

Webinar



Carlos Nunes

CONSULTÓRIO DA APRENDIZAGEM Como dinamizar a aprendizagem com o Microsoft TEAMS?



WEBINAR GRATUITO | 12 DE NOVEMBRO | 15h:00

WWW.FORMA-TE.COM

Sobre mim

- Natural de Rio Maior, mas há umas décadas no Algarve
- Professor de informática no Ensino Básico e Secundário
- Autor de alguns livros e manuais escolares
- Autor do canal de Youtube / Blogue “A pensar em...” <http://www.apensarem.net>





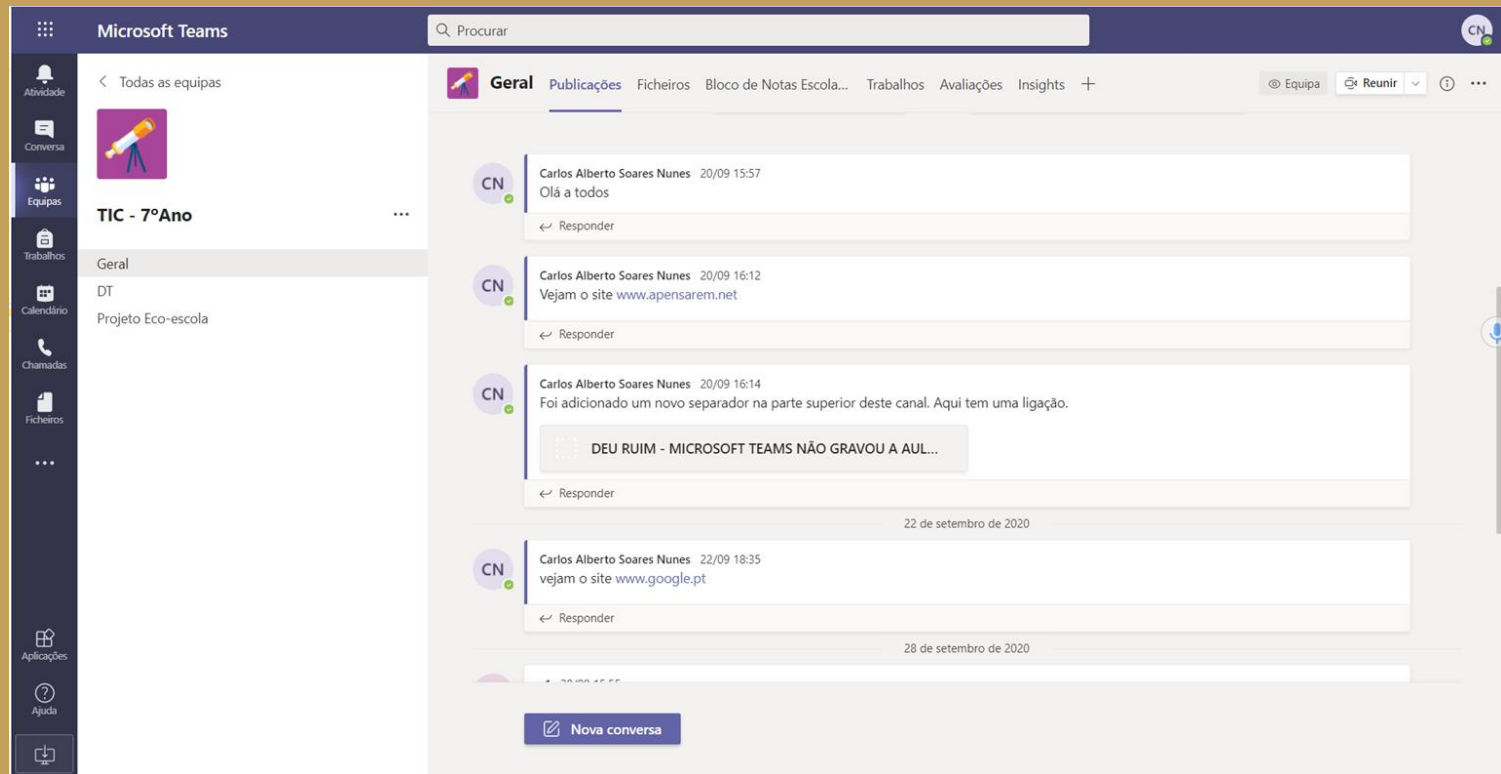
A Pensar Em
16,6 mil subscritores

Estatísticas

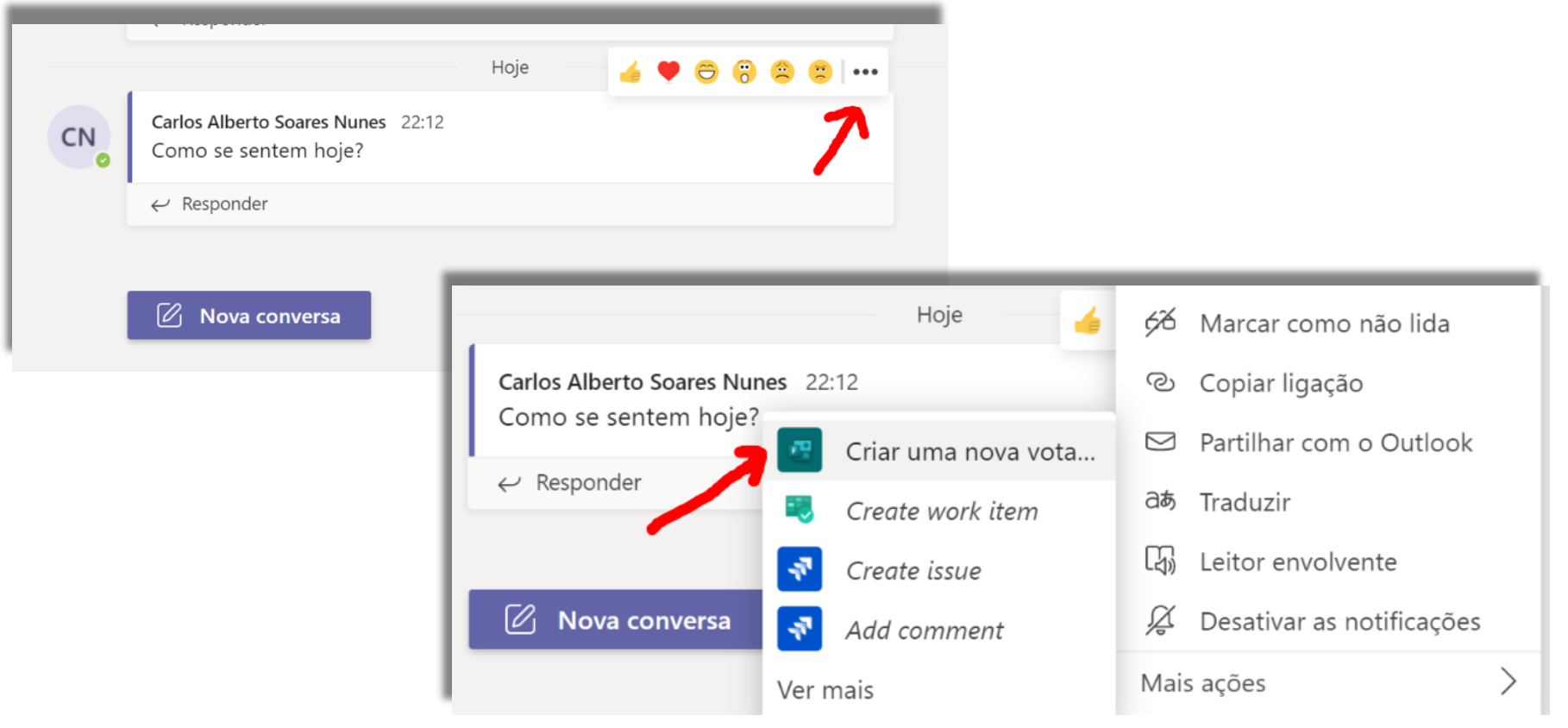
Aderiu a 12/05/2007

3 159 035 visualizações

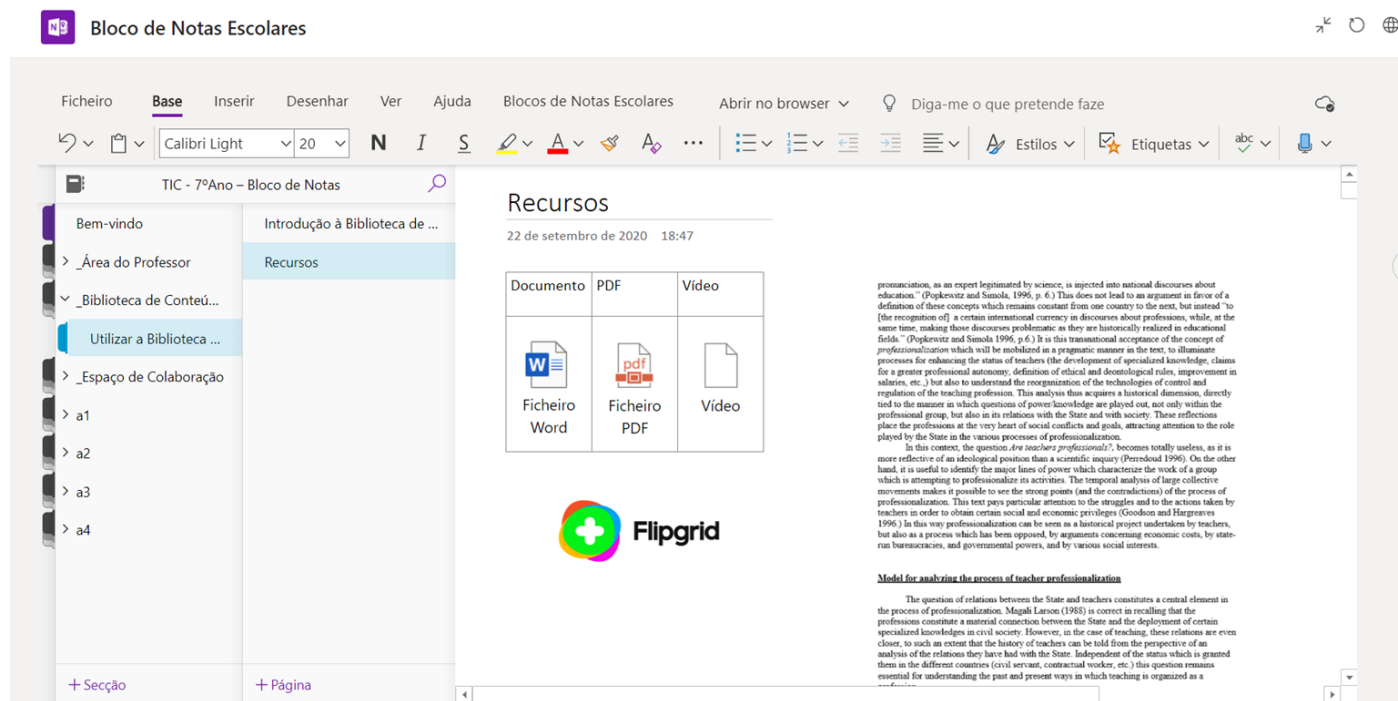
De forma assíncrona



Utilizar a funcionalidade de votação



Organizar recursos e trabalho colaborativo com Bloco de Notas Escolares



Bloco de Notas Escolares

Ficheiro **Base** Inserir Desenhar Ver Ajuda Blocos de Notas Escolares Abrir no browser Diga-me o que pretende fazer

Calibri Light 20 N I S

TIC - 7º Ano – Bloco de Notas

Bem-vindo Introdução à Biblioteca de ...

> _Área do Professor Recursos

> _Biblioteca de Conteú... Utilizar a Biblioteca ...

> _Espaço de Colaboração

> a1

> a2




> a3


> a4

+ Secção + Página

Recursos

22 de setembro de 2020 18:47

