**GUIDE TO REGISTER IN THEMATIC SHORT COURSES**

The choice of the courses must be done upon compatibility in the schedule.

The participant must choose the courses that do not conflict, as the schedule of the courses may coincide. In addition, this way it is not going to be possible to participate simultaneously.

Then, each participant that has his/her registration confirmed must choose one of the combinations listed below, choosing his/her first, second and third combination choice.

The distribution of the vacancies will happen according to [availability](http://www.linguee.com.br/ingles-portugues/traducao/availability.html) and demand.

Indicate by e-mail in order of preference:

First option (\_\_\_\_\_)

Second option (\_\_\_\_\_)

Third option (\_\_\_\_\_)

The courses combinations are:

**Combination 01:** Course 1: Why to innovate through Professional Education?

+ Course 5: Professional Education Institutions Management

**Combination 02:** Course 1: Why to innovate through Professional Education? + Course 6: Teacher Training Programs + Course 7: Development of South & South Cooperation Projects

**Combination 03:** Course 4: Quality Learning Features + Course 5: Professional Education Institutions Management

**Combination 04:** Course 4: Quality Learning Features + Course 6: Teacher Training Programs + Course 7: Development of South & South Cooperation Projects

**Combination 05:** Course 2: Demands anticipation on Vocational training based on foresight technology + Future Case Sectors + Course 6: Teacher Training Programs

**Combination 06:** Course 2: Demands anticipation on Vocational training based on foresight technology + Future Case Sectors + Course 8: EAD in Professional Education

**Combination 07:** Course 2: Demands anticipation on Vocational training based on foresight technology + Future Case Sectors + Course 9: Functional Maps Elaboration

**Combination 08:** Course 3: Teacher Agent - Experience in Professional Education mediation + Course 8: EAD in Professional Education

**Combination 09:** Course 3: Teacher Agent - Experience in Professional Education mediation + Course 9: Functional Maps Elaboration

**COURSE 1 – WHY TO INNOVATE THROUGH PROFESSIONAL EDUCATION? – 5H**

**Speakers:** Adriana Mattei and Elaine de Andrade

**Content:**

1. Practical Awareness for leaders in Professional Education Institutions for Innovation.
2. The Innovation culture through the practice of challenges in Education.
3. Challenges and Pedagogic practices to include Innovation in to the Curriculum.

**COURSE 2 - DEMANDS ANTICIPATION ON VOCATIONAL TRAINING BASED ON FORESIGHT TECHNOLOGY + FUTURE CASE SECTORS – 12HR**

**Speakers:** Luiz Antonio Cruz Caruso, Marcelo Pio, Ilca Webster and Marilia De Souza

**Goals:** Present SENAI Prospection Model and its significance for the anticipation of change in professional profiles.

**Content:**

- Concepts of SENAI’s Prospection Model;

- Prospective Researches in Professional Education - examples

- SENAI Prospection Model: Sector studies

- SENAI Prospection Model: Technologic and Organizational Foresights

- SENAI Prospection Model: [Operationalizing](http://www.linguee.com.br/ingles-portugues/traducao/operationalising.html) occupational impacts.

- SENAI Prospection Model: Recommendations

- SENAI Prospection Model: main manners of use

- SENAI Prospection Model: Transfer Process

**COURSE 3: MEDIATOR TEACHER - EXPERIENCE IN PROFESSIONAL EDUCATION MEDIATION – 12H** -

**Speakers:** David Sasson and Marcia Macionk

**Content:**

The Mediated Learning represents the psychological and educational philosophy that helps the Professional Education teacher to improve quality and effectiveness in the teaching-learning process and to promote the autonomous and efficient performance of the apprentice.

