

FEDERAL UNIVERSITY OF SÃO CARLOS FOUNDATION

GRADUATE PROGRAM IN PHYSIOTHERAPY – PPGFt/CCBS/R

COURSE CHARACTERIZATION FORM

Graduate Program: Physiotherapy

Course Code: FIT-212

Credits: 6

Course Title: Teaching Methodology in Physiotherapy

Start of Validity: 2025 – 2nd Semester

Justification

The proposed changes are justified by the need to update the course contents, aligning them with contemporary perspectives on higher education teaching and professional training in Physiotherapy.

Course Workload

Theoretical Classes: 40 hours

Practical Classes: 10 hours

Exercises/Seminars: 40 hours

Course Syllabus

- Historical context of higher education: training of new professionals
- Objectives of the teaching–learning process: Bloom’s taxonomy
- National Curriculum Guidelines for Undergraduate Physiotherapy Programs
- Competency-based education and teaching
- Digital information and communication technologies in education
- Assessment of the teaching–learning process (summative and formative)
- Best practices in open-ended and multiple-choice questions
- Teaching and learning strategies

Nature of the Course

Specific to the Area of Concentration in Physiotherapy and Functional Performance.

Main Bibliography

Brazil, Ministry of Education. National Curriculum Guidelines for Undergraduate Physiotherapy Programs. CES/CNE Opinion No. 1,210/2001; Resolution CES/CNE No. 04/2002.

Watanabe F, Sartorato Beleza AC, Contini A, Takahashi ACM, Antonialli A, Helmer E, Gonçalves F, Gramani-Say K, Moreira R. The Fishbowl as a discussion and active learning strategy in face-to-face and online education. COBENGE, 2021.

Federal University of Health Sciences of Porto Alegre; Federal University of Rio Grande do Sul. Competency assessment in internships: entrustable professional activities for medical practice. Porto Alegre: UFRGS, 2019.

Ferraz APCM, Belhot RV. Bloom's taxonomy: theoretical review and presentation of adaptations of the instrument for defining instructional objectives. Gestão & Produção, 2010.

Brazilian Association of Medical Education. Simulation in health education and assessment: concepts and practices. São Carlos: Cubo Multimídia, 2021.

Winstone NE, Pitt E. Approaches to feedback on examination performance: research, policy, and practice. Assessment & Evaluation in Higher Education, 2025.

Mukurunge E, Nyoni CN, Hugo L. Assessment approaches in undergraduate health professions education: towards the development of feasible assessment approaches for low-resource settings. BMC Medical Education, 2024.

Fernandez B et al. Active teaching–learning methodologies in health education: theoretical foundations and applicability. IOSR Journal of Humanities and Social Science, 2024.

Main Responsible Faculty

Ana Carolina Sartorato Beleza – Permanent Faculty

Anielle Cristhine de Medeiros Takahashi – Permanent Faculty

Larissa Pires de Andrade de Souza – Permanent Faculty

Paula Regina Mendes da Silva Serrão – Permanent Faculty

Approval

Approved at the 294th Ordinary Meeting of the PPGFT Graduate Program Committee on June 13, 2025.

São Carlos, June 16, 2025.

Prof. Dr. Anielle Cristhine de Medeiros Takahashi

Chair of the PPGFT Graduate Program Committee and Coordinator of the PPGFT – UFSCar