

# Desenvolvimento Afetivo

# Constructo Multidimensional

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*Prof. Luciano Basso*

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# **Desenvolvimento Afetivo**

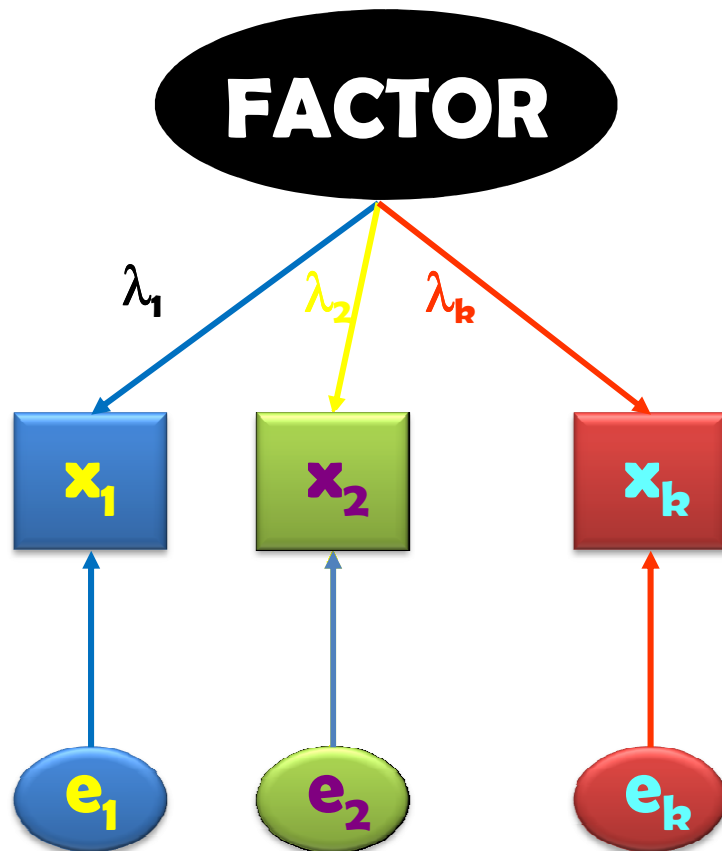
## **Análise de Constructo**

**Mensuração Indireta – Não é observável - concreto**

**É uma construção!**

**Unifatorial ou Multifatorial**

# Costruto



**Variável latente**

**Indicadores de validade convergente**

**Indicadores imperfeitos:  
variáveis observadas**

**Erros de medição**

# COMPETÊNCIA PERCEBIDA

## Unidimensional

### **The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children**

**Susan Harter and Robin Pike**

*University of Denver*

[*Child Development*, 1984, 55, 1969–1982. © 1984 by the Society for Research in Child Development, Inc.  
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### **The Perceived Competence Scale for Children**

