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| Course Unit | Integrated Project- Project Based Learning | Field of study | Health |
| | Postgraduate Course in Emotional Education in Health | School | School of Health |

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| Academic Year | 2019/2020 | Year of study | 1 | Level | |
| | | | | ECTS credits | 5.0 |
| Type | Semestral | Semester | 2 | Code | 5034-680-1206-00-19 |

| Workload (hours) | 135 | Contact hours | T | - | TP | 10 | PL | - | TC | - | S | - | E | - | OT | 150 | O | 25 |
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T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

**Name(s) of lecturer(s)**
Maria Augusta Romão da Veiga Branco, Ana Maria Geraldes Rodrigues Pereira, Carla Alexandra F. Espírito Santo Guerreiro, Carlos Pires Magalhães, Clarisse Ceu Pais, Eugénia Maria Garcia Jorge Anes, Manuel Luís Pinto Castanheira, Sofia Marisa Alves Bergano

## Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:
1. - Recognize conceptions of Andragogy and Heutagogy - caracteristics, functions and self development
2. - Recognize the multiple active methodologies in heutagogy, or the combination of several active methodologies, such as: Project Based Learning, Design Thinking; Mind Maps; the Life Stories ...
3. - Apply - in the execution of a brief work - at least 3 active methodologies, for the development of your own knowledge .
4. - Develop a scientific theme or area through a heutagogical methodology, or in combination of it, with several active methodologies, within the object of study of PG in Emotional Education in Health;

## Prerequisites

Before the course unit the learner is expected to be able to:
No apply

## Course contents

Innovative pedagogical strategies applicable by teachers/ animators/ coaches in adult education: from Andragogy to Heutagogy context:
Project Based Learning or Project Based Learning (PBL); Problem-based or Problem Based Learning (PBL); Design thinking;
Stories telling; Case study; Reflective portfolio; Conceptual maps;
Peer instruction; Flipped classroom;

## Course contents (extended version)

1. - From Andragogy to Heutagogy
   - Concepts, diferences and caracteristics
2. - Innovative pedagogical strategies applicable by teachers / animators / coaches in Heutagogy:
   - Project Based Learning (PBL);
   - Problem-based or Problem Based Learning (PBL);
   - Design Thinking; Stories telling;
   - Case study; Reflective portfolio;
   - Conceptual Maps; Peer instruction;
   - Flipped classroom;
3. Methodology of textual / descriptive development for a scientific text - basic rules.
   - Text through a heutagogical methodology, or in combination, in Emotional Education in Health.

## Recommended reading

1. Cotta, R. M., Costa, G., Mendonça, Toledo, E. (2013). Portfólio reflexivo: uma proposta de ensino e aprendizagem orientada por competências. Ciência & Saúde Coletiva, v. 18, n. 6, p. 1847-56.
2. Gewehr, D. (2016). Tecnologias digitais de informação e comunicação (TDICs) na escola e em ambientes não escolares. Lajeado: UNIVATES, 2016. Dissertação (Mestrado). Centro Universitário UNIVATEs
3. Nizwardi J, Rahmat A, Aznil, M. (2017) The Seven Steps of Project Based Learning Model to Enhance Productive Competences of Vocational Students. Advances in Social Science, Educat Humanities Research
4. Stroher, S., Henckes, Gewehr, D. , Strohschoen, A. (2018). Estratégias pedagógicas inovadoras compreendidas como metodologias ativas. Revista Thema. V 15, Nº 2 DOI: http://dx.doi.org/10.15536/thema
5. Veiga-Branco, A.(2011). How different an emotional competence profile can be, when we became slim? Longitudinal case Study.International Congress of EI. Book Abstracts. ISBN 978-953-6104-79-6, p111.

## Teaching and learning methods

Flipped Classroom.
Videoconference classes - Dynamics and Learning by Doing approach, Team based problem Solving.
- Innovative pedagogical strategies in Heutagogy: Project Based Learning or Project Based Learning (PBL); Problem-based or Problem Based Learning (PBL); Design thinking; Stories telling; Case study; Reflective portfolio; Conceptual maps; Peer instruction;

## Assessment methods

1. Written examination - (Regular, Student Worker) (Final, Supplementary)
   - Development Topics - 100% (Written study, developed under Scientific Guidance, on the scope of PGEE'S Study Object)
2. Written examination - (Regular, Student Worker) (Final, Supplementary)
   - Projects - 100% (Written study, developed under Scientific Guidance, on the scope of PGEE'S Study Object)
3. Written examination - (Regular, Student Worker) (Final, Supplementary)
   - Case Studies - 100% (Written study, developed under Scientific Guidance, on the scope of PGEE'S Study Object)
4. Written examination - (Regular, Student Worker) (Final, Supplementary)
   - Laboratory Work - 100% (Written study, developed under Scientific Guidance, on the scope of PGEE'S Study Object)

## Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

| Maria Augusta Romão da Veiga Branco | Hélder Jaime Fernandes | Ana Maria Nunes Português Galvão | Adília Maria Pires da Silva Fernandes |
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| 27-04-2020 | 27-04-2020 | 27-04-2020 | 27-04-2020 |