ID	3223
Curricular Unit	Systematics of Ergonomics
Regent	José Domingos de Jesus Carvalhais
Learning Outcomes	1. Objectives: Development of Classificatory systems to describe human tasks and performance. Definition of classifications process and product and evaluation criteria. Taxonomic developments and use of data bases. 2. Skills and knowledge - Dominates the conceptual basis of Ergonomics: - Know the objectives, methodology and conceptual basis of the classification of Human Performance and tasks in Ergonomics. - Know the characteristics of ergonomics as applied science and its place in the classification of sciences. - Know the Importance of a taxonomy of human performance and knows the main classification models in Ergonomics. - Develops classificatory systems for description of tasks and human activities and draws up a taxonomic project in Ergonomics.
Syllabus	I – INTRODUCTION 1. Systematics as science of classification: objectives and fundamental concepts 2. Importance of taxonomies in scientific development and implications in the area of human performance 3. Theoretical model of classification in Ergonomics II – THEORETICAL KNOWLEDGE IN ERGONOMICS 1. Ergonomics in the classification of sciences: Object, theory and method 2. Conceptual basis for Human performance classification 3. Classification methodology 4. Taxonomic development in Related Areas III - MAN-SYSTEM INTERACTION A Taxonomic Project in Ergonomics: 1. Man-System Interaction Variables 2. Man-System Interaction Optimization IV – RESEARCH AND PRACTICE IN ERGONOMICS 1. Ergonomics practice 2. Research in Ergonomics
Evaluation	In the first part of the class theoretical aspects of the program are developed using PowerPoint presentations. In the second part we propose a set of problems through worksheets for discussion and resolution in work groups. Due to the theoretical and practical components of the course, there are two alternative assessment models. Model A: Continuous assessment, consisting of the presentation of practical reports and one written test and one oral exam. To succeed, students must have a grade greater or equal to 9.5 in the written test. Model B: Final exam, covering both theoretical and practical components and one oral exam. For both models, the theoretical component accounts for 60% to the final result and the practical component, for 40%.

Bibliography	- Amalberti, R. et al. (1991) "Modèles en Analyse du Travail" P. Mardaga Éditeur, Liège. - Daniellou, F. (1996) "L'Ergonomie en Quête de ses Principes: Débats Epistemiologiques", Octarès, Toulouse. - Denis, M.; Sabah, G. (1993) "Modèles et Concepts pour la Science Cognitive", PUG, Grenoble - Fleishman, E.; Quaintance, M. (1984) "Taxonomies of Human Performance", Academic Press, N. York. - Franus, E.A. (1991) "Connective Networks in Ergonomics", Elsevier, Amsterdam. - Fleishman, E. et al. (1982) "Human Performance and Productivity", Vol. I, II, III, LEA Publishers, N. York. - Houde, Olivier et al. (1998) "Vocabulaire des Sciences Cognitives" PUF, Paris. - Montmollin, M. (1995) "Vocabulaire de l'Ergonomie", Octarès, Toulouse. - Wisner, A. (1997) "Anthropotechnologie: Vers un Monde Industriel Pluricentrique", Octarès, Toulouse.