

Subject descriptions of ISET-One World Licentiate in Pedagogy course

1. The Teacher and the School in the 21st Century - 375 hours

Studies of significant pedagogical ideas, theories, and practices as well as influential pedagogical thinkers, the role of the learner, the teacher, and the school in modern pedagogy, as well as developing an understanding of existing school systems.

2. Group Dynamics and Leadership - 50 hours

The module deals with theory and practice concerning the dynamics of groups, teamwork, and the aspect of leadership. Studies and hand-on training include group characteristics, team building, communicative action, forms of leadership, personality, and charisma.

3. Scientific Research and Methodology - 100 hours

The aim of the subject is to understand what is science and to provide students with knowledge, understanding, skills and aptitude in the appropriate use of methodologies and technologies during qualified scientific research. Studies and practical training include research as a methodology of knowledge generation, the field journal of research, structure, and essential elements of a scientific or academic report and its presentation, and participatory action-research as a methodology of collective construction of knowledge and transformation of reality.

4. English - 200 hours

Studies focus on strengthening speaking, listening, and writing skills, as well as grammar, contemporary literature and applying appropriate methodologies for teaching English as a second language in primary and secondary education.

5. The Community – Based Pedagogue - 50 hours

The subject explores the reality of marginalised and under-served communities to sensitise students to the needs, challenges, and possibilities of these communities, as well as exploring the roles of teachers and other educators in a community-based context.

6. History of the World - 150 hours

Studies include how to apply scientific methods to historical sources, historical and philosophical views and political attitudes represented by historians and in written history, and the cultural significance of history as well as the importance of understanding and teaching history responsibly.



Instituto Superior de Educação e Tecnologia - One World

DECRETO 33/2005-BR No:33, 23/08/2005

7. Big Issues of Our Time - 125 hours

Studies focus on understanding of major world events and global trends, to reflect on these, and formulate solutions to them. Studies and training include evaluation of sources and analysis as well as practising methodologies to teach about major issues of our time to various audiences.

8. World Studies - 375 hours

Interdisciplinary field where the primary aim is to obtain knowledge about the anthropology, history, and cultures, as well as an understanding of the contemporary condition of people and the economic, political, social, cultural, and environmental challenges, as well as the underlying causes for these and possible solutions.

9. Expressive Language Techniques - 100 hours

The subject aims to develop media, artistic and cultural skills, practise a variety of means of communication and build capacity to formulate and deliver key messages to diverse audiences in English.

10. Didactics of Public Communication - 100 hours

The idea of the subject is to acquire knowledge of communication theory, reflect on the teacher as a transformative and communicative intellectual, and perceive the arts as a didactic tool.

11. Contemporary Europe - 175 hours

Interdisciplinary subject where social sciences, history and geography of the continent are combined, including the organisation of the European continent in national states and the European Union. Studies aim to acquire an understanding of the sociological, economic, political, educational, and environmental position of Europe.

12. Mastering the Material World - 250 hours

The subject offers an understanding of science, technology, and the environmental sciences, including the main concepts and natural laws, the principles of scientific methods applied in the natural sciences, and examples of paradigm shifts within the natural sciences. The subject has also a practical part of obtaining skills in different technologies, especially when connected to school maintenance.

13. Sociolinguistics and Bilingual learning - 125 hours

Throughout this subject, the students get acquainted with Sociolinguistics, as well as with the concept of bilingual learning. The students also look into the didactics and advantages of bilingual education through the analysis of different examples across Europe.



Instituto Superior de Educação e Tecnologia - One World

DECRETO 33/2005-BR No:33, 23/08/2005

14. Horticulture and Sustainability - 175 hours

Besides the theoretical and practical sides of horticulture, especially organic horticulture, this subject deals with how horticulture and agriculture can be sustainable. It also looks at different lifestyles, for example, if they are sustainable or lead to longevity.

15. Higher Learning in Europe - 50 hours

The objective of the subject is to acquire knowledge about the history of Higher Education in Europe and in the EU, that is to know the main aspects in the construction of the education systems in selected European countries and to reflect on the role of higher education in Europe today and in the future.

16. The Future of Europe - 175 hours

The overarching purpose is to study and understand development trends and processes in Europe and train the ability to foresee future scenarios through vital dialogues and scientific research.

17. Sociology of Education – 50 hours

The overarching purpose of Sociology of Education is to understand and describe the school as a social system and sociological aspects in curriculum theory. Studies and discussions include the relationship between education, school, and society, in different contexts. The subject includes sociological research and practising sociological methods of investigation.

18. Specialisation - 450 hours

Specialisation offers the learner a possibility to concentrate on a chosen field and conduct scientific research using their own practice field, statistical data, theoretical findings, and critical analysis. The specialisation has also a teaching practice about the studied subject.

19. Public Communication - 100 hours

The intention of Public Communication is to practise expressive arts as a means of communication and build capacity to formulate and deliver key messages to diverse audiences, including children, young people, parents, and the older generations.



Instituto Superior de Educação e Tecnologia - One World

DECRETO 33/2005-BR No:33, 23/08/2005

20. Pedagogy of Adult Learning - 175 hours

The objective of the subject is to acquire knowledge about adult education and popular education, and the role of the teacher in this context. Studies and training include main theories about adult education and popular education, the power of literacy and how to teach it to adults.