Documento	PDF	Video
 Ficheiro Word	 Ficheiro PDF	 Video

 Flipgrid

pronunciation, as an expert legitimated by science, is injected into national discourses about education." (Popkewitz and Simola, 1996, p. 6.) This does not lead to an argument in favor of a definition of these concepts which remains constant from one country to the next, but instead "to [the recognition of] a certain international currency in discourses about professions, while, at the same time, making those discourses problematic as they are historically realized in educational fields." (Popkewitz and Simola 1996, p.6.) It is this transnational acceptance of the concept of *professionalization* which will be mobilized in a pragmatic manner in the text, to illuminate processes for enhancing the status of teachers (the development of specialized knowledge, claims for a greater professional autonomy, definition of ethical and deontological rules, improvement in salaries, etc.) but also to understand the reorganization of the technologies of control and regulation of the teaching profession. This analysis thus acquires a historical dimension, directly tied to the manner in which questions of power/knowledge are played out, not only within the professional group, but also in its relations with the State and with society. These reflections place the professions at the very least of social conflicts and goals, attracting attention to the role played by the State in the various processes of professionalization.

In this context, the question *are teachers professionals?* becomes totally useless, as it is more reflective of an ideological position than a scientific inquiry (Perrenoud 1996). On the other hand, it is useful to identify the major lines of power which characterize the work of a group which is attempting to professionalize its activities. The temporal analysis of large collective movements makes it possible to see the strong points (and the contradictions) of the process of professionalization. This text pays particular attention to the struggles and to the actions taken by teachers in order to obtain certain social and economic privileges (Goodson and Hargreaves 1996). In this way professionalization can be seen as a historical project undertaken by teachers, but also as a process which has been opposed, by arguments concerning economic costs, by state-run bureaucracies, and governmental powers, and by various social interests.

