

<b>ID</b>	2453
<b>Curricular Unit</b>	Dance Teaching Methodology
<b>Regent</b>	Margarida da Conceição de Jesus Moura Fernandes
<b>Learning Outcomes</b>	<p>At the end of the course, the student should:</p> <ul style="list-style-type: none"> <li>- Understand and apply teaching and learning strategies in dance in formal, informal and no formal context.</li> <li>- Mastering techniques and methods of diagnosis, monitoring and restructuring of learning in the intervention dance context.</li> <li>- To experience the teaching activities of dance and expressive movement in school and community context.</li> <li>- To define, adapt and relate educational objectives, contents, activities and assessment according concrete pedagogic practices.</li> <li>- Plan activities by objectives and in accordance with different target populations.</li> <li>- Prepare lesson plans according: theme, target population, objectives, contents activities, assessment and teaching methods.</li> <li>- Adapt intervention strategies in dance to the socio-emotional, technical, rhythmic and expressive development of students.</li> <li>- Participate in project design, planning, organization and educational intervention in the field of dance and expressive practices.</li> </ul>
<b>Syllabus</b>	<p>The mixed model for project and for goals in learning of dance.  A student-centered learning.  The pedagogy project: the problem, the preparation / production, the implementation and evaluation / dissemination.  The pedagogy by objectives: definition of goals, teaching methods and pedagogical assessment.  The content pedagogy to learning pedagogy.  The student role. The teacher role.  The active methods, the strategies, the teaching styles in the student learning.  The pedagogical practice. Target population, objectives, contents and assessment.  The lesson plan: phases of lesson, objectives, activities, strategies, resources, pedagogical progressions and teacher behavior.  The reports of the sessions. Relation with the lesson plan with the planning with the contingencies as well as the subsequent lessons.  The evaluation of pedagogic intervention: diagnostic, formative, summative and prognostic.  Assessment of the effectiveness and appropriateness of educational action.</p>

## Evaluation

The continuous assessment focuses: Evolution (E) (participation and assiduity), Planning (P) of Teaching Practice and Pedagogic Practice (PP) (lesson plans, teaching and lesson report).

The final mark corresponds to the weighted average: 30% E + 30% P + 40% PP

The student is approved for more than 9.45

The final evaluation model includes theoretical exam and oral exam about program contents. The end result is the arithmetic average of both.

The student is approved for more than 9.45

## Bibliography

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