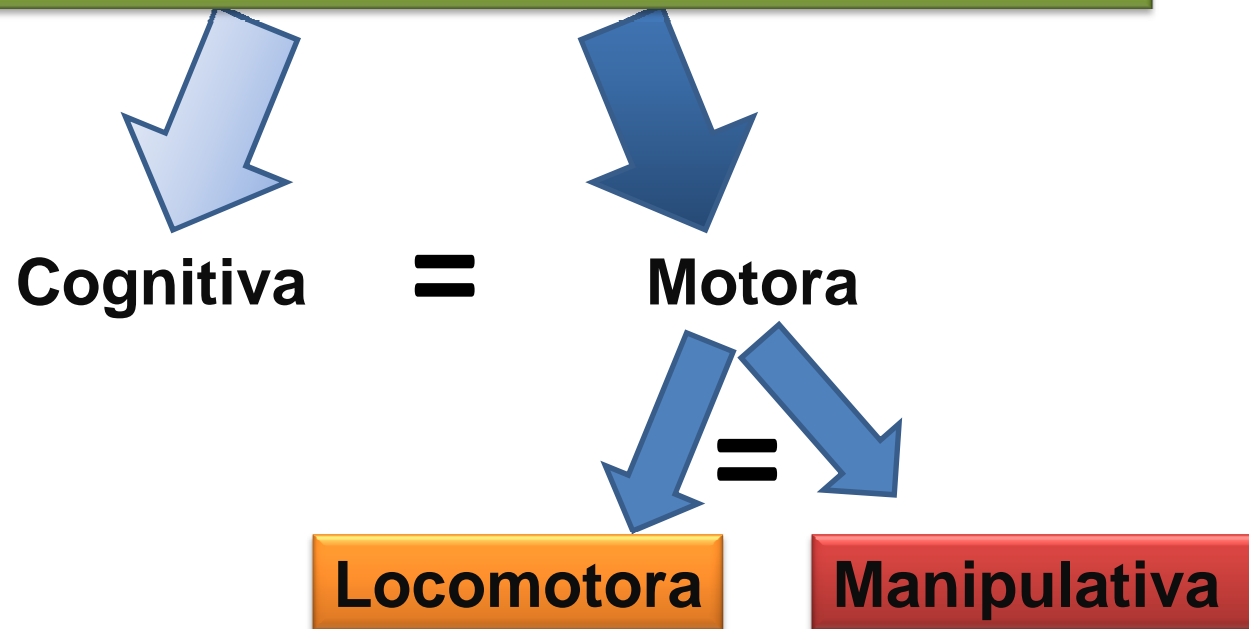
**Susan Harter**

*University of Denver*

[*Child Development*, 1982, 53, 87–97 © 1982 by the Society for Research in Child Development, Inc.  
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# COMPETÊNCIA PERCEBIDA