Model for analyzing the process of teacher professionalization

The question of relations between the State and teachers constitutes a central element in the process of professionalization. Magalhães Larsson (1988) is correct in recalling that the professions constitute a material connection between the State and the deployment of certain specialized knowledges in civil society. However, in the case of teaching, these relations are even closer, to such an extent that the history of teachers can be told from the perspective of an analysis of the relations they have had with the State. Independent of the status which is granted them in the different countries (civil servant, contractual worker, etc.) this question remains essential for understanding the past and present ways in which teaching is organized as a

Usar Avaliação/Feedback nas “Atribuições”

Nova atribuição

Título (obrigatório)

Introduza o título

 Adicionar categoria

Instruções

Introduzir instruções

 Adicionar recursos

Pontos

100

 Adicionar lista de critérios de avaliação



Titulo

Originalidade

Excelente
Sem critérios

Bom
Sem critérios

Suficiente
Sem critérios

Fraco
Sem critérios

Feedback

Introduza feedback

Qualidade da escrita

Excelente
Sem critérios

Bom
Sem critérios

Suficiente
Sem critérios

Fraco
Sem critérios

Feedback

Introduza feedback

Técnica demonstrada

Excelente
Sem critérios

Bom
Sem critérios

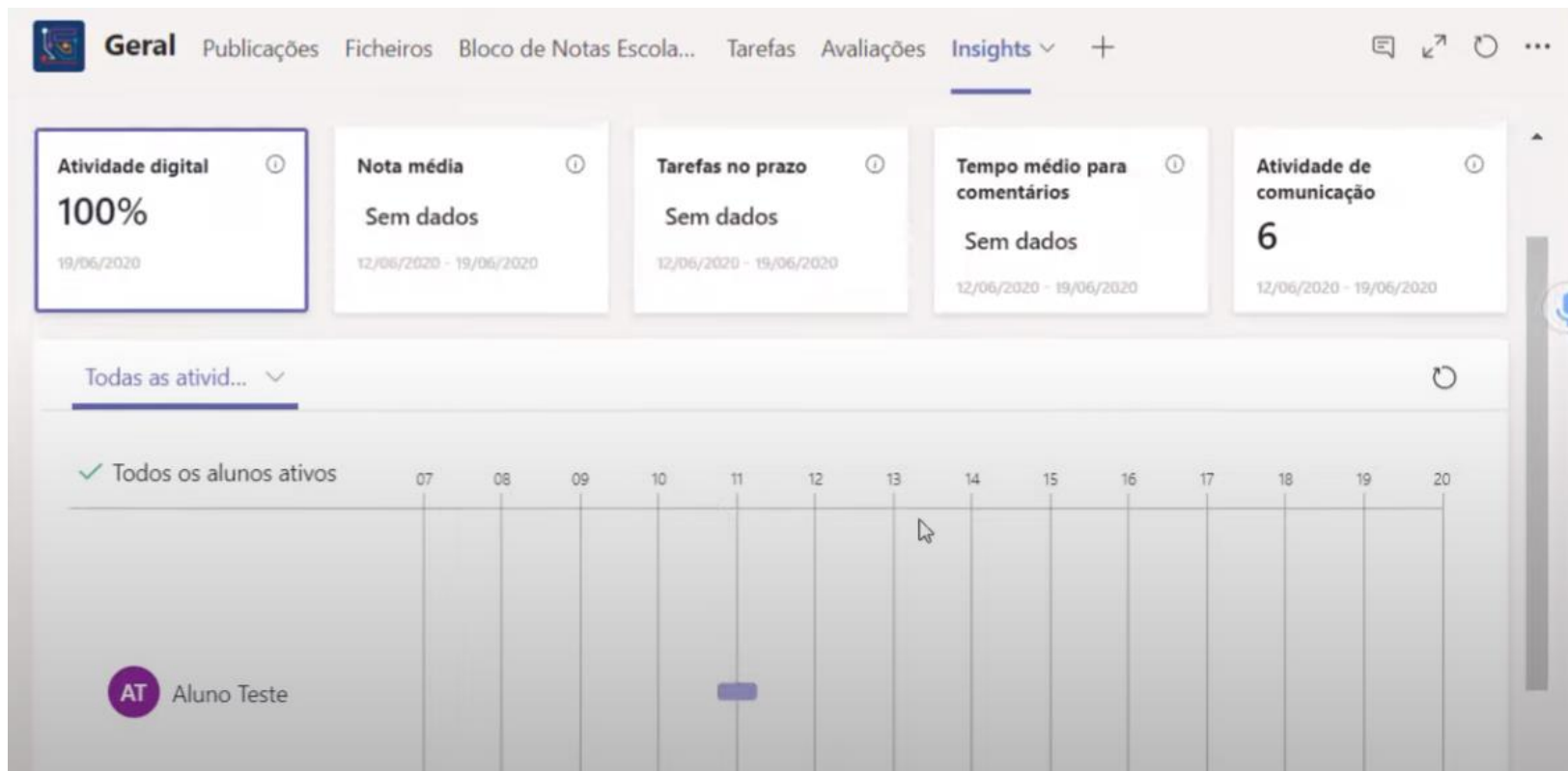
Suficiente
Sem critérios

Fraco
Sem critérios

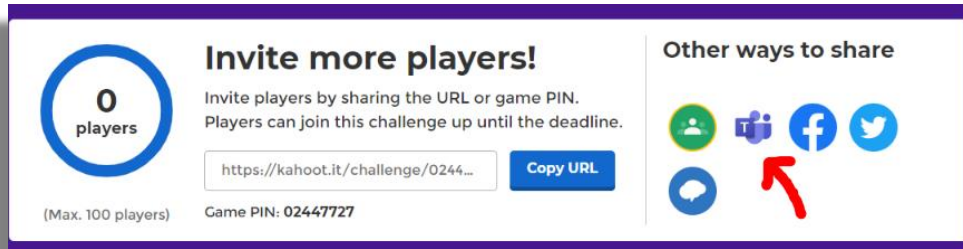
 Transferir como ficheiro .csv

Concluído

Ativar “Insights” (Estatística de utilização)



Abusar das ferramentas externas



Invite more players!

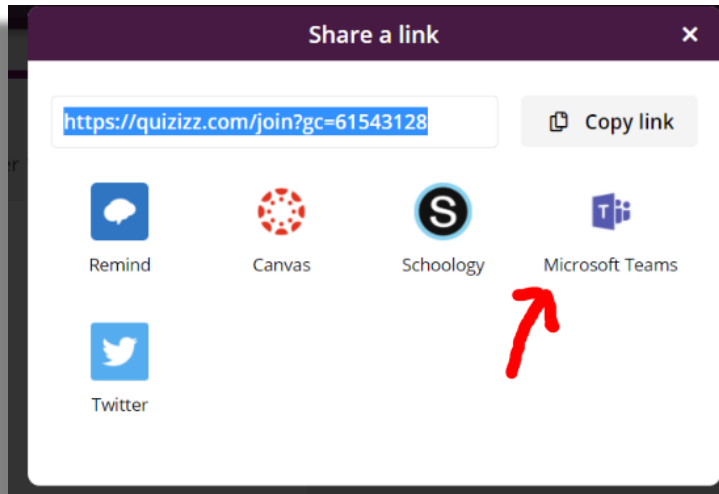
Invite players by sharing the URL or game PIN.
Players can join this challenge up until the deadline.

<https://kahoot.it/challenge/0244...> **Copy URL**

(Max. 100 players) Game PIN: 02447727

Other ways to share

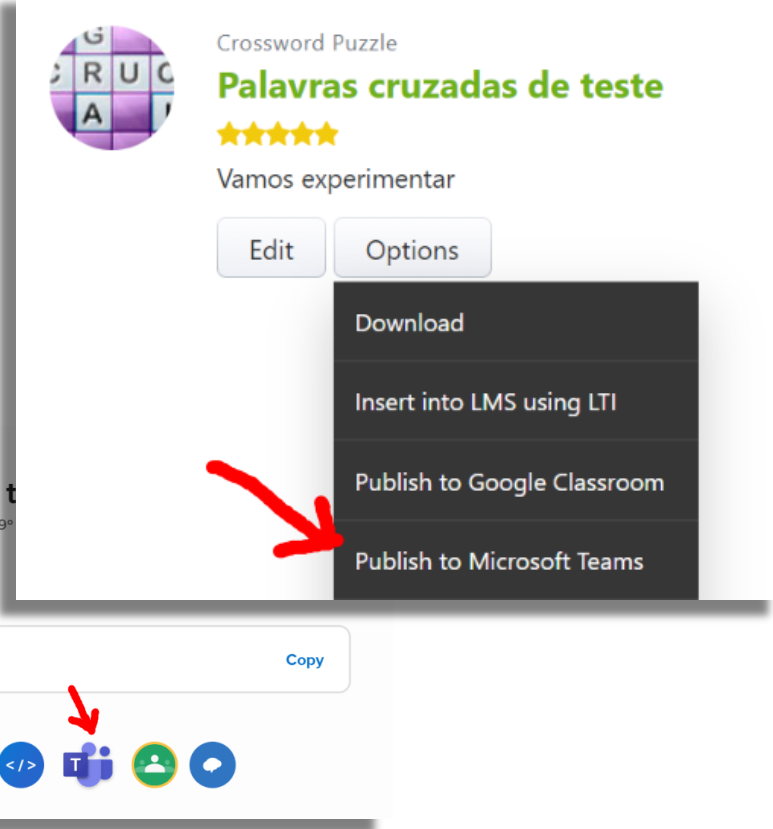
Icons for sharing via: Person, Microsoft Teams, Facebook, Twitter, and a speech bubble. A red arrow points to the Microsoft Teams icon.



