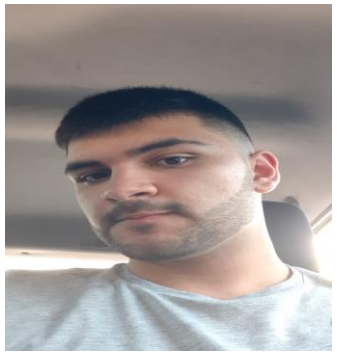
Dossier Pedagógico único na UA

Grupo 6

Team

Tomás Candeias

Afonso Boto



Afonso Rodrigues

Jorge Oliveira

Renan Ferreira

Theo Menezes

Context

- Students make use of a description of the courses when it is time to choose a degree or a course.
- Also, students, when it is time to plan their studies for the semester, they make use of a syllabus that teachers provide in the eLearning platform.
- There is different fields that the professors provide in their own "Dossiê Pedagógico".
- Students that have a free options, they go through the website trying to scrap information about the courses.

Context

Contents

Introduction.

1 - Concept of law.
2 - The social order and institutions;
4 - The law and the concept of Justice.

II- The legal rule.

1 - Structure of the legal rule.
2 - Characteristics.
3 - Classification of legal rules.

III - MEANS OF JURISDICTION

1 - The self-protection and hetero-protection;
2 - The Judicial authority:
2.1. The independence of the Courts.
2.2. The Portuguese judicial organization
2.2.1. The Constitutional Court. 2.2.2. The Judicial Courts.
2.2.3. The Administrative and tax Courts
2.2.4. The Court of Auditors.
2.3. Arbitration.
2.3.1. Institutional Arbitration
2.3.2. Ad hoc arbitration.
3. Some actions concerning self-protection.3.1. Direct action.
3.2. Self-defense.
3.3. State of necessity.

IV - SOURCES OF LAW AND ENTRY INTO FORCE OF THE LAW.

1 - The law.
2 - The law: the principle of primacy and effect of law rules.
3 - The normal public uses.
4 - The doctrine and jurisprudence
5 - The hierarchy of norms.
6 - Entry into force of the law.
6.1. Legislative competence;
6.2. Promulgation of the President.
6.3. Publication of the law in the official journal;
6.4. Vacatio legis.
7 – Validity of the law.

V - INTERPRETATION AND INTEGRATION OF LEGAL STANDARD.

1 - The interpretation of the standards: identification of the problem.
1.1 - Identification of classes of Interpretation.
1.2 – Different types of Interpretation.
1.2.1. Interpretation subjective and objective.
1.3 - Elements of the interpretation.
1.4 - Results of the interpretation.
2 - The integration of legal standard.
2.1. The obligation to prosecute.
2.2. The distinction between interpretation and integration; legal and practical importance of the distinction.

Introduction to Web Technologies

Code: 40380

Teacher: Joaquim Manuel Henriques de Sousa Pinto

Teaching language(s): Portuguese

Scientific area: Computer Science / Science and Technology of Programming

ECTS Credits: 6

Contact hours:
TP: 1H/week
PL: 2H/week
OT: 1H/week

Objectives

The course Introduction to Web Technologies aims to provide the roots of using tools and web programming. Will be given a particular focus on creating the pages, either in standalone mode or through integration tools and also in client side programming. At the end of the course, students should be able to develop web pages for small and medium complexity that model real situations and that provide answers to the questions raised by them. Students will learn to design programs that manipulate objects either web interface or data structures.

At the end of this course the student should:

- know how to createa web pageusingHTML5 language;
- know how to createandmanage contentin severalcollaborativesoftwareforcollective editingand disseminationof documents;
- manipulate objectsusingHTML5client programmingin javascript;
- representinformation extracted fromexternal sources andreceived inJSON format;

Learning Outcomes

At the end of this course the student should:

- know how to createa web pageusingHTML5 language;
- know how to createandmanage contentin severalcollaborativesoftwareforcollective editingand disseminationof documents;
- manipulate objectsusingHTML5client programmingin javascript;
- representinformation extracted fromexternal sources andreceived inJSON format;

Requisites

None.

Assessment

The practical classes are comprised of a part of character expository introduction to the fundamental concepts of the topics under study.

Practical classes take place in the computer lab and are dedicated to problem solving and guidance for practical work to develop throughout the semester.

The practical work will be done in groups.

The evaluation will be taken in several moments having both a theoretical component and a practical component.

Software Architecture

Code: 40438

Teacher: Not Defined

Teaching language(s):

Scientific area: Computer Science

ECTS Credits: 6

Contact hours:

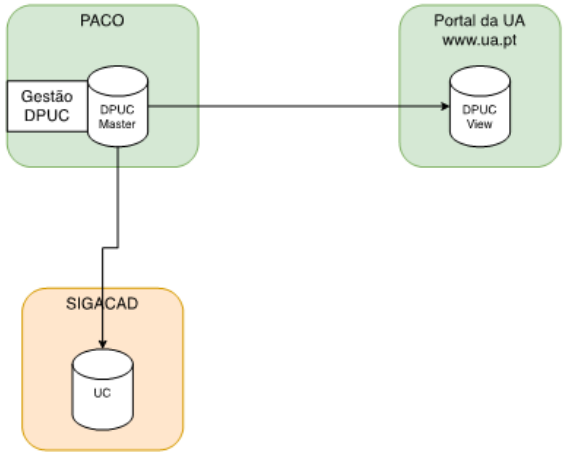
Problem

The problem consists of:

- There is no unique and centralized repository for the syllabus.
- From students that are not inserted in the Moodle platform they often see themselves not finding useful information other than the name of the course.
- There is no consistency between different courses where different teachers provide different details in their "Dossiê Pedagógico".
- When it is available, students that have a free options, they mostly choose their courses based on names and not the syllabus.
- There is no predictability of where the information provided by the teacher goes.

Goals

- Organization and centralization of the syllabus.
  - "One time only" principle
  - Based on a master DPUC database
  - Information given to create a syllabus should fit the A3ES processes, as well as additional information that the students are used to.
  - The syllabus should be faced as an agreement between the professor and the students



Tasks

- Form to create a new syllabus.
- Form to manipulate certain information of an existent syllabus.
- DPUC master.
- Platform for DPUC master management.
- Development of solutions using the centralized DPUC
  - Search tool for all subjects in all departments, in order to mitigate possible problems when searching for information about a specific subject or subjects in a specific department.
  - For example, scenarios such as "Opções Livres" and "Unidades Curriculares Isoladas".

Calendar

Blocks	Achievements
8/03 to 22/03	Inception
22/03 to 5/04	Elaboration
5/04 to 10/05	• Database implementation, with store procedures for each possible request. • Create, edit and view of each UC, front-end as well as API endpoints for the functionalities. • Implementation of the Message Broker.
10/05 to 7/06	• Search engine tool, contemplating similarities between words (jaccard distance) and useful filters. • Possible integration with idp.ua.pt authentication
7/06 to 21/06	Transition

Expected results

- Well-formed, concise and highly responsive platform;
- Easy to understand and edit:
  - Students able to understand and get the specific info about the curricular units they are registered into;
  - Professors able to easily edit all DPUCs they are responsible for;
- Highly automatized, every change is automatically updated;
- Centralized platform with all the information about all "UCs";