

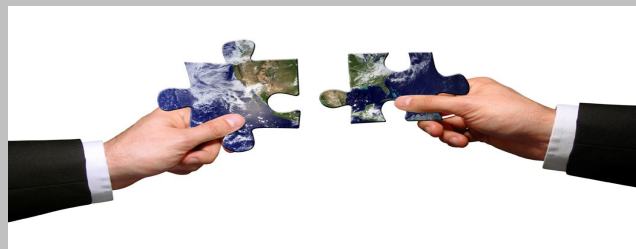
The logo features the letters 'PIC' in a large, white, sans-serif font, centered within a light gray circle. This circle is set against a dark gray square background. The entire composition is framed by a light gray border. The bottom portion of the dark gray square is cut off by a white rectangular area containing text.

PIC

Reshaping the Integrated Master Degree Course in Mechanical Engineering (IMME):
FIRST BRAINSTORMING WORKSHOP, 7th January 2008



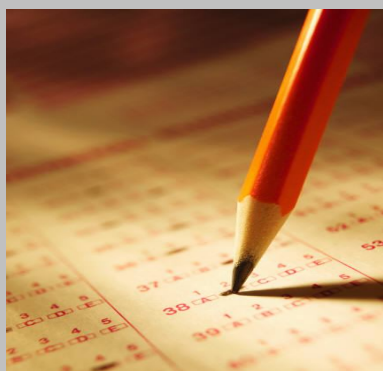
Graduates



Employability



Employers



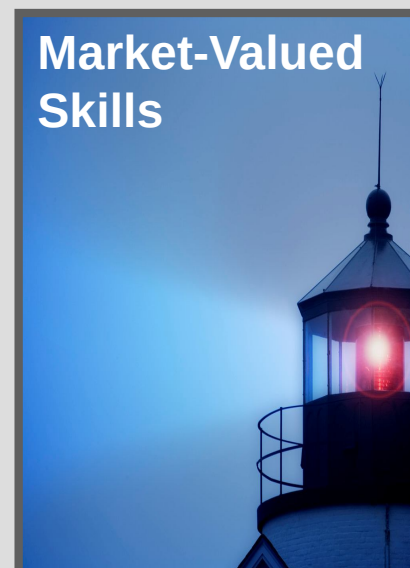
**Self-
evaluation**

Coaching

**Curricular
Development**



**Market-Valued
Skills**



“Starfish-Model” (Evans, 2001)

JOB RELATED SKILLS

Subject matter relevant to work tasks

METHODOLOGICAL SKILLS

Personal Management
Problems Solving
Creativity
Systemic Thinking



VALUES & ATTITUDES

Initiative and entrepreneurship
Commitment and persistence
Responsibility
Integrity and ethics

SOCIAL SKILLS

Communication
Assertiveness
Interpersonal Relationship
Team Work

LEARNING SKILLS

Motivation to Learn
Flexibility / Openness to Change
Pursuit of Quality / Excellence
Knowledge Management

PIC | Individual Skills Portfolio

Skills Evaluation Platform

Coaching

PROCESS

Self-evaluation

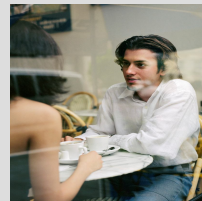
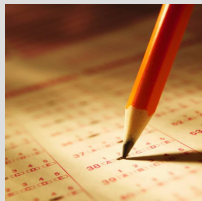
Peers Perspective

Professors
Perspective

Other
Stakeholders



Final
Presentation



“constrói o que vales!”
“build your worth!”



