



TEACHING PLAN

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| Graduate Program: Business Management | | |
| Course: <input checked="" type="checkbox"/> Academic Master's <input type="checkbox"/> Professional Master's <input type="checkbox"/> Doctorate | | |
| Discipline: Education in Business Management | | Discipline code: ENST10282 |
| Professor: Denis Forte/ Marta F Sambiase | | DRT: 112898-1 / 111967-5 |
| Workload: 48h | Credits: 4 | <input checked="" type="checkbox"/> Mandatory <input type="checkbox"/> Elective |
| Syllabus: <p>The discipline is introductory in the discussion of the teaching-learning process in the Business Management field. The purpose of the discipline is to analyse the role as lecturer in the 21st century of Business Graduate students in the Brazilian context, through academic papers discussion and real classroom observations. The pedagogic theories are not discussed in depth since it is an introductory level. The use of modern pedagogic tools within the discipline is encouraged but is not the essence of the course.</p> | | |
| Objectives: <p>To present teaching-learning strategies combining theoretical and practical activities and guidelines on Education Management within the Brazilian context.</p> <p>To introduce Brazilian Regulatory Educational Directives ("<i>Lei das Diretrizes Básicas</i>") for higher education and the Curriculum Guidelines ("<i>Diretrizes Curriculares</i>") for Business Administration Graduate courses.</p> <p>To discuss didactic-pedagogical strategies for stimulating and raising awareness on the importance of critical reasoning, communication, creativity and collaboration within the management profession. Common issues in the teaching process are analysed and discussed, such as the planning of disciplines; the integration of learning inside and outside the classroom; the evaluation of students' learning and the everlasting continuous updating.</p> | | |



Assessment Criteria:

As a teaching-learning strategy, the discipline combines theoretical activities (phase one) and practical activities (phase two).

Phase One: The dynamics of the theoretical classes include:

1. A presentation of the basic/complementary readings by the designated individual/group, mediated by the teacher is expected in each class. A reflection binder and matrix of concepts by readings will be requested too.
2. Preparation of questions and observation items (for the internship in graduation), based on the point-to-point analysis between the texts read before classes;
3. Discussion and consolidation of a group of aspects to be observed, based on discussions in the classroom.

Phase Two: The practical activity consists in a:

4. Physical observation within the undergraduate classroom, focusing on what was discussed in the first phase. By observing the teacher/student's interaction and the learning education environment for 32 hours (8 weeks with 4 hours / class per week), an individually report and a group report will be due.

The assessment method considers the different stages of the course in the following proportions:

- i) 25% Presentations and interactions in classes and discussions of phase one, conceptual.
- ii) 25% Timely delivery of the concept matrices and elaboration of the observation script in phase one. Depending on the professor, this task can be replaced by the individual report of the observed discipline, using the phase one matrix structure.
- iii) 50% Academic Paper based on the individual observations in the undergraduate classroom (second phase of the course), consolidated in a group discussion, including script and analysis in accordance with the theory and discussions held in the first phase of the subject. The quality of the manuscript and compliance with the delivery deadline is considered in grading.

A minimum attendance of 75% of the total number of classes and internships is mandatory.

The delivery of the final version is due until the scheduled day and affects the grade or may be not accepted.

For grading purposes in each activity, aspects considered are:

Commitment (the use of the proposed literature and the search for alternative good ones, the involvement in the activities requested and the punctuality in the delivery of work and classes).

Quality (in depth realization of the task, a critical and reflective approach, professionalism in performing the demands, such as formal elements in writing and technical communication practices).

Relationship (interactions with the professor, the colleagues, the observed professor and his class students, the academic support persons involved).



Bibliography:

Basic

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Complementary

Abreu, M. C. de; Masetto, M. T. 1997. *O professor universitário em aula*. São Paulo: MG. (chapter 8 available on Moodle)

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Electronic links

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The Future of Business Schools in the UK. <http://wi1.uni-erlangen.de/files/busschool.pdf>

The 4Cs: Creativity, Critical Thinking, Communication and Collaboration in Schools. Available at <https://www.teacheracademy.eu/course/the-four-cs/>

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Business School Professors Should Be Like Movie Directors. <https://hbr.org/2014/05/business-school-professors-should-be-like-movie-directors>