Share a link

<https://quizizz.com/join?gc=61543128> **Copy link**

Icons for sharing via: Remind, Canvas, Schoology, Microsoft Teams, and Twitter. A red arrow points to the Microsoft Teams icon.



Crossword Puzzle

Palavras cruzadas de teste

★★★★★

Vamos experimentar

Edit **Options**

Download

Insert into LMS using LTI

Publish to Google Classroom

Publish to Microsoft Teams

Share to

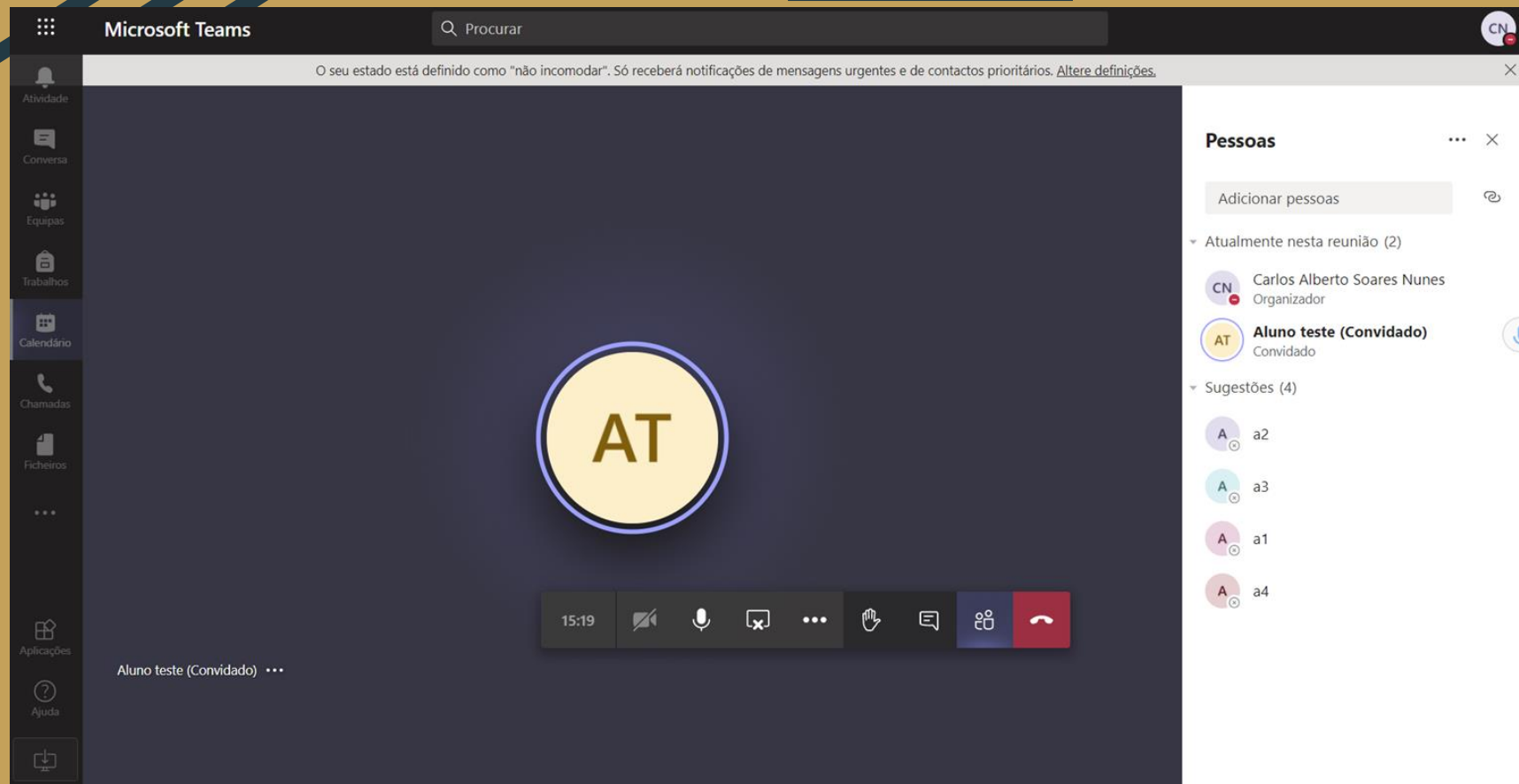
Share TIC - 9°

Join Link

flipgrid.com/tic9a **Copy**

Icons for sharing via: Flipgrid, Code, Microsoft Teams, Person, and a speech bubble. A red arrow points to the Microsoft Teams icon.

