

<b>ID</b>	2888
<b>Curricular Unit</b>	Analysis of the Teaching-Learning Process
<b>Regent</b>	Ana Maria Peixoto Naia
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- To know, justify and differentiate the fundamental concepts related with training processes;</li> <li>- To justify the importance of the quality of the training processes in personal and social development;</li> <li>- To characterize the different components of training situations and analyze the interdependence between them;</li> <li>- To know the principles and procedures associated with the systemic approach of training processes;</li> <li>- To characterize the pedagogical project of training situations, and analyze the philosophical, pedagogical, didactical and theoretical alternatives.</li> <li>- To understand and explain the importance of student subjectivity in the training processes;</li> <li>- To understand the practical application of knowledge transmitted.</li> </ul>
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>- Unit 1: Fundamental concepts related with education situations.</li> <li>- Unit 2: Characterisation of the educator functions and education situations. Systemic analysis of education.</li> <li>- Unit 3: Educational activity and educational project (philosophical question; theoretical question; pedagogical question; didactic question).</li> </ul>
<b>Evaluation</b>	<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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