PROCESS

to think & communicate

to act, think & evaluate

to demonstrate & validate

Collected evidences

Skills Evaluation Platform

External
Evaluation



Self-evaluation



Collected evidences

PIC | Individual Skills Portfolio

Skills Evaluation Platform

Coaching

PROCESS

Self-evaluation

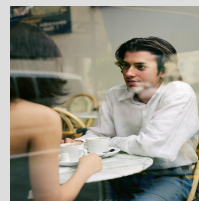
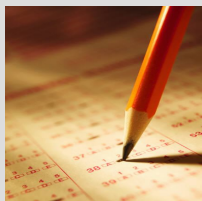
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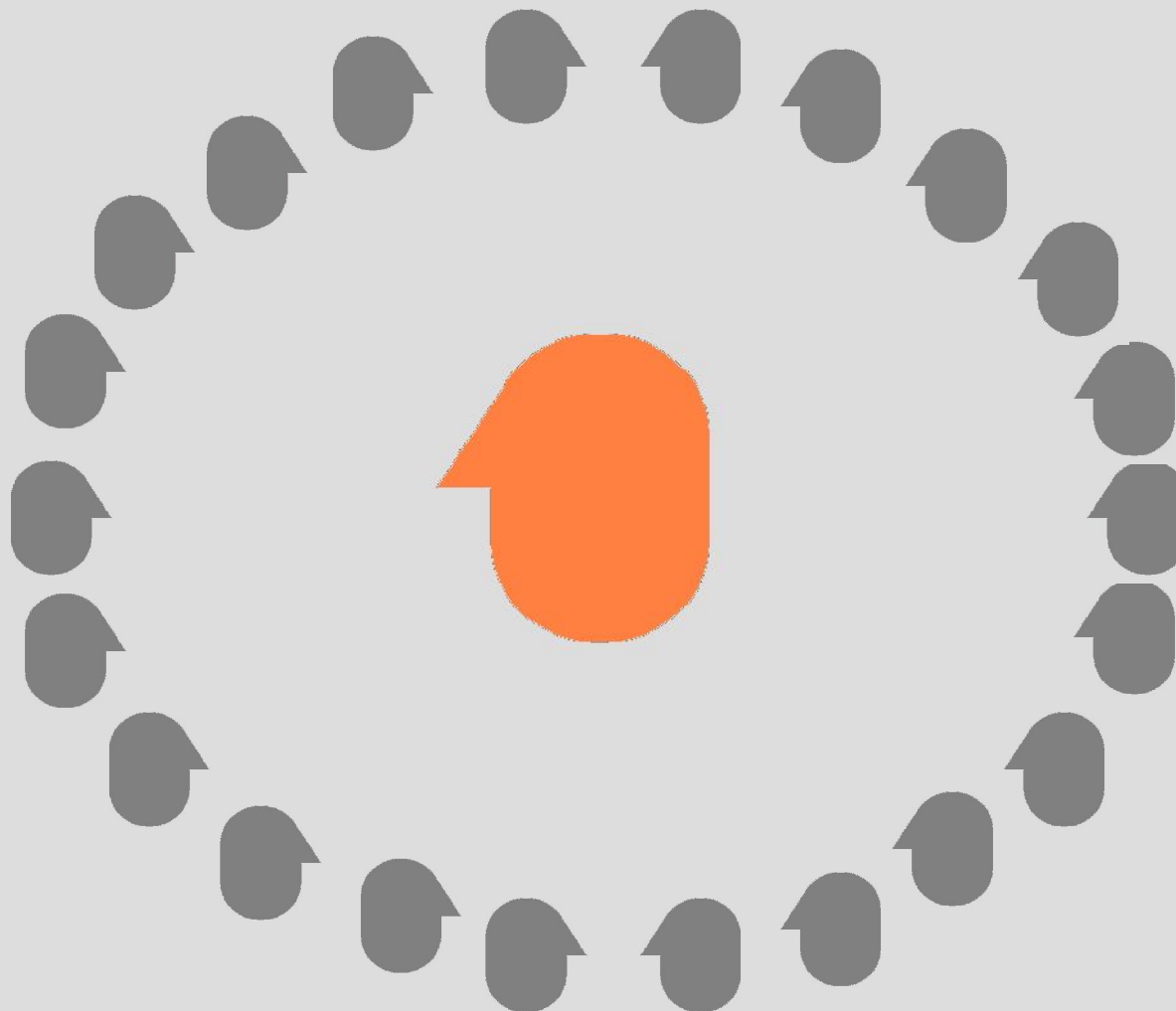
to demonstrate & validate

