

ID	2888
Curricular Unit	Analysis of the Teaching-Learning Process
Regent	Ana Maria Peixoto Naia
Learning Outcomes	<ul style="list-style-type: none"> - To know, justify and differentiate the fundamental concepts related with training processes; - To justify the importance of the quality of the training processes in personal and social development; - To characterize the different components of training situations and analyze the interdependence between them; - To know the principles and procedures associated with the systemic approach of training processes; - To characterize the pedagogical project of training situations, and analyze the philosophical, pedagogical, didactical and theoretical alternatives. - To understand and explain the importance of student subjectivity in the training processes; - To understand the practical application of knowledge transmitted.
Syllabus	<ul style="list-style-type: none"> - Unit 1: Fundamental concepts related with education situations. - Unit 2: Characterisation of the educator functions and education situations. Systemic analysis of education. - Unit 3: Educational activity and educational project (philosophical question; theoretical question; pedagogical question; didactic question).
Evaluation	<p>The approval in the discipline can be obtained by continuous assessment or final evaluation. The continuous evaluation model, developed over the semester, comprises the following components: (a) report; (b) role playing about the contents; and (c) a written test. The final grade of the continuous evaluation is obtained from the notes of each of the tasks described by the following formula: Final grade = report * 40% + role-playing about the contents * 30% + 30% written test * (The report and the role-playing have a collective note and the written test an individual note). Final evaluation: Written exam.</p>

Bibliography

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- Landsheere, V. (1994). Educação e Formação. Porto: Edições ASA (pp. 21-31; pp. 37-50).
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