De forma síncrona



Agendar reuniões (de forma recorrente)

Calendário

Reunir agora

+ Nova reunião

Hoje < > Novembro de 2020

Semana de Trabalho

	09 Segunda-feira	10 Terça-feira	11 Quarta-feira	12 Quinta-feira	13 Sexta-feira
14:00					
15:00					
16:00					
17:00					

O meu calendário

Webinar Forma-te

12/11/2020 15:00 - 16:00

Participar

Editar

TIC - 7ºAno > Geral

Conversar com os participantes


Carlos Alberto Soares Nunes

Organizador


Webinar Forma-te

Carlos Alberto Soares Nunes

Alterar opções da reunião


 **Webinar Forma-te** Conversa Detalhes Assistente de agendamento

× **Cancelar reunião** | Fuso horário: (UTC+00:00) Dublin, Edimburgo, Lisboa, Londres **Opções da reunião**

 Webinar Forma-te

 Adicionar participantes necessários

 12/11/2020

 Não se repete

Opções da reunião

Quem pode ignorar o lobby?

Pessoas na minha organização

Sempre permitir que os chamadores ignorem o lobby

Não ☐

Anunciar quando os chamadores ingressarem ou saírem da reunião

Sim ☒

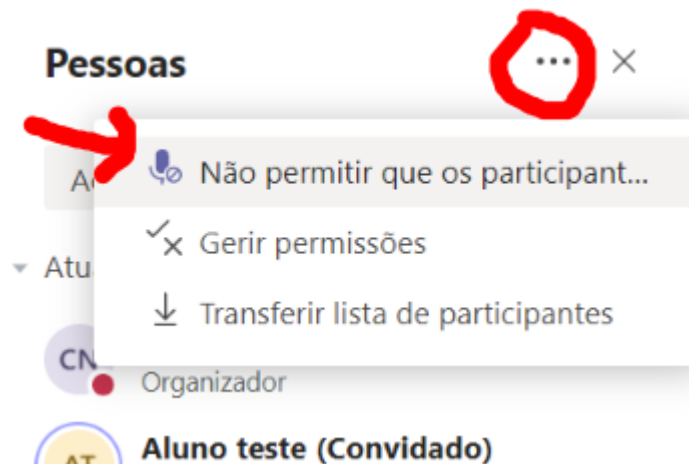
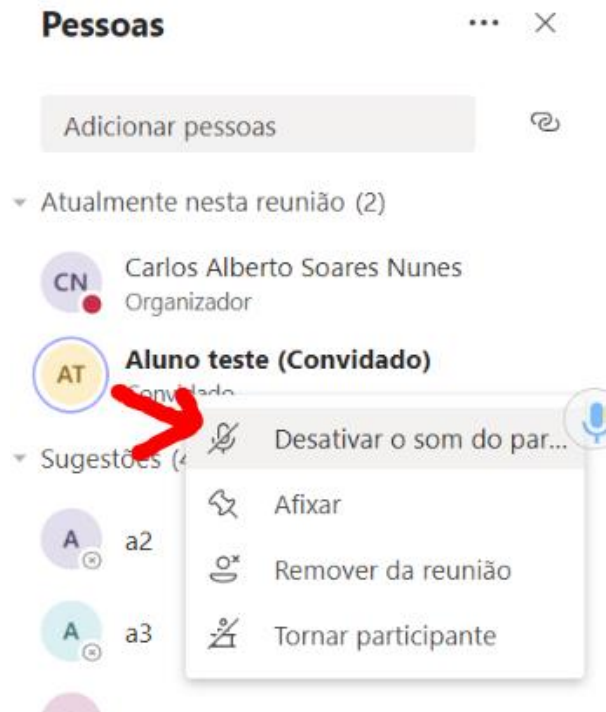
Quem pode apresentar?