Collected evidences

PIC | Individual Skills Portfolio

Skills Evaluation Platform

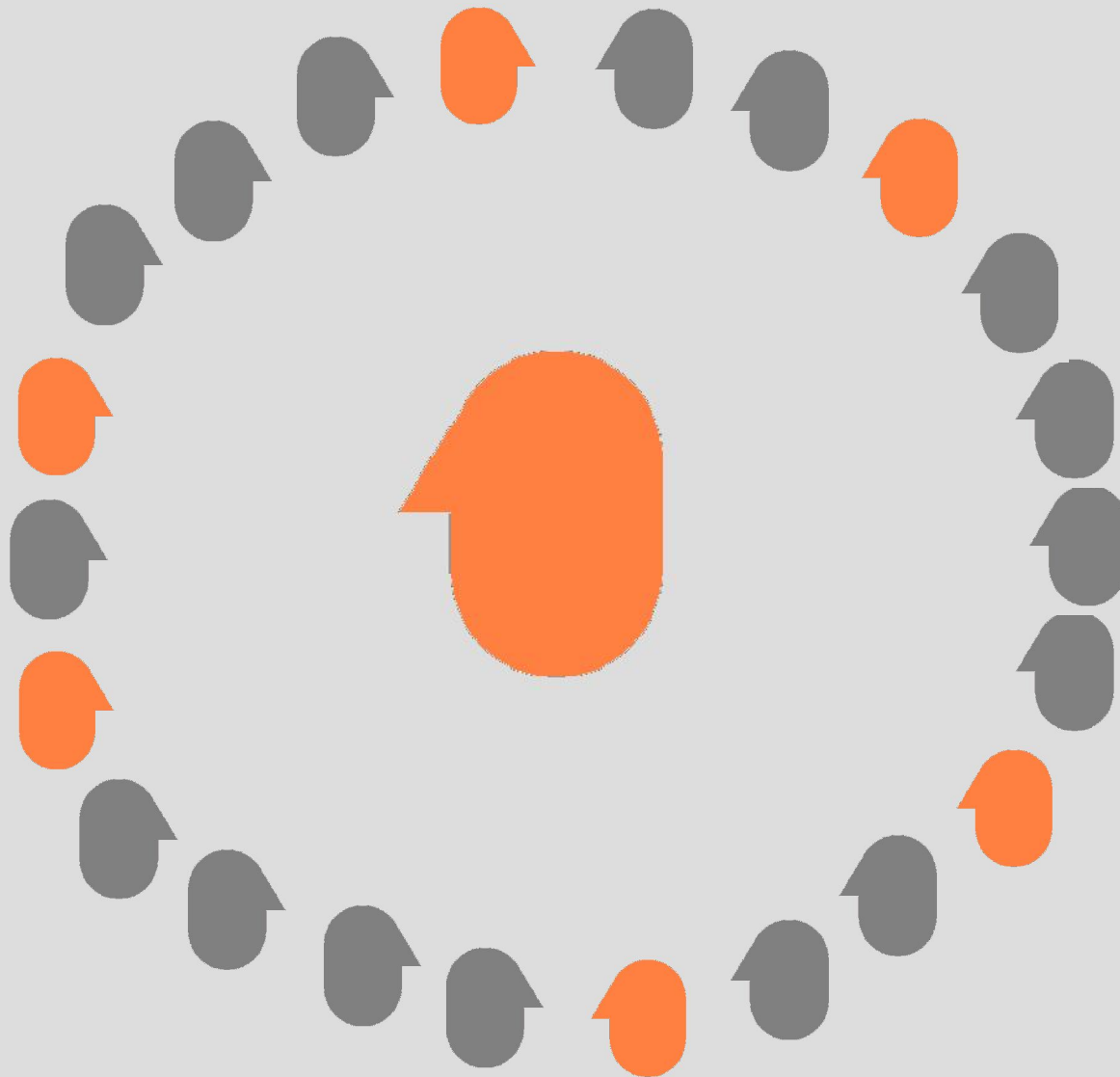
Peers Perspective and Other Stakeholders



