



Summary of communications | NOVA Quality Day | October 21, 2020

Session I

Moderators: Ana Isabel Santos and Miguel Viveiros

University Unit: FCT NOVA

Speaker: Maria Alice Pereira

Subject: Current challenges in teaching an experimental science. The example of Biochemistry

Summary

This presentation is based on an experience of 20 years teaching Biochemistry subjects. The strong experimental component, supported by research, together with the concepts covered in theoretical and theoretical-practical classes, has been a pillar for students to acquire knowledge and critical thinking. Adapting to new technologies for distance learning will also be addressed. As Ambassador of FCT NOVA, the speaker has been involved in several actions mainly aimed at young people in Secondary Education, with the aim of stimulating their interest in experimental sciences.

University Unit: NOVA FCSH

Speakers: Raquel Silva/Julie Parker Mason

Subject: Best Practices: English Undergraduate Classes.

Summary

Feedback from our English B2.1 students systematically indicates a high degree of satisfaction. We present a reflection on the classroom practices that give rise to this satisfaction.

University Unit: NOVA SBE

Speakers: Natalie Truong/Irene Consiglio

Subject: Teaching marketing theory and practice

Summary

Covid-19 spurred us to implement a blended class format for our marketing management course. We saw this as an opportunity to change our teaching method, from a more lecture-based to a more hands-on, interactive format in which students learn theory autonomously online, and class-time is devoted to putting theory into practice, by solving real-world marketing problems with the guidance of the instructor. Our goal is to promote students' participation, critical thinking, and autonomy.



University Unit: IHMT NOVA

Speakers: Carla Sousa/Verônica Zegur

Subject: Challenges in the "classroom-b-learning" transition in an experimental study cycle

Summary

Presentation about the adaptation of a course of a classical nature (Master's Degree in Medical Parasitology from IHMT NOVA), from a teaching-learning regime exclusively in person to a b-learning regime. Being a course with a strong experimental and field component, some of the main challenges posed to teaching in b-learning in this type of courses will be presented and exemplified in this experience, and the main approaches adopted for its resolution will be described.

University Unit: ITQB NOVA

Speaker: Cristina Silva Pereira

Subject: Mentoring as a teaching methodology - bringing the strategy of an academic research laboratory to the classroom

Summary

I will present my strategy to duplicate in the classroom the dynamic teaching process of a fundamental research laboratory at a university, focusing on how to involve students and at the same time create an environment of collaboration, creativity, freedom and self-responsibility. This model has been tested in master's courses.

University Unit: ENSP NOVA

Speaker: Paulo Boto

Subject: "Proximity orientation": weekly monitoring of master's students in the process of preparing their dissertations

Summary

In the context of a master's course with many working students and a low completion rate, we have scheduled a set of weekly sessions for the master's students to work on their thesis. This is a low-tech intervention, as the sessions are essentially for individual work (bibliographic research, writing, statistical analysis).

Session II

Moderators: Inês Cardoso Pereira and Luís Manuel Bernardo

University Unit: FCT NOVA

Speaker: José Maria Nunes de Almeida Gonçalves Gomes

Subject: Special Students in Higher Education

Summary

The entry into higher education of students with special educational needs constitutes a “disturbance” of a standardized teaching model, which tends to impose its methodology and resists adapting to the specific students’ realities. Transforming this “disturbance” into an accepting challenge for the academic community requires reflection on the social function of universities and the unavoidable conflict of this function with a selective view of higher education.

I will try to briefly present this problem, addressing the real difficulties and the (also real) benefits of an integrative model for universities.

University Unit: NOVA FCSH

Speaker: Luís Oliveira Martins

Subject: Teaching Methodologies: Pluralism and Critical Thinking in the Classroom

Summary

Based on the reflection of some leading authors, it is intended to emphasize the importance of teaching centered on the student and not just based on the mere transmission of facts and knowledge by the teacher.

Some pedagogical methods that have been successful in curricular units of the undergraduate and master's courses in Communication Sciences will be presented.

University Unit: NOVA LAW

Speaker: Rita Calçada Pires

Subject: Pedagogical letter from NOVA School of Law: (Re)Thinking pedagogy in dialogue between students and teachers

Summary

Exploring pedagogical reflection based on a model of active cooperation between students and teachers within the pedagogical council.



University Unit: IHMT NOVA

Speakers: Carla Sousa/Cláudia Conceição/João Piedade

Subject: Pedagogical farms: an ongoing experience

Summary

The “pedagogical farms” are the result of a voluntary initiative by a group of professors from IHMT who felt the need to start a reflection in order to improve their teaching-learning processes. In 2020, they took the initiative to extend this reflection to their peers, initiating the organization of lectures and debates on different pedagogical practices, with the ultimate goal of increasing skills and the active search for commitments in improving the quality of education. This short experience is presented, with a description of what has been accomplished and what is being planned for the near future.