21. Pedagogy of ISET - One World - 200 hours

Studies include defining the pedagogy of ISET – One World in relation to the pedagogical tradition, the methods of comparative pedagogy, the concept of theory and practice as a necessary element of didactics, teaching and learning understood within a context of national and global circumstances and developments.

22. Science of Doctrine of the Modern Method - 75 hours

Studies and training include the science behind the reigning method and system at ISET-One World: The Doctrine of the Modern Method of Teaching and Learning, abbreviated as DMM. The subject includes pedagogical, and didactical considerations for the practical implementation of holistic approach to learning. Such an approach includes methods for efficient acquisition of knowledge through theoretical studies, personal experiences and qualified courses.

23. General Didactics - 125 hours

The overarching aim of the subject General Didactics is to acquire skills in applying various teaching methods and in the organisation of teaching and learning, in order to unleash creativity, stimulate the active participation of the learners. Studies and training include discussions on the relationship between pedagogical ideas and policies and didactics, reflections on the role of learners in planning and implementing the teaching and learning process, acquisition of practical skills in applying various teaching methods and in the organisation of teaching and learning.

24. History of Pedagogy - 75 hours

The purpose of the subject is to obtain an overview of educational ideas and practices developed and applied throughout human history and to take note of various considerations on the role of the teacher.

25. Teacher Ethics and Planet Protection -125 hours

Studies and discussions in this subject include reflections on pedagogical ideas and practices, how to develop personal and professional ethics, and what kind of pedagogy is needed to protect Planet Earth against environmental devastation exacerbated by global warming and climate change.



Instituto Superior de Educação e Tecnologia - One World

DECRETO 33/2005-BR No:33, 23/08/2005

26. International Educational Policies and Practices - 75 hours

The aim of the subject is to acquire knowledge about educational policies and practices, and to compare educational policies in different parts of the world. Study modules include decision making in the field of education, and reflections on alternatives, and debates on educational policies and practices, and to take a position on the adequacy of these in relation to the real need.

27. Educational Policies and Practices in Europe - 100 hours

The subject allows the students to develop an understanding of the policies and practices that shape the educational scene across Europe. It covers an introduction to different policy-makers as well as examples of concrete regulations and policies that impact selected countries within Europe. Throughout the subject, the students will gain insight into the decision-making processes that stand behind the functioning of educational institutions in Europe.

28. Teaching Practice - 450 hours

The subject deals with teaching practice both at primary and secondary level. The subject is assessed by taking in consideration how the student-teacher works together with colleague-teachers, how he/she is able to conduct an inclusive education, how he/she is able to motivate the students to do co-curricular activities, how he/she works together with the parents and the community and so on.

29. School Management - 125 hours

The purpose of the subject School Management is to get an overview of the legislation and the overarching systems that regulate school institutions in a selected country, to understand how processes of approval, reporting of results, auditing of finances, monitoring of curricular adherence, and other inspections take place. Moreover, to understand which politics and procedures need to be in place, with regard to rights and duties, health, hygiene and safety, gender equality, work ethics, prevention of violence and abuse, communication with parents and other partners and many other fields depending on the type of educational institution.

30. Psycho-Pedagogy – 125 hours

Psycho-pedagogy is an interdisciplinary science that addresses the behaviour of human beings, regardless of age, and their mental health when it comes to learning. Study modules include developmental psychology, learning psychology, neuro-pedagogy, social psychology, inclusive pedagogy, and special needs education.



Instituto Superior de Educação e Tecnologia - One World

DECRETO 33/2005-BR No:33, 23/08/2005

31. Monograph - 450 hours

The monograph thesis concludes the Bachelor in Pedagogy. The writing process comprises scientific action-research or scientific research depending on the project, deliberations on best practices regarding orthography, objectivity and style, scientific reporting, progress evaluation, dissemination of the monograph contents to various audiences, adjustments based on critique received, and final review of the monograph considering a present and a future perspective.

32. Epistemology - 150 hours

Studies include the theories of human consciousness and mind, modern brain research, the nature of knowledge and the concept of truth, critical reflection on the processes and methodologies of scientific research, relating issues of epistemology to the reality of different school settings, and using the scientific approach in the process of teaching and learning.

33. World of Politics – 100 hours

The aim of the subject is to acquire knowledge about theories and political ideologies, and to become aware of major political issues and events in today's world, as well as of major political actors and their impact, to understand politics as local, national, and global phenomena.

34. Advanced Public Communication – 200 hours

The purpose of the subject is to acquire knowledge about the necessity of devising communication strategies in order to effectively communicate with diverse audiences. Studies and training include identifying audiences, formulating key messages, selecting adequate channels for disseminating information, such as newsletters, posters, articles, speeches at events and practical skills such as copy writing, photography, basic graphic design, video or podcast editing, and other techniques depending on the interests and needs of the students.

35. Statistic or ICT - 125 hours

The subject gives a space for the students to deepen their understanding and mastery of Statistics or ICT, in view of their monographs' preparations. With the assistance of their tutors, the students evaluate and decide which one of the two subjects requires their attention. The students then acquire an in-depth understanding and a set of essential skills in either Statistics or ICT.

36. Open Future - 150 hours

Interdisciplinary field of future sciences and philosophy. Studies include the concept of open future in contrast to predetermined future, neuroscience, quantum mechanics and free-will policies, the philosophical concept of voluntarism, existentialism and the centrality of human choice, alienation, fatalism, and fundamentalism as obstacles to human liberation and building a sustainable future, and the role of the teacher as a creator of a better future.