PIC | Individual Skills Portfolio

Skills Evaluation Platform

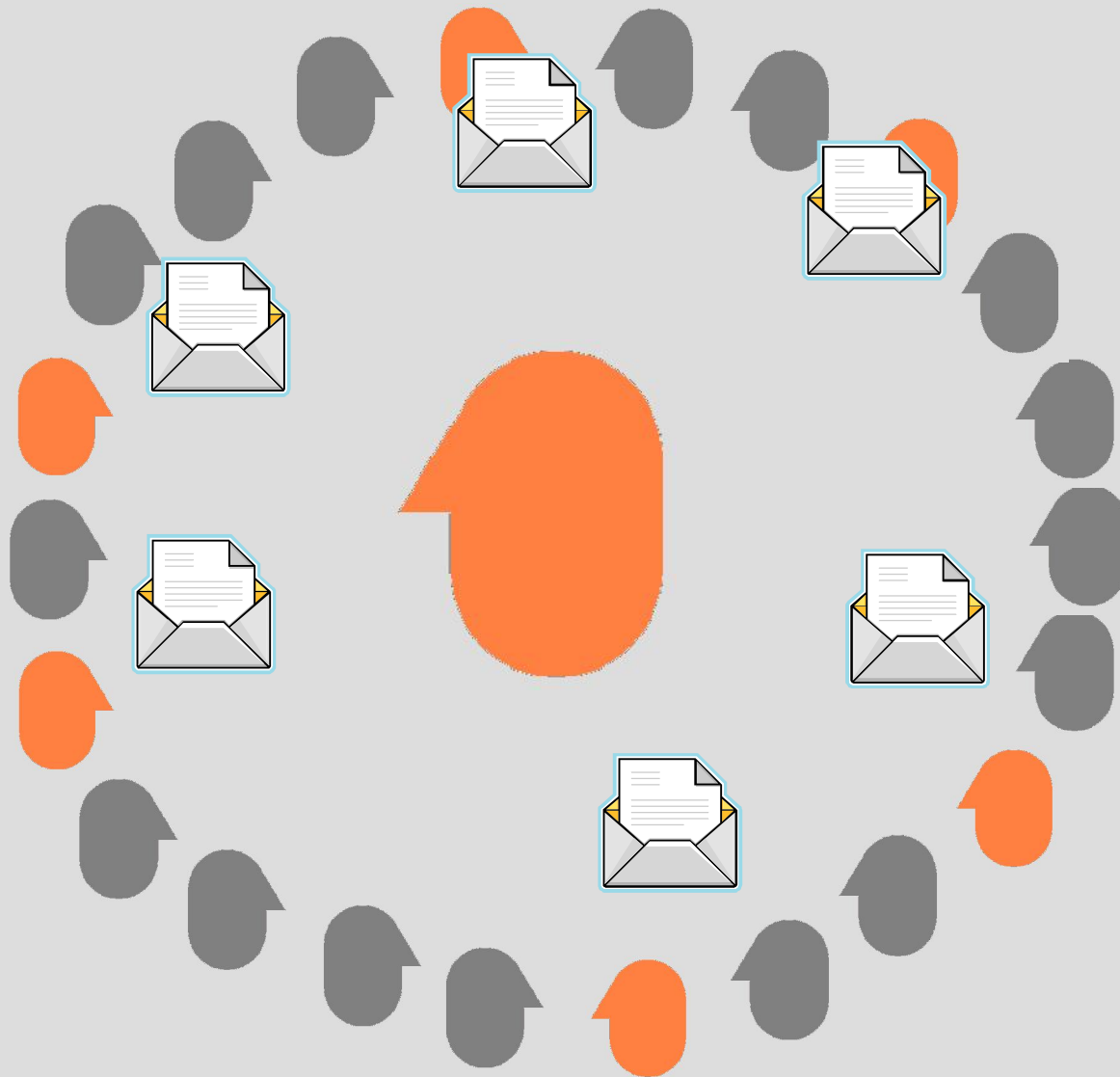
Peers Perspective and Other Stakeholders



PIC | Individual Skills Portfolio

Skills Evaluation Platform

Peers Perspective and Other Stakeholders



PIC | Individual Skills Portfolio

Skills Evaluation Platform

Coaching

PROCESS

Self-evaluation

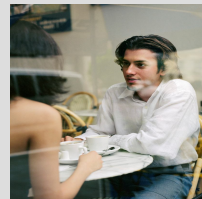
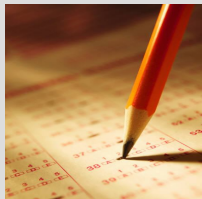
Peers Perspective

