

ID	3198
Curricular Unit	Ergonomics and Professional Development
Regent	Catarina Maria Gomes Duarte da Silva
Learning Outcomes	<p>To know the history of relationships between ergonomics and professional training.</p> <p>To know the Portuguese social situation from the point of view of the relationships between education, professional training and work.</p> <p>To justify the relevance of contextualized training based on real work analysis.</p> <p>To know the theoretical and methodological assumptions of training/action approaches towards the transformation of work.</p> <p>To develop a professional training proposal based on real needs identified in curricular units of Internship I and II.</p>
Syllabus	<ol style="list-style-type: none"> 1. Definition, history and practices of the professional training in Portugal; 2. Characterization of the Portuguese population regarding the educational level, professional training and access to information (official statistics); 3. Work as a starting point for professional training; 4. Different types of contextualized training approaches; 5. Training action approach for the transformation of work.
Evaluation	<p>1. Theoretical lessons: - Expositive - Program contents presentation, using slideshow as didactic resource; - Participatory and inquiry - Call to reflection and verbalization about program contents.</p> <p>2. Theoretical-practical lessons: - Demonstrative - of the theoretical concepts through case studies/real data, as didactic resources; - Participatory and inquiry - Groups discussion, research and organization of the information given and solving issues/problems presented in work proposals.</p> <p>The evaluation can be done in two modes:</p> <ol style="list-style-type: none"> 1. Continuous - the student must conduct a summative test (50%), about the theoretical concepts, and propose a professional training project (50%). The final evaluation is the weighted average of these two components. 2. Final - the student must pass on a written examination (50%), about any matter covered in the syllabus, and an oral examination (50%). The final score is calculated by the weighted average of the grades obtained in each component.

Bibliography

- Cardim, J. (2005). Formação profissional: problemas e políticas. Lisboa, UTL-ISCSP.
- Lacomblez, M (2001). Analyse du travail et élaboration des programmes de formation professionnelle. Relations Industrielles, vol 56, nº3, 543-578.
- Lenoir, Y. Pastré, P. (2008). Didactique professionnelle et didactiques disciplinaires en débat. Toulouse, Octares Editions.
- Lopes, H; Lacomblez, M; Vasconcelos, R; Pires, L; Santos, M; Calapez, T. (1998). Aplicação de metodologias de formação para adultos pouco escolarizados. Observatório do Emprego e Formação Profissional. Col. Estudos e Análises 15, Lisboa.
- Pastré, P. (2004). Recherches en didactique professionnelle. Toulouse, Octares Editions.
- Teiger, C. (2003). La formation à l'analyse ergonomique du travail, outil de changement des représentations pour changer le travail. In C. Martin & D. Baradat (coord). Des pratiques en réflexion. 10 ans de débats sur l'intervention ergonomique. Octares Editions, Toulouse, 53-60.