

<b>ID</b>	2988
<b>Curricular Unit</b>	Vocational Training
<b>Regent</b>	Carlos Alberto Serrão dos Santos Januário
<b>Learning Outcomes</b>	<p>1 - Know how to use the devices for recording and viewing images, as a prerequisite for autoscapy;</p> <p>2 - Making autoscapy, highlighting the strengths and weaknesses of pedagogical intervention and applying procedures for analyzing and evaluating training;</p> <p>3 - Know and apply the techniques of the most important pedagogical intervention.</p>
<b>Syllabus</b>	<p>0. Prerequisites discipline: a) the training planning the long, medium and short term; b) the establishment of relations ergonomics-training.</p> <p>1. The construction of the Individual Training Plan is geared primarily to the reality of work analyzed during the Academic Internship.</p> <p>2. Methods and pedagogical techniques. Affirmative methods (expository and demonstrative), questioning and active. The teaching resources - the 'traditional' teaching aids and 'new technologies of communication and information'. Educational simulations. Autoscapy and analysis of teaching behavior. The techniques of pedagogical intervention.</p>
<b>Evaluation</b>	<p>Approval may be obtained by (1) continuing evaluation or (2) a final examination. Under continuous review, each student should plan and carry out a training session at the beginning of the semester, repeating it later. In both sessions, the plans and pedagogical intervention will be recorded, providing the basis for the analysis reports. Autoscapy: The purpose is to apply the parameters for improvement on planning techniques and pedagogical intervention, analyzing the data from the two drafting sessions and two reports. This training technique is commonly referred to as school-reensino. Students must have a minimum mandatory two-thirds attendance at lectures and practical classes. The final grade is the average of the following three components: 1. the planning of two sessions (25%); 2. pedagogical intervention sessions (35%); 3. analysis reports of the sessions, including individual training plan (35%); plus the participation and attendance throughout the theoretical and practical classes (5%). If any task (...)</p>
<b>Bibliography</b>	<p>De Ketele, J. M.; Thomas, J.; Chastrette, M. (1994). Guia do Formador. Instituto Piaget.</p> <p>Ferrão, L.; Rodrigues, M. (2000). Formação Pedagógica de Formadores. 5ª edição. Lisboa: Lidel, Edições Técnicas.</p>