Professors
Perspective

Other
Stakeholders



Final
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PROCESS

to think & communicate

to act, think & evaluate

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Collected evidences

PIC | Individual Skills Portfolio

Skills Evaluation Platform

Professor
Perspective



Task-Force

Pedagogical
practices self-
evaluation

Soft Skills
Model



**CURRICULA
DEVELOPMENT**

**FEEDBACK
STUDENTS
ASSESSMENT**

Collected evidences

PIC | Individual Skills Portfolio

Skills Evaluation Platform

Coaching

PROCESS

Self-evaluation

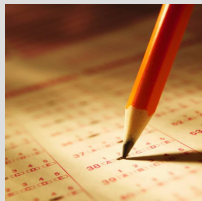
Peers Perspective

Professors
Perspective

Other
Stakeholders



Final
Presentation



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PROCESS

to think & communicate

to act, think & evaluate

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Collected evidences

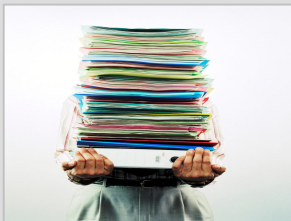
PIC | Individual Skills Portfolio

Skills Evaluation Platform

Coaching

Individual Report

- › Strengths
- › Improvements
- › Goals



internal

Individual Tutoring

- › Individual plan for action
- › Life experiences
- › New experiences
- › Feedback 360°



internal with external support

Viva Final Presentation

- › Individual Skills Portfolio
- › Final Presentation



internal with external validation

Collected evidences

PIC | Individual Skills Portfolio

Advantages

Universities

- + training quality
- + drop outs
- + modernization of HEI
- + teaching-learning strategies

Students

- +Competitive
- + Employable
- + Reader of labour market
- + Career management

Firms

- + HR Qualification
- + Social Responsibility
- + Positive Image
- + Marketing
- + LLL practices | training in context



<http://feg.porto.ucp.pt/pic/>

??

Thank for your questions

? ?

