Title: TEC++US 2.0 – Communication and learning tool

Training Area - A - Teaching Area
Type: Training Course
 Frequency System: e-learning

Duration
Synchronous hours: 15
Asynchronous hours: 10
Number of accredited hours: 25

Code Area Description

Code Dest. 99 **Description** Preschool Teachers, First Cycle Teachers, 2nd Cycle Teachers, 3rd Cycle and Secondary Teachers, Special Education Teachers

Reg. of accreditation

Trainers

Trainers with registration certificate
CC. 10785943 **Name** António Fernando Alface Gonçalves **Reg. Acr.** CCPFC/RFO-40197/20 (Special Edition)

Program components All
Nº of hours 25

Reasons justifying the action and its inclusion in the proposing entity's activity plan

English and other foreign languages allow the student to correct ethnocentrism, showing him the beauty of other cultures and ways of thinking.

In this way, it becomes urgent to rethink not only the age at which the foreign language is introduced, but also the form and approach in which this is done.

It is the responsibility of all education professionals to find the most effective methods and techniques for each student. According to Gardner, there must be a previous selection of materials and differentiating strategies for students "to the extent that students have different types of mind and, therefore, learn, remember, perform and understand in different ways".

It makes the process of mobilizing students' knowledge more and more demanding for the motivation of learning, this requires that more and more teachers abandon traditional teaching methods and start to carry out an approach to content that is more flexible and relatable to the target audience, the students.

It is consensual that teachers need to go through an adaptation process to adopt new pedagogical forms that meet the new demands.

The teaching process cannot be minimized to a simple transfer of knowledge, it must pass through the teacher's ability, from a mediator perspective, to provide learning opportunities so that the student can, through the challenge and mobilization of previously acquired knowledge, build concepts and accommodate knowledge. (Borges et al., 2021).

Duration
Face-to-face hours: 25
Number of accredited hours: 25

Code Dest. 99: Preschool Teachers, First Cycle Teachers, 2nd Cycle Teachers, 3rd Cycle and Secondary Teachers, Special Education Teachers

Goals to achieve

This action aims to:

- Promoting teaching professional development;

- Promoting the development of regulatory and monitoring skills through the systematic implementation of inclusion strategies.

- Provide the acquisition of concepts necessary for teaching communication;

- Motivate participants to build an inclusive school;

- Make known a new way of acting with the use of a tool designed in the spirit of universal design;

- Make known the tools included in the TEC++US 2.0 package;

- To develop scientific, technical and didactic skills, necessary for the implementation of innovative techniques in the classroom;

- Elaborate, share and disseminate innovative resources that may be useful to all teachers from an inclusion perspective.

Action contentes

This course's main objectives are to develop teachers' skills in order to add value to their classes.

The legislation that regulates the inclusive school and values of inclusion for all will be analyzed.

It is intended to explore inclusive education that allows the teacher to enhance the inclusion of students in an innovative way, while developing the skills of each student.

Free software or with free resources, even if limited, will be used, which will promote the participation of all trainees.

The TEC++US 2.0 tool will be used (application and resources that complement it).

Sharing and debate activities will be created during the sessions.

Methodologies for carrying out the action

In a first session, the presentation and survey of the objectives of the trainees will be carried out. Debate on the methodology and establishment of the form and working calendar of the different sessions. The last

session will be dedicated to the presentation of the final work. In the remaining sessions, various examples of software will be used and doubts regarding the progress of the work will be clarified.

1st Session (Theoretical)

1h Synchronous - Presentation and procedural formalities.

2h Synchronous – Introduction to the theme, inclusion.

1h Asynchronous - Oriented work using documentation and online support.

2nd Session (Theoretical-Practical)

2h Synchronous – Gardner's Theory of multiple intelligences.

2h Asynchronous - Oriented work using documentation and online support.

3rd Session (Theoretical-Practical)

2h Synchronous – Presentation of pictograms and the TEC++US app.

1h Synchronous – Presentation and discussion of work possibilities with the use of pictograms in the classroom.

2h Asynchronous - Oriented work using documentation and online support.

4th Session (Theoretical-Practical)

2h Synchronous – Presentation of complementary materials to the TEC++US application and activities planned for teaching with the use of augmentative and alternative learning and communication pictograms.

2h Asynchronous - Oriented work using documentation and online support.

5th Session (Practice)

2h Asynchronous – Preparation of a class using TEC++US materials

2h Asynchronous - Oriented work using documentation and online support.

6th Session

3h Synchronous – Presentation of works carried out

1h Asynchronous – Report and evaluation of activities.

