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| <b>ID</b>                | 2143  |
| <b>Curricular Unit</b>   | Analysis of the Teaching-learning Process   |
| <b>Regent</b>            | Marcos Teixeira de Abreu Soares Onofre  |
| <b>Learning Outcomes</b> | <ol style="list-style-type: none"> <li>1) To describe and to justify a model of interpretation of the problems related with educational situations.</li> <li>2) To know the principles and procedures of the systemic analysis of education.</li> <li>3) To identify and characterize the variables of an education situation and to analyse their interrelationships.</li> <li>4) To describe different pedagogical and didactical options in education.</li> <li>5) To know about the most significant results of research on teaching and to explain their impact in the educational process.</li> <li>6) To describe de variables related both with learning success and learning failure.</li> </ol>   |
| <b>Syllabus</b>          | <ol style="list-style-type: none"> <li>1) Dimensions of the study of education: the learning dimension; the personal and relational dimension; the institutional dimension; and the social and cultural dimension.</li> <li>2) Using the systemic analysis in education.</li> <li>3) The levels of analysis in education: micro, mezo, exo and macro analysis.</li> <li>4) Questions related to a microanalysis of an education situation: participants, activities; interactions, climate, and contexts.</li> <li>5) The pedagogical project. Questions related to a pedagogical project: the philosophical alternatives; the pedagogical alternatives; the theoretical alternatives; and the didactical alternatives.</li> <li>6) The research on teaching: variables related to teaching effectiveness.</li> <li>7) Pupils' cognitive, social, affective, and motor variables influencing their participation in class.</li> </ol> |
| <b>Evaluation</b>        | <ol style="list-style-type: none"> <li>1) Development of an action-research project.</li> <li>2) Organization of a portfolio.</li> <li>3) Oral discussion of both action research project and portfolio.</li> </ol>   |
| <b>Bibliography</b>      | <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>   |