Mapa de Atividades

Disciplina:
Docente:
Quadrimestre: **Carga horária total prevista**:

Aula/ Semana (período)	Horas	(Unidade) Tema principal	(Subunidade) Subtema	Objetivos específicos	Atividades **teóricas,** recursos midiáticos e ferramentas	Atividades **prática**s, recursos midiáticos e ferramentas
Qual o tempo de dedicação no período definido (semana, aula)?	O que os estudantes aprenderão?			Quais objetivos de aprendizagem devem ser alcançados em cada semana?	Como os estudantes aprenderão os temas propostos? Quais os conteúdos servirão como base teórica? Que recursos midiáticos apoiarão a interação com o conteúdo e o aprendizado (videoaula, texto, filme, podcast, livro, gravuras, simulação, cenário, caso...)	Como os estudantes construirão e demonstrarão o seu aprendizado? Quais as ferramentas apoiarão a realização das atividades, a interação com o conteúdo e com os colegas? (aula síncrona, fórum de discussão, mural digital, diário de bordo, blog, podcast, vídeo, lista de exercícios…)
1		Introduction	Overview of topics, general idea of the discipline, the approach of teaching, tools used	The student should get an idea of the discipline, sufficient to decide whether to continue. They should also sign up to relevant websites (TIDIA and others) and get the teacher's e-mail address for communication	Powerpoint slides on TIDIA, probably best with an introductory movie on SIGAA that guides the students to the slides on TIDIA.	Sign up to TIDIA, get teacher's e-mail address.

Feedback, comunicação e avaliação: que tipo de devolutiva os estudantes receberão com base nas atividades teóricas e práticas propostas? Como será a comunicação com os estudantes? Como serão avaliados?

- No feedback required. Students should be able to see for themselves that they can access the relevant content on TIDIA.

| 2 | | Planning experiments | The student should get an overview of the complete cycle, from setting up an experiment with random allocation of participants to treatments, to data acquisition, to data exploration, to inferential statistics | | Powerpoint slides on TIDIA. Hand in assignment on TIDIA - requires some editor, word or excel or so. | |

Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.

3		Data types	The student should know the difference between nominal, ordinal, interval, and ratio variables		Powerpoint slides on TIDIA, student needs some editor to make assignment.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						
4		Graphs	The student should get familiar with different ways of representing data in graphical form		Powerpoint slides on TIDIA. The student will need Excel or Google sheets to make the assignment.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						

5	4	Measures of central tendency	The student should get acquainted with summary statistics of data collections, particularly the mean, median and mode		Powerpoint slides on TIDIA, student needs some editor to make assignment.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						
6		Measures of dispersion	The student should get familiar with variance and standard deviation of a distribution of values		Powerpoint slides on TIDIA, student needs some editor to make assignment.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						

7		Normal distribution	The student should get familiar with the most common distribution, the normal distribution		Powerpoint slides on TIDIA, student needs some editor to make assignment.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						
8	4	Normal distribution	The student should acquire more knowledge about the normal distribution, be able to read tables		Powerpoint slides on TIDIA, student needs some editor to make assignment.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						
9		summary and repetition of earlier concepts, more exercises			Video-recording of me reviewing the concepts, showing the slides. It seems that moodle can do this.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						

10		Introduction to probability	The student should get familiar with probability theory, especially with rules of conjunction and dysjunction		Powerpoint slides on TIDIA.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						
11		Introduction to probability	The student should be able to calculate conditional probabilities		Powerpoint slides on TIDIA.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						
12		Discrete random variables, counts			Powerpoint slides on TIDIA, student needs some editor to make assignment.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						
13		Discrete distributions			Powerpoint slides on TIDIA, student needs some editor to make assignment.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						

14		Continuous distributions			Powerpoint slides on TIDIA, student needs some editor to make assignment.	Exercises
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						
15		Central Limit Theorem	The student should get an intuitive understanding of the Central Limit Theorem - why many distributions approach a normal distribution given enough observations		Powerpoint slides on TIDIA, student needs some editor to make assignment.	Exercises
16		a different activity, to be determined				
Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						
17	4	Confidence Intervals	The student should get an understanding of confidence intervals		Powerpoint slides on TIDIA, student needs some editor to make assignment.	Exercises

Feedback: General feedback in the form of desired answers to the exercises, and additionally specific feedback when students make unforeseen errors. Diagnostica & Formativa.						
18	4	repetition of concepts, exercises			Video-recording of me reviewing the concepts, showing the slides. It seems that moodle can do this	Exercises
Feedback: Every lecture the student should read the relevant slides and make an exercise to practice the involved techniques. They have to hand in their answers. The answers will be judged with grades. The grades will together make up the final grade. SINCE MANY STUDENTS WILL HAND IN ASSIGNMENTS EVERY WEEK, SOME TOOL SUCH AS KAHOOT! MAY BE HANDY FOR EASY EVALUATION.						

Observações: esse modelo é apenas um exemplo. Se sentir necessidade, modifique as colunas para adequá-las melhor à sua disciplina.