* The Mediated Learning Experience and its practical implications in Professional Education
* The function of the Mediator Teacher in significant and autonomous learning construction
* Holistic Paradigm of Learning – the many crucial factors of quality and effectiveness in mediation-learning process
* The metacognition as indispensable requirement to adapt new Technologies and the job market requirements
* The Mediated Learning as resource to consolidate the human and social development

**COURSE 4: QUALITY LEARNING FEATURES – 5h**

**Speaker:** Michael Axmann

**COURSE 5: PROFESSIONAL EDUCATION INSTITUTIONS MANAGEMENT– 12H**

**Speakers:** Jorge Jacon, Dionísio Parise and Hugo Molina

**Content:**

This course consists in the Professional Education Institutions managers’ development of the technical and analytical capabilities. Allowing the management development in Professional Training Centers for answering the students, communities and the job market needs.

This course intends to:

* Allow participants to think and adapt their management practices to a Management Excellence Model Concept, respecting theirs Institutions culture.
* Stimulate the organizations to get answers through management practices, always looking for generating positive results that can make the organization become more competitive.
* **Content:**
* The Management Excellence Model macro view (National Quality Foundation - Fundação Nacional da Qualidade – Brasil).

Management Excellence Model that uses as logic that through the society and customer’s demands the leadership can develop plans and strategies that are executed by people and process and its objective is to generate positive results. All those things just can happen if information and Knowledge are permeating all the requirements, the variables and the organization.

* Examples of Management Practices in SENAI Paraná

**COURSE 6: TEACHER TRAINING PROGRAMS – 7H**

**Speakers:** Jose Antônio Santos and Claiton Costa

**Content:**

The course’s development is based in active methodology, intending to stimulate the participants and speakers interaction and respecting the Professional Education [particularity](http://www.linguee.pt/ingles-portugues/traducao/particularity.html) in each country.

The Methodology Foundation is going to be developed and it is going to be applied in group activities and presentations of the groups. This activity also intends to share the knowledge of the different realities with all the participants.

Subject: Professional Profile

Professional Skills:

* Professional Skills;
* What skills are necessary for teaching?

Subject: Curricular Structure

Foundations and Skills:

* Foundations and Skills;
* What Foundations and Skills are necessary for teaching?

Subject: Teaching Practice

Strategies/Activities:

* Strategies and Activities;
* What Strategies/Activities stimulate the needed foundations and skills for teaching?

**COURSE 7: DEVELOPMENT OF SOUTH & SOUTH COOPERATION PROJECTS – 5H**

**Speaker:** Gustavo Rosa

**Content:**

To present the most important steps including the identification, the structure and implementation of the South & South cooperation Project in several situations. Technic for improving performance, monitoring and evaluation.

**COURSE 8: EAD IN PROFESSIONAL EDUCATION (5HR)**

**Speaker:** Rodrigo Filgueira

**Content:**

What about old Technologies?

An introduction about technology evolution in educational context and a justification for the relevance of technology in education.

Methodological Innovation 1: Using games as an educational tool

An analysis about the methodology of using games as an educational tool, an intent for separating using games of serious issues.

Technological Innovation 1: Increased reality. SENAI experience.

Methodological Innovation 2: MOOCs- Massive Open Online Course

A Massive Open Online Course? The participants can teach, evaluate and learn.

Technological Innovation 2: Mobile learning. SENAI experience.

**COURSE 9: FUNCTIONAL MAPS ELABORATION – 5H**

**Speakers:** Fernando Vargas Zúñiga and Nina Billorou.

SUPPORTING: Labour competencies define performances in the Labour events. The best work performances are achieved with results that the methodology of functional analysis to find the skills required for successful performance.

OBJECTIVE: At the end of the course the participant will be able to distinguish in different methodologies for the identification of job skills and know the technique for the development of analysis of functional work.

Materials and resources for the subsequent application of the methodology on behalf of the participants will be given.

Content:

- Analysis of expectations and needs of the group.

- Theoretical and practical vision of the competencies approach

- The functional map, definition, conceptual aspect, structure.

- Comparison with DACUM and other methodologies

- Glossary of terms and concepts.

WORK GROUP:

Development of a functional map

Different occupations

1st. Level: Key Purpose or main purpose.

2do. Level: Key Features

3rd. Level: Criteria and evidence of performance

Presentation and analysis group

Joint problem solving