TASK FORCE

PIC | Individual Skills Portfolio

Skills Evaluation Platform

Professor
Perspective



Task-Force

Pedagogical
practices self-
evaluation

Soft Skills
Model

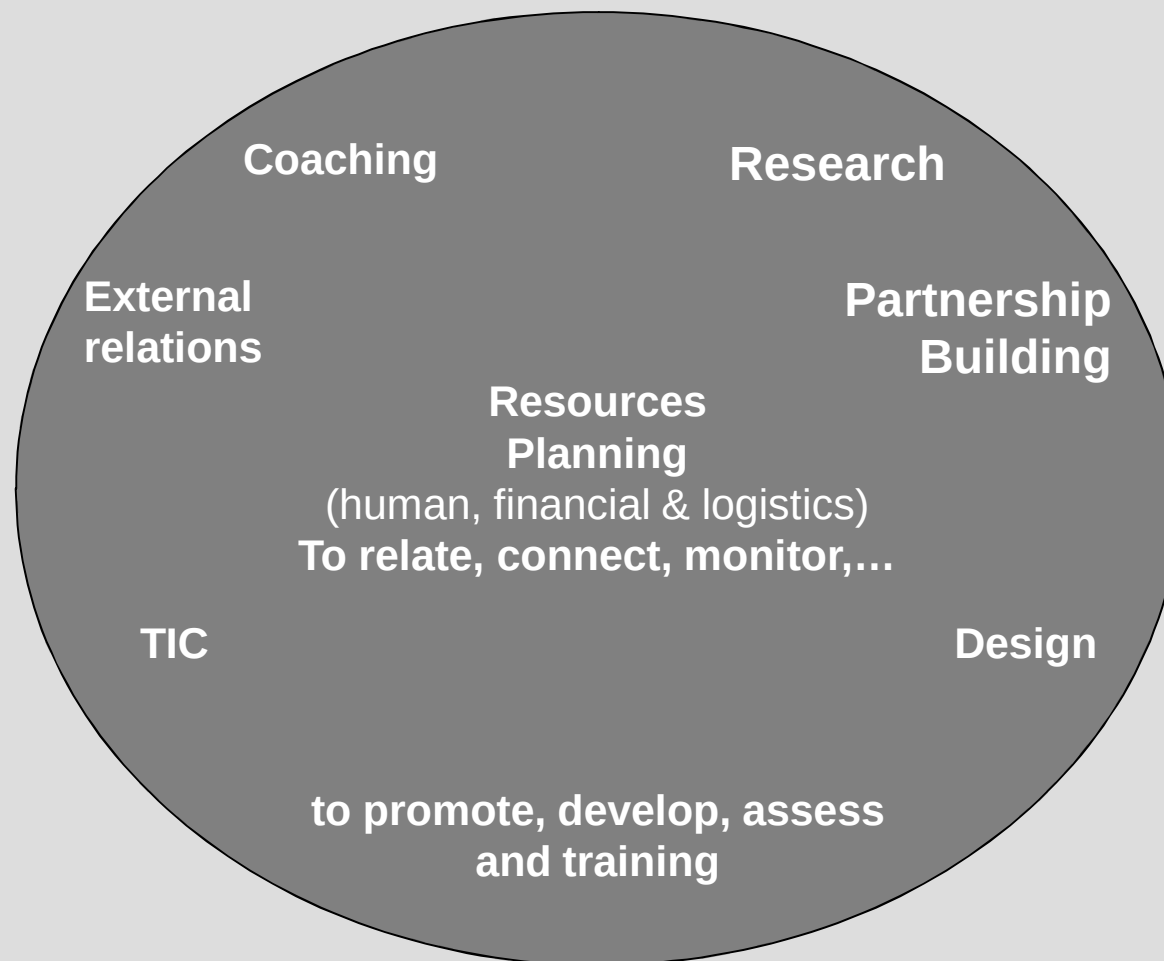


**CURRICULA
DEVELOPMENT**

**FEEDBACK
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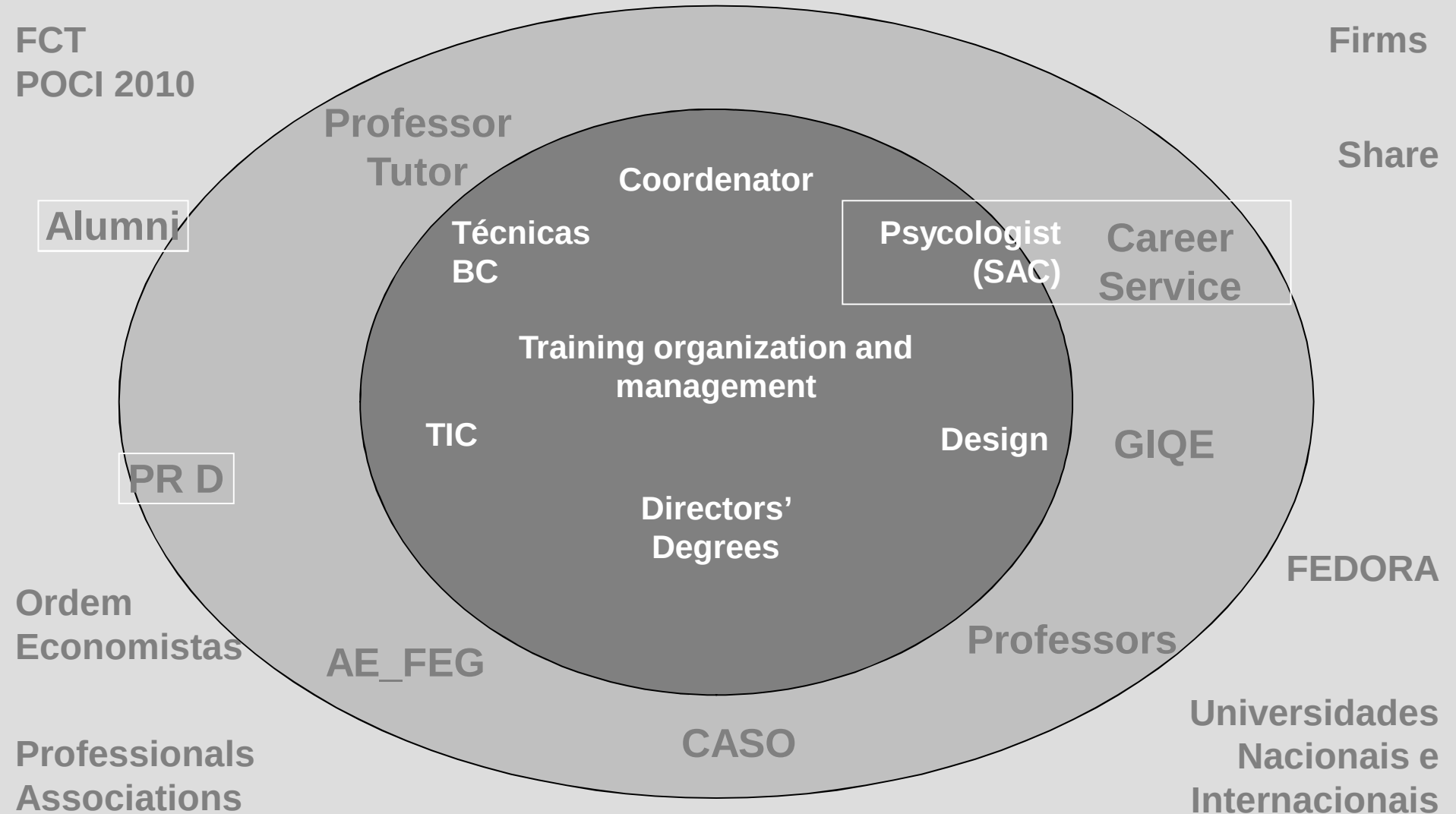
Collected evidences