Trainee evaluation system

The evaluation of trainee teachers in training actions is continuous and participated by all stakeholders. The evaluation criteria to be used are:

- Quality of participation in the context of objectives;
- Quality of the work developed;
- Individual final report.

The final result is then translated into a quantitative classification expressed on a scale of 1 to 10 values, to which a qualitative mention is added.

Justification of the suitability of the proposed trainers
Certified trainer with training experience.

Fundamental bibliography

Borges, A. M. H., Rezende, E. F. de, & Ferreira, L. L. A. (2021). AUTONOMIA E ESCLARECIMENTO EM PAULO FREIRE: QUESTÕES NECESSÁRIAS À EDUCAÇÃO PAUTADA NA PRÁTICA DA LIBERDADE. Revista Ibero-Americana de Humanidades, Ciências e Educação, 7(3). https://doi.org/10.51891/rease.v7i3.769

Direção-Geral da Educação. (2018). Decreto-Lei n.o 54/2018 - Educação Inclusiva. Diário Da República, 1(129).

Direção-Geral da Educação. Aprendizagens Essenciais. 10 de Outubro de 2020. http://www.dge.mec.pt/aprendizagens-essenciais.

Gardner, H. (1983). Estruturas da Mente A Teoria das Inteligências Múltiplas. In Journal of Chemical Information and Modeling (Vol. 53, Issue 9).

República Portuguesa. (2017). Perfil dos Alunos à Saída da Escolaridade Obrigatória. Editorial Do Ministério Da Educação e Ciência.

Methodologies for carrying out the action

SIPE has a training center that covers teachers nationwide, geographically dispersed across mainland Portugal, islands and Portuguese communities in various regions of the world.
There are several factors that, taking into account the economic, social and environmental situation, justify the use of distance learning methodologies: (i) Reduced costs: distance training is the solution with lower costs for the company and for the trainees , with an increasing number of trainees opting for online training in order to avoid travel costs; (ii) Flexibility: time management of asynchronous hours depending on the availability of each one, respecting the differentiated learning pace; (iii) The contents and activities are made available through the distance learning platform, which can be accessed via a computer, smartphone or tablet at any time, providing access to the internet anywhere (iv) The online support provided by the trainer works as a facilitator and mediator of learning, so there is greater monitoring of trainees both in synchronous and asynchronous activities.
The main feature to take into account when designing support products mediated with ICT is the ability of these products to contribute to different types of learning and the ability of the creator to generate products taking into account the needs of trainees.
Like students, teachers have a great ally in technology, such as the tablet, computer or mobile phone for the construction of knowledge. In a study at European level on the use of ICT in an educational context, within the scope of the project "Education, training and research in the information society, a national strategy for 2000 – 2004", (Holmes et al., 2001), the importance of technology not only in teaching, but also in students' extracurricular skills.
Another factor that can influence the integration of students in collaborative classroom practices are virtual environments. This type of environment offers a high number of potentialities and educational resources, based on the use of software that facilitates the education and training of the teachers involved (Pahl, 2003). The efficient virtual environments described by the author are made up of four elements: content (learning themes), format, infrastructure and pedagogy, essential for normalizing the use of these tools by teachers and educators.
Connecting the points related to ICT and the construction of knowledge, "the use of ICT in learning environments conceived in the constructivist approach favors collaborative learning, especially if it houses an interactive, dynamic and bilateral communication process, as is the case of Web2.0 ". (Torres & Amaral, 2010)

Distribution of hours No. of synchronous online hours 15 **No. of asynchronous online hours** 10

Demonstration of the existence of a technical-pedagogical team that ensures the handling of distance learning tools and procedures

SIPE has advisory services in the technical, pedagogical and IT areas.
Trainers promoted e-learning training using new information technologies.

Demonstration of the implementation of an appropriate Learning Management System / Learning Management System
Use of SIPE's Moodle platform with the creation of a discipline for each class to be constituted.

Demonstration of face-to-face assessment (videoconference assessment allowed)
The assessment is carried out by participating in forums throughout the sessions, marking attendance in the discipline created on the moodle platform and individualized and recorded, in which the trainee will have to write a report at the end of the training.

Demonstration of the distribution of the workload among the different tasks

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2nd Session (Theoretical-Practical)
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5th Session (Practice)
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2h Asynchronous - Oriented work using documentation and online support.

6th Session

3h Synchronous – Presentation of works carried out
1h Asynchronous – Report and evaluation of activities.

Ratio of trainers to trainees 1

Process

Receipt date ___-___-2023 Process number _____ Accreditation registration _____

Dispatch date _____ Official No. _____ Expiration date _____

Status of Process W/ Dispatch - Accredited

Process