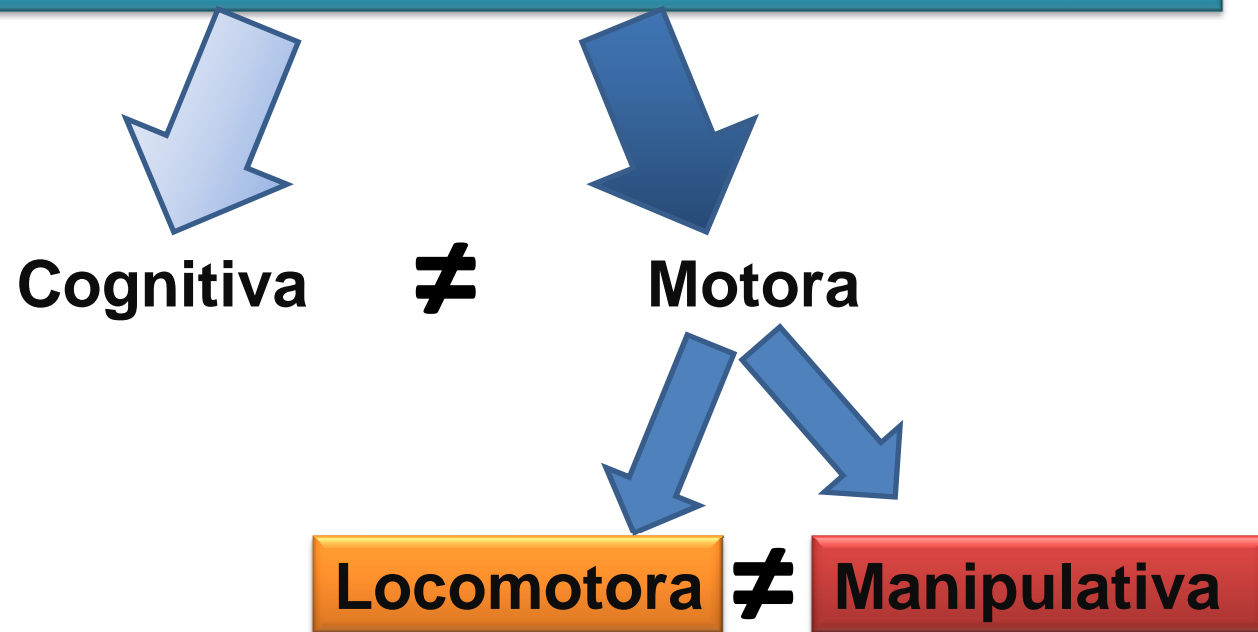
## Unidimensional



# COMPETÊNCIA PERCEBIDA

## Multidimensional

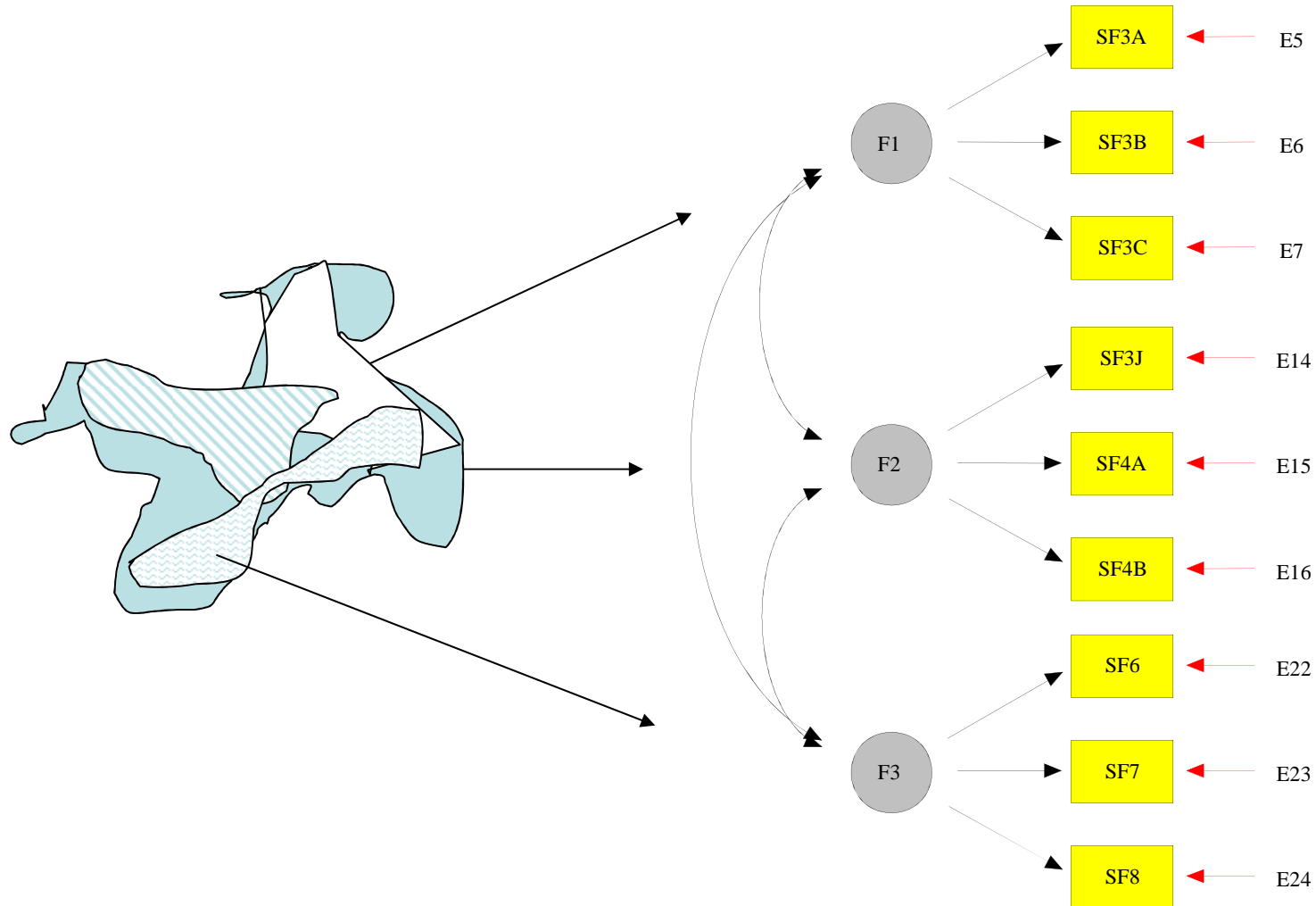
**MARSH, H.W.**, Craven, R.G. & Debus, R. (1991). Self-concepts of young children 5 to 8 years of age: measurement and multidimensional structure. *Journal of Educational Psychology*, 83(3), 377-392.