Somente eu

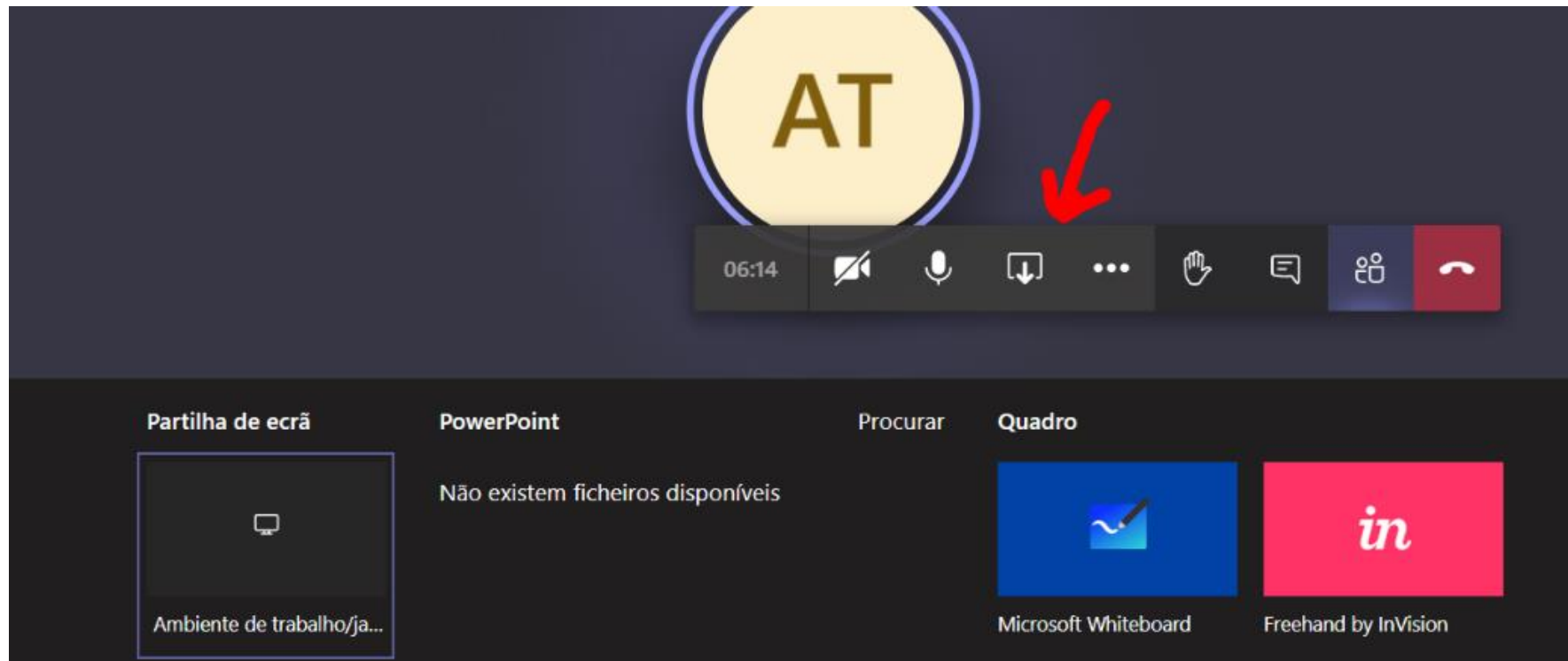
Permitir que os participantes desativem mudo

Sim ☒

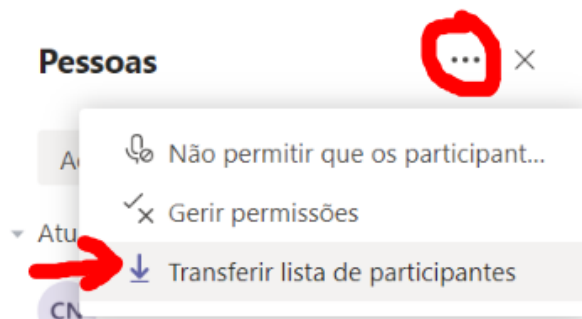
Usar opções para silenciar participantes



Usar funcionalidades de partilha de ecrã



Descarregar registo de acessos à videoconferência



C7	▼	fx	Σ	=	16/06/2020
	A	B	C	D	
1	Nome completo	Ação do utilizador	Carimbo de data/hora		
2	Carlos Nunes	Aderiu	16/06/2020	20:27:29	
3	Aluno teste (Convidado)	Aderiu	16/06/2020	20:28:47	
4	Aluno teste (Convidado)	Saiu	16/06/2020	20:29:34	
5	Aluno teste (Convidado)	Aderiu	16/06/2020	20:29:39	
6	Aluno teste (Convidado)	Saiu	16/06/2020	20:30:20	
7	Outro aluno (Convidado)	Aderiu	16/06/2020	20:29:15	
8	Outro aluno (Convidado)	Saiu	16/06/2020	20:30:23	
9					
10					

Abusar das ferramentas externas (de forma síncrona)



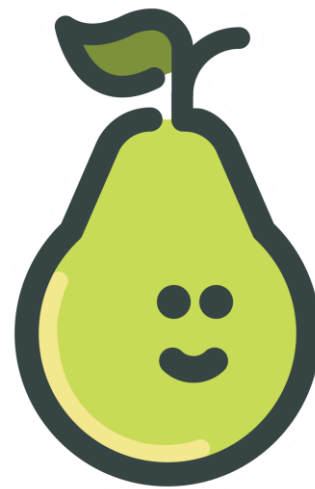
Flipgrid




padlet


QUIZIZZ

Kahoot!





Ah... E já agora...
Usem menos o email e mais as
mensagens instantâneas





Obrigado pela atenção

Não se esqueçam de visitar o meu
blogue :)

www.apensarem.net

