

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[3181300245] Prática de Ensino Supervisionada no 1.º CEB I [3181300245] Supervised Teaching Practice in Primary Education I		
Plano / Plan:	2015/2016		
Curso / Course:	Ensino do 1.º Ciclo do Ensino Básico e de Matemática e Ciências Naturais no 2.º Ciclo do Ensino Básico		
Grau / Diploma:	Mestre		
Departamento / Department:	PCE - Psicologia e Ciências da Educação		
Unidade Orgânica / Organic Unit:	Escola Superior de Educação de Viseu		
Área Científica / Scientific Area:	Prática de Ensino Supervisionada		
Ano Curricular / Curricular Year:	1		
Período / Term:	S1		
ECTS:	10		
Horas de Trabalho / Work Hours:	0270:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0000:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0102:50
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0030:00		

Docente Responsável / Responsible Teaching

[2048] João Manuel De Oliveira Rocha [2039] Henrique Manuel Pereira Ramalho ;

Outros Docentes / Other Teaching

[2011] Ana Paula Pereira Oliveira Cardoso

[2020] Belmiro Tavares da Silva Rego

[2039] Henrique Manuel Pereira Ramalho

[2048] João Manuel de Oliveira Rocha

[2163] Cristiana do Carmo Duarte Mendes

[2195] Jorge Adolfo de Meneses Marques

[2216] Paulo Alexandre Mendes Ribeiro Eira

[2229] CATIA SOFIA NUNES RODRIGUES

[2237] Mara Cláudia Pereira Maravilha

[2251] Dulce Helena Morgado Raimundo Melão

Learning Outcomes of the Curricular Unit

- Deepen the knowledge appropriate to teaching in the 1st Teaching Cycle Basic, in the context of intervention and research;
- Teach, in a collaborative and reflective way, students of the 1st Cycle of Basic Education in the context of the Portuguese curriculum and school.
- Develop action projects, problem solving, research, innovation and experimentation to deal with complex issues regarding aspects scientific, methodological, social and ethical in the field of education;
- Communicate clearly - producing and exploring documents, using multiple communication languages - their conclusions and knowledge and the underlying reasoning, whether to students, colleagues or others stakeholders in the educational process;
- Participate, in a reasoned manner, in the management and guidance of their training, viewing it as a lifelong learning process.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Bibliografia / Bibliography (Lim:1000)

- Alarcão, I., & Roldão, M. C. (2008). *Supervision. A context of professional development for teachers*. Mangualde: Pedago editions.
- Alarcão, I. (2001). *Reflective school and new rationality*. São Paulo: Artmed.
- Beane, J. (2006). *Curricular integration: The concept of the democratic education nucleus*. Lisbon: Didáctica Editora.
- Formosinho, J., Machado, J., & Mesquita, E. (2015). *Training, work and learning: Tradition and innovation in teaching practices*. Lisbon: Sílabo Editions.
- Cardoso, A. P. (2003). *The receptivity to change and pedagogical innovation: The teacher and the school context*. Porto: ASA Editions.
- Leite, T. (2010). *Planning and designing the teaching action*. Aveiro: University of Aveiro.
- Liete, C., & Fernandes, P. (2002). *Assessment of student learning: New contexts, new practices*. Porto: ASA Editions.
- Sá-Chaves, I. (2009). *Reflective portfolios. Training and supervision strategy*. Aveiro: University of Aveiro.
- Alarcão, I., & Roldão, M. C. (2008). *Supervision. A context of professional development for teachers*. Mangualde: Pedago editions.
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