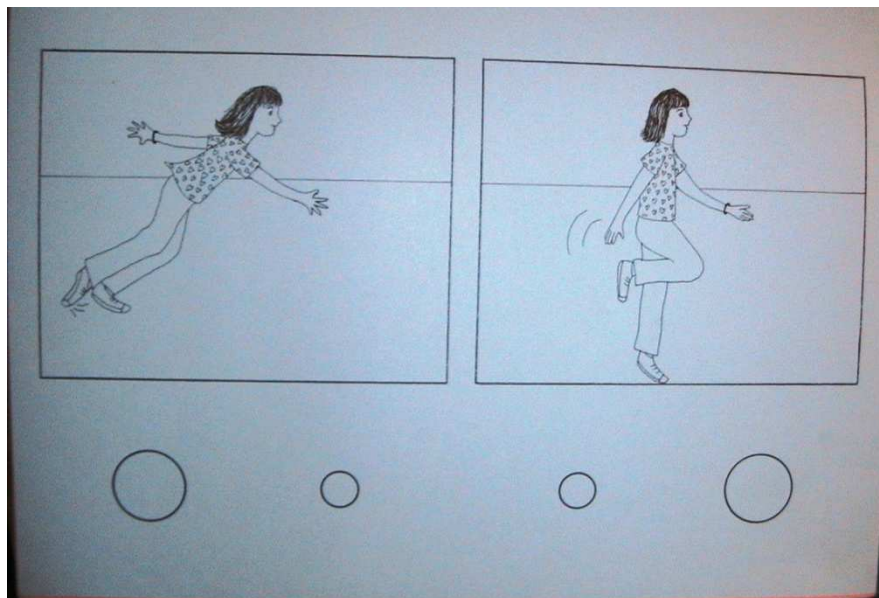


**PÉREZ, L.M.R.;** SANZ, J.L.G. New measure of perceived motor competence for children ages 4 to 6 years. **Perceptual and Motor Skills**, v.101,p.131-148, 2005.

## Construto Multidimensional

## Operacionalização

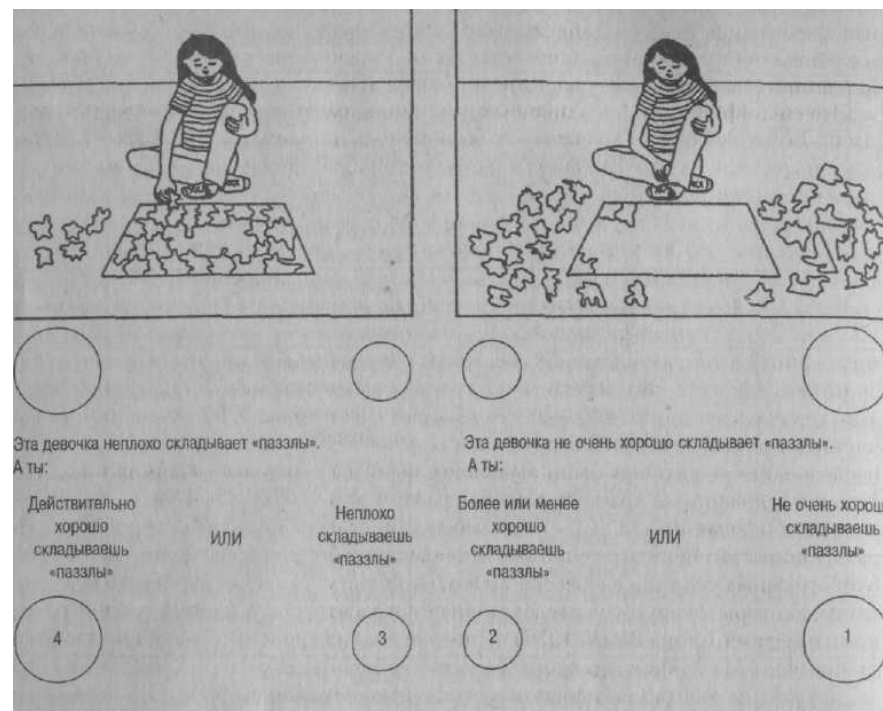




# The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children

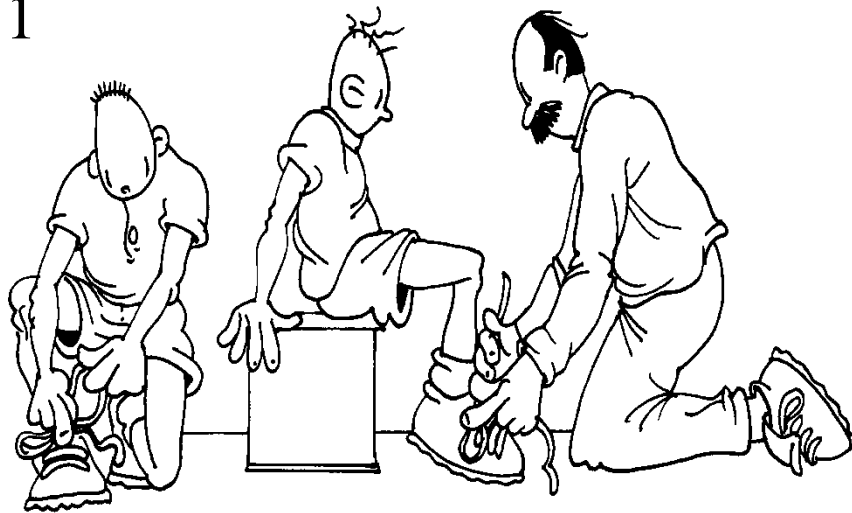
Susan Harter and Robin Pike

University of Denver

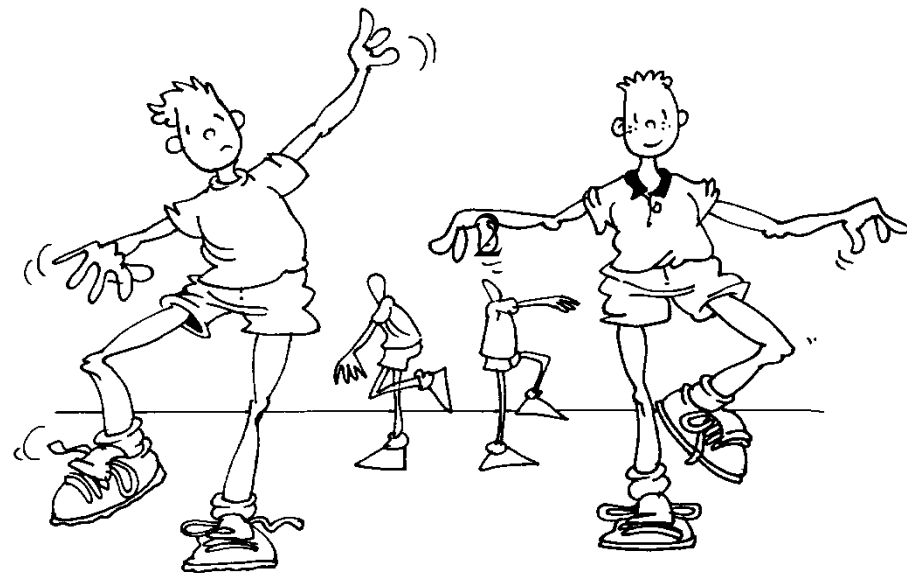




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**PÉREZ, L.M.R.; SANZ, J.L.G.** New measure of perceived motor competence for children ages 4 to 6 years. **Perceptual and Motor Skills**, v.101,p.131-148, 2005.

