

ID	2143
Curricular Unit	Analysis of the Teaching-learning Process
Regent	Marcos Teixeira de Abreu Soares Onofre
Learning Outcomes	<ol style="list-style-type: none"> 1) To describe and to justify a model of interpretation of the problems related with educational situations. 2) To know the principles and procedures of the systemic analysis of education. 3) To identify and characterize the variables of an education situation and to analyse their interrelationships. 4) To describe different pedagogical and didactical options in education. 5) To know about the most significant results of research on teaching and to explain their impact in the educational process. 6) To describe de variables related both with learning success and learning failure.
Syllabus	<ol style="list-style-type: none"> 1) Dimensions of the study of education: the learning dimension; the personal and relational dimension; the institutional dimension; and the social and cultural dimension. 2) Using the systemic analysis in education. 3) The levels of analysis in education: micro, mezo, exo and macro analysis. 4) Questions related to a microanalysis of an education situation: participants, activities; interactions, climate, and contexts. 5) The pedagogical project. Questions related to a pedagogical project: the philosophical alternatives; the pedagogical alternatives; the theoretical alternatives; and the didactical alternatives. 6) The research on teaching: variables related to teaching effectiveness. 7) Pupils' cognitive, social, affective, and motor variables influencing their participation in class.
Evaluation	<ol style="list-style-type: none"> 1) Development of an action-research project. 2) Organization of a portfolio. 3) Oral discussion of both action research project and portfolio.
Bibliography	<p>Carreiro da Costa, F., (1996). Condições e factores de ensino-aprendizagem e condutas motoras significativas: Uma análise a partir da investigação realizada em Portugal. Boletim da Sociedade Portuguesa de Educação Física, n.º 14, Outono, 7-32.</p> <p>Hannoun, H. -Os conflitos da Educação. Lisboa, Sociocultur. (s/d).</p> <p>Piéron, M. (1999). Para una enseñanza eficaz de las actividades físicas y deportivas. Barcelona: INDE.</p> <p>Savater, F. (1997). O valor de educar. Lisboa: Editorial Presença.</p> <p>UNESCO (1980) -O educador e a abordagem sistémica. Lisboa: Ed. Estampa.</p>