

### Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[3181200886] Prática de Ensino Supervisionada III [3181200886] Supervising Teaching Practice III		
<b>Plano / Plan:</b>	2017/2018		
<b>Curso / Course:</b>	Ensino de Educação Visual e Tecnológica no Ensino Básico Teaching of Visual and Technological Education on Basic Schooling		
<b>Grau / Diploma:</b>	Mestre		
<b>Departamento / Department:</b>	CA - Comunicação e Arte		
<b>Unidade Orgânica / Organic Unit:</b>	Escola Superior de Educação de Viseu		
<b>Área Científica / Scientific Area:</b>	Prática de Ensino Supervisionada - Educação Visual		
<b>Ano Curricular / Curricular Year:</b>	2		
<b>Período / Term:</b>	S2		
<b>ECTS:</b>	14		
<b>Horas de Trabalho / Work Hours:</b>	0378:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0000:00	(OT) Orientação Tutorial/Tutorial Orientation:	0030:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0150:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

### Docente Responsável / Responsible Teaching

[2263] Ana Luísa Pinto Do Souto E Melo

### **Outros Docentes / Other Teaching**

[2057] José Manuel de Almeida Pereira

[2261] Ana Sofia Lopes Figueiredo

[2263] Ana Luísa Pinto do Souto e Melo

[400023] Carla Sofia Prata Ramos Pereira

### **Learning Outcomes of the Curricular Unit**

- Recognize the importance of the arts and the technological area in the integral formation of the human being, creating and experimenting strategies that motivate the student to learn;
- Knowing how to idealize, plan, organize, evaluate and creatively apply diversified active strategies and the creation of specific teaching resources for the development of Essential Learning, Profile of students;
- Develop reflective thinking and mobilize skills in terms of systematic observation, continuous reflection and analysis of teaching practice in the classroom context;
- Develop collaborative skills and professional ethics in the exercise of teaching activity;
- Apply the theoretical, scientific and practical knowledge acquired in a real teaching context, establishing relationships between theory and practice in the acquisition of pedagogical-didactic skills;
- Reveal the capacity for research, analysis and synthesis that support research in the teaching of the arts and in the technological area.

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### **Syllabus (Lim:1000)**

1. Individual work project, in the documentation and reflection of learning and relationship with the internship group, in the following dimensions:

1.1 Professional, social and ethical and professional development: a) review of the work project; b) documentation and reflection of learning

1.2 Development of teaching and learning situations: a) characterization of the intervention context and diagnostic assessment of students; b) designing long, medium and short term plans; c) promotion of teaching and learning situations in VE and TE, including activities and projects developed outside the classroom; d) assessment of student learning and communication

1.3 Participation in the school and relationship with the community: a) integration in educational teams; b) familiarization with the school-environment relationship

2. Research work: Data collection; Results presentation; Discussion and Conclusion.

### **Demonstration of the syllabus coherence with the curricular units' learning objectives**

The aim is to involve and critically analyze the dynamics and contexts of the 2nd degree, reflecting on the roles and competences of the VE and TE teacher, in particular. These competences are understood in a broad way and framed by issues related to professionalism and specific professional knowledge. The contents also reveal a more general concern of training to support trainees' understanding of the School, its social function and its relationship with the curricula and other subjects. As a whole, the contents allow the conceptualization and intervention that are envisaged in the objectives in a reasoned and critical way. Contributions are anticipated for the adoption of a learning culture through the training experience that stimulate the mobilization and integration of knowledge in a contextualized and meta-analytic way, providing the development of their ability to problematize the real through observation and intervention. .

### **Teaching Methodologies (Including evaluation; Lim:1000)**

The evaluation is carried out in a reflection meeting of the internship nucleus, including the contributions of the various actors involved in the training process, in accordance with the provisions of Decree-Law n°79/2014, Pedagogical, Attendance and Assessment Regulations of the ESEV and the regulation of the Master's Courses in Teaching.

Performances at the internship level and documentation of learning are analyzed. At the end of the semester (on a date to be defined according to the school calendar), the internship dossier and the conclusion of the Research Work must be presented to the supervising professor of the ESEV.

The performance of the trainees in the supervised teaching practice carried out at the cooperating school and the internship dossier will have a weighting of 50% of the final grade referring to this curricular unit.

The presentation of the continuation and development of the Research Work will have the weight of 50% of the final grade to STP III.

### **Demonstration of the coherence between the teaching methodologies and the learning outcomes**

The learning and assessment strategies to be implemented will be diversified and corresponding to the stated objectives, aiming, on the one hand, for the student to have a truly active role in the construction of their learning and, on the other hand, to be involved in the teaching context observed and approaches the teaching practice in an active, integrated and guided way. It is intended that students can lead the implementation of teaching/learning and assessment activities, reflecting on their suitability/effectiveness. Within the scope of this reflection, they write an observation/reflection/action report that problematizes the implemented practices. This strategy promotes compliance with autonomous work hours and encourages a broader, more meaningful and effective debate in terms of the knowledge acquired and to be acquired through discovery and constructivist learning, invoking students to greater participation and co-responsibility for their learning. We understand that this proactive, reflective and integrative attitude of theoretical knowledge in real professional practice will be fundamental to achieving the CU's objectives, in the development of an ability to understand and envision teaching in a global way, but also of a professional profile active, investigative and reflective.

**Bibliografia / Bibliography (Lim:1000)**

Alarcão, I, & Canha, B. (2013). Supervisão e colaboração - uma realação para o desenvolvimento. Porto Editora.

Lira, B. C. (2019). Práticas pedagógicas para o século XXI. A sociointegração digital e humanismo ético. Vozes.

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Zeichner, K. M., & Liston, D. P. (Eds.) (2014). Reflective teaