

ID	529
Curricular Unit	Systematics of Ergonomics
Regent	José Domingos de Jesus Carvalhais
Learning Outcomes	<p>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.</p> <p>2. Skills and knowledge - Dominates the conceptual basis of Ergonomics:</p> <ul style="list-style-type: none"> - 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	<p>I - INTRODUCTION</p> <ol style="list-style-type: none"> 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 <p>II - THEORETICAL KNOWLEDGE IN ERGONOMICS</p> <ol style="list-style-type: none"> 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 <p>III - MAN-SYSTEM INTERACTION</p> <p>A Taxonomic Project in Ergonomics:</p> <ol style="list-style-type: none"> 1. Man-System Interaction Variables 2. Man-System Interaction Optimization <p>IV - RESEARCH AND PRACTICE IN ERGONOMICS</p> <ol style="list-style-type: none"> 1. Ergonomics practice 2. Research in Ergonomics
Evaluation	<p>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%.</p>

Bibliography

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