University Unit: ITQB NOVA

Speaker: Ana Sanchez

Subject: (Re)Thinking how to teach – my experience in the NOVA Interobservation Program (PIN)

Summary

Most of us teach in the way we were taught. Through trial and error, we discover what works, usually without much time to reflect on how we could improve the students' learning experience. But it doesn't always have to be that way. NOVA's Interobserver Program creates opportunities to receive (and give) feedback on what works and what can be improved in the classroom. Working in small groups, teachers from different scientific areas jointly reflect on the goals, strategies and implementation of a specific class. The result goes far beyond that.

University Unit: ENSP NOVA

Speaker: Silvia Lopes

Subject: Construction of a community of practice for the use of technology at the service of learning at ENSP

Summary

Description of the initiatives to build a community of practice at ENSP, with the purpose of consolidating the ability of teachers to put technology at the service of learning, promoting both improvements and profound changes in the way they interact with students.

Session III

Moderators: Ana Cristina Costa and Ana Balcão Reis

University Unit: NOVA SBE

Speaker: Ricardo Gil Pereira

Subject: Gamification Programming

Summary

The use of gamification opens the door for a new engagement methodology with students as it does for a new way of evaluating them. Targeting different competencies and rewarding students with points continuously, as well as providing a course structure where all activities are optional, builds a strong foundation to make education fun and engaging - as it should be.

University Unit: NOVA LAW

Speaker: Francisco Pereira Coutinho

Subject: Moot Courts

Summary

At a moot court, law students are called upon to play the role of lawyers by presenting the parties' defense allegations in a fictitious case (moot) discussed before an appeals court made up of lawyers specializing in the matters at issue. Students organize themselves into teams of four, writing together the allegations of each of the parties and litigating orally, in subgroups of two, in defense of one of those parties, facing subgroups representing other teams.

The moot court is an exercise especially dedicated to the teaching of law, as it adapts to learning styles that are often neglected, while allowing a deep understanding of the subjects and the development of rhetorical and legal reasoning skills that are essential for the exercise of legal professions.

University Unit: NMS|FCM

Speaker: Marta Fonseca

Subject: From PBL to conceptual maps – the experience of Pathophysiology

Summary

Problem-Based Learning (PBL) is a learning methodology used in the teaching of Pathophysiology at the Integrated Master in Medicine (MIM) of NMS since the 90's. PBL allows the study of the mechanisms that explains the manifestations of diseases, based on the analysis of clinical histories especially adapted for this purpose. On the other hand, concept maps (CM's) are a tool that enables the visual explanation of the acquired knowledge and is based on meaningful learning. CM's were introduced in Pathophysiology in 2002, complementing PBL. Currently they are applied to all students of the 2nd year of the MIM, in the practical classes of Physiopathology and Therapeutic Targets I, which amount to about 200 students/year. Its application has been adapted over the last few years, in order to allow a more effective and contextualized learning of the pathophysiological mechanisms and motivating the introduction to clinical reasoning, essential to the medical student.



University Unit: NMS|FCM

Speaker: Pedro Marvão

Subject: Simulation in learning: more than a simple “Pretend”

Summary

Simulation is a very powerful tool for learning practical skills, particularly in health science education. However, like all tools, it has application contexts and limitations in its use that it is essential to be aware of in order to use it effectively and with quality. In this presentation we will cover some of the principles of using simulation in learning as well as the essential components of a simulation session.

University Unit: NOVA IMS

Speaker: Roberto Henriques

Subject: Smart tools in teaching spaces

Summary

The use of digital tools to support classes has been a great challenge for professors, students and collaborators at the University. The journey since March had an impact on the pedagogical dynamics and the relationship between teachers and students. The strategic definition of the academic year 2020/2021 took in consideration such path and, in general, it was based on the equipment of classrooms with technology to support classes and on pedagogical and technological training for teachers.

The movement created with such adaptations led us to create, at the NOVA IMS Innovation & Analytics lab, a Pedagogical Innovation project that gives structure to these dynamics, supporting active learning strategies.

University Unit: NOVA IMS

Speaker: Guilherme Victorino

Subject: Gamification at the service of learning

Summary

Simulation is a learning technique that can be applied to different disciplines and that replaces real experiences with guided experiences, which replicate substantial aspects of the real world in a fully interactive way.

NOVA IMS uses these advanced simulation and gamification methods for the training of students at the Postgraduate, Master and Executive education levels in the themes of Innovation and Change Management. We intend to report the experience with these simulators and the way they help to involve students, both emotionally and intellectually, achieving learning moments that reinforce their confidence in the processes of innovation and organizational change.