentes A comunicação com a criança: Estudo exploratório sobre os comportamentos interativos e a comunicação das educadoras com crianças em idade pré-escolar</p> <p>Ana Rita Almeida Estudo comparativo das representações maternas em idades com bebés de termo e extremo pré-termo</p>		<p><b>Moderação Alfredo Dias</b></p> <p>Eduarda Ferreira Livros Viajantes Inclusivos: falar sobre questões LGBT nos jardins de infância e escolas do 1º ciclo</p> <p>Ana Maria Mendes, Anita Paulo Agostinho, Rita Guerreiro Duarte e Sofia Beatriz Lopes Pinto Vaz CIDADANIA JOVEM EM AÇÃO – HUMANIZA-TE</p>		<p>Teresa Ma</p> <p>Luciano Be Soares, Mª Mesquita e Luciana Vi</p>
<p>Luísa Gomes e Isabel Pizarro Madureira A LEITURA FUNCIONAL COMO PROCESSO DE PROMOÇÃO DE AUTONOMIA PESSOAL E SOCIAL DE ALUNOS COM PERTURBAÇÃO DO DESENVOLVIMENTO INTELECTUAL</p>		<p>Marcia Roxana Cruzes Cuevas, Janaina Mariano Gíscar, Aressa Manuella Miranda Alves, Bruna Pôrto Rangel, Dêbora de Souza Ferreira Ramos e Rafael Leite Mendonça Educação em tempos de pandemia. Como ampliar nossa cidadania?</p>		<p>Cristina Cn Joana Cam</p>
<p>Márcia Monteiro Mendes e Isabel de Lacerda Pizarro Madureira O contributo dos pares para a inclusão de crianças com Perturbação do Espectro do Autismo no 1º ano de escolaridade</p>		<p>Alfredo Gomes Dias e Maria João Barroso Hortas Cidadania Global e Democracia: competências na formação de professores</p>		<p>LINK DE ACESSO</p>
<p>LINK DE ACESSO <a href="https://us02zoom.us/j/868684863787pwd=ZGE2UzpnNWY0R2NmBnVWk5SUJEdz09?pwd=309623">https://us02zoom.us/j/868684863787pwd=ZGE2UzpnNWY0R2NmBnVWk5SUJEdz09?pwd=309623</a></p>		<p>LINK DE ACESSO <a href="https://us02zoom.us/j/86462359867pwd=LTN0Yk9hbnV1R2Y1Uk91eUJlcUJ0b0U2eEZz09">https://us02zoom.us/j/86462359867pwd=LTN0Yk9hbnV1R2Y1Uk91eUJlcUJ0b0U2eEZz09</a></p>		<p>LINK DE ACESSO</p>

Comunicações Paralelas  
14h30

Sessão 8		Sessão 9		
<p><b>Moderação Bianor Valente</b></p> <p>Ana Silva Marques e Marta Portugal Dias Ensino de Dança e Cidadania: A Cooperação como estratégia pedagógica no desenvolvimento das Competências Sociais e Cívicas</p> <p>Ana Silva Marques e Sara Leite A conexão entre Pintura Abstrata e Cidadania como uma prática dialética no ensino da Dança</p> <p>Bianor Valente e Ana Gama Dar voz aos/as alunos/as de um Agrupamento de Escolas TEP: o início de um percurso</p> <p>Nuno Melo, Carlos Teloe Pedro Samelira O Projeto Plant@ESLx e a participação dos estudantes na caracterização do património vegetal da ESLx</p>		<p><b>Moderação Carlisse Nunes</b></p> <p>Ana Azevedo, Ana Ramos, António Sousa, Dulce Cunha, Helena Tebeira, Joana Oliveira, Manuel Morteiro e Pedro Santos Educar para a cidadania através do Ubuntu: reflexões a partir da prática</p> <p>Patrícia Sofia de Cruz Chalana e Alfredo Gomes Dias Escola e Democracia: competências para uma cidadania democrática no 1.º CEB</p> <p>Júlio Francisco Gonçalves Dionísio, Maria João Hortas e Joana Campos Jovens construtores da cidade – Cidadania e participação no município do Fundão</p> <p>Almeida, Tiago; Bachmann, Susanne Campos Gisbert, Marieta, Dimova, Aleksandra; Gigerl, Monika; Gollowitsch, Karin; Haya-Salmón, Ignacio; Holzinger, Andrea; Labudovikj, Dimitar; Lázaro-Viça, Susana; Moron, Mar; Nunes, Carlisse; Pérez, Antonio; Petrinska Labudovikj, Rozita; Pizarro Madureira, Isabel; Robledo, Amanda; Rojas-Pemía, Susana; Sanahuja, Josep M.</p>		<p>Ana I</p> <p>Sandra Mato</p> <p>Lucia</p> <p>Lucia</p>
<p>LINK DE ACESSO <a href="https://us02zoom.us/j/835524039667pwd=QFZlTHESVWQ0b0UyZWVhMjI1ODZ09?pwd=679626">https://us02zoom.us/j/835524039667pwd=QFZlTHESVWQ0b0UyZWVhMjI1ODZ09?pwd=679626</a></p>		<p>LINK DE ACESSO <a href="https://us02zoom.us/j/82499933273pwd=QnZET28ZQ0MmY1Q0V2NEWTRlMlMlOT09?pwd=853987">https://us02zoom.us/j/82499933273pwd=QnZET28ZQ0MmY1Q0V2NEWTRlMlMlOT09?pwd=853987</a></p>		<p>LINK</p>

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