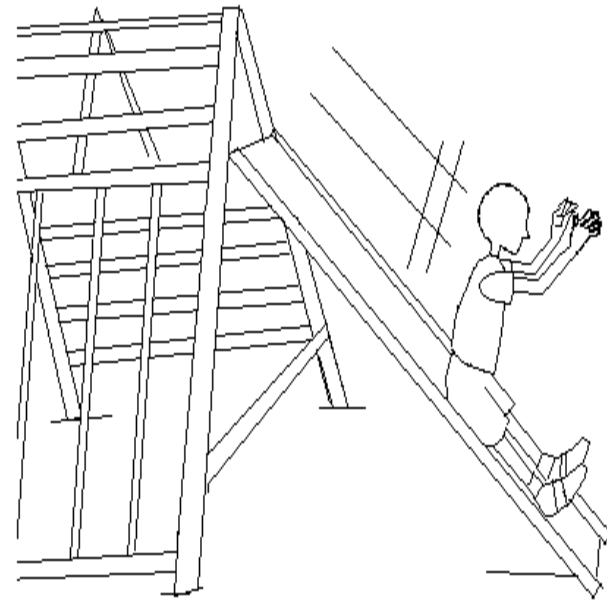
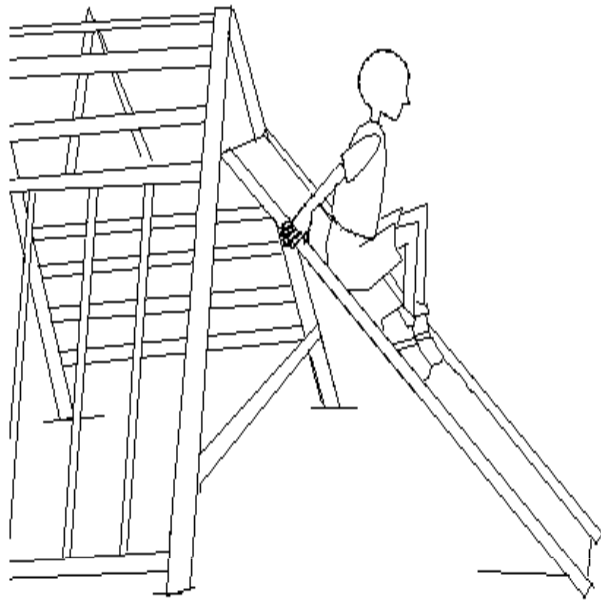


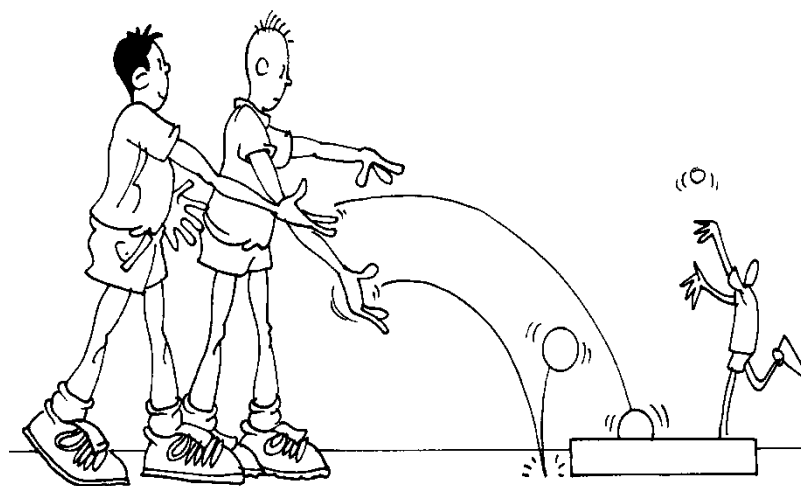
# Sobre os instrumentos

- Realidade próxima a criança
- Processo e Produto da ação motora

O teste deve apresentar locais que a criança conheça e atividades que a criança pratique ou já tenha praticado.







# Avaliação

- Todas as tarefas
  - Peso diferentes entre as tarefas (relatório nuri)
  - Presença ou conteúdo
  - Fatores externos e internos da execução da tarefa
- Mais de um tipo de avaliação
  - Evento em aula
  - Evento de aula
- Relato de experiência
- Prova progressiva
- Debate - “estudo de caso”
- Elaboração de um aula dentro de um programa “já pronto”.
- Elaboração de metas gerais de um programa a partir dos fundamentos teóricos discutidos;