PIC TEAM: SKILLS NEEDED



Task-Force

PIC Stakeholders



PROCESS:

Preparação e Constituição da Task Force



Condução da Task Force



Plano de Acção e Monitorização

Contribuições Externas

FASES DO PROCESSO

1. Preparação e Constituição da Task Force

1. Sensibilização institucional

- Carta do Director da FEG aos Professores
- Newsletter interna

FASES DO PROCESSO

1. Preparação e Constituição da Task Force

1. Sensibilização institucional

2. Sensibilização PIC

- Email: apresentação do PIC e mobilização dos Professores
- Questionários individuais
- Reuniões individuais com alguns Professores

FASES DO PROCESSO

1. Preparação e Constituição da Task Force

1. Sensibilização institucional
2. Sensibilização PIC
- 3. Mapeamento das competências integradas no currículo**
 - Tratamento dos dados dos questionários
 - Análise documental (programas, metodologias e regimes de avaliação)

FASES DO PROCESSO

1. Preparação e Constituição da Task Force

1. Sensibilização institucional
2. Sensibilização PIC
3. Mapeamento das competências integradas no currículo
- 4. Reuniões por disciplina**
 - Análise dos dados dos questionários e documentos da disciplina
 - Identificar necessidades / oportunidades de integrar as competências
 - Identificar o Professor-PIC

FASES DO PROCESSO

1. Preparação e Constituição da Task Force

2. Condução da Task Force

FASES DO PROCESSO

1. Preparação e Constituição da Task Force

2. Condução da Task Force

1. Ficha da Disciplina

- Identificar (e descrever) actividades pedagógicas
- Identificar (e descrever) competências transversais
- Caracterizar cada disciplina

FASES DO PROCESSO

1. Preparação e Constituição da Task Force

2. Condução da Task Force

1. “Ficha da Disciplina”

2. Valorizar as competências transversais do currículo

- Identificar possibilidades de recolha de evidências
- Definir metodologias e *outputs* de avaliação de resultados

FASES DO PROCESSO

1. Preparação e Constituição da Task Force

2. Condução da Task Force

1. “Ficha da Disciplina”
2. Valorizar as competências transversais do currículo
3. “Costumizar”
 - Construir grelhas de recolha de informação sobre as competências dos alunos “à medida” de cada disciplina
 - Antecipar dificuldades de implementação e formas de resolução

FASES DO PROCESSO

1. Preparação e Constituição da Task Force

2. Condução da Task Force

1. “Ficha da Disciplina”
2. Valorizar as competências transversais do currículo
3. “Costumizar”
4. **Plano de Acção**
 - Entrega da Grelha de Identificação de competências da disciplina
 - Preparação das Cadernetas da Disciplina
 - Definir *timings*

FASES DO PROCESSO

1. Preparação e Constituição da Task Force

2. Condução da Task Force

3. Monitorização

- Reuniões individuais para recolha de feedback dos professores
- Reuniões colectivas para partilha de experiências e boas práticas
- Introduzir ajustes ao plano
alteração de professores, alterações na constituição e dimensão das turmas,...

FASES DO PROCESSO

1. Preparação e Constituição da Task Force

2. Condução da Task Force

3. Monitorização

4. Contribuições Externas

- Universidade de Salford
- SEIES
- Alumni
- Associação Estudantes

vamos a isso?

OBRIGADA!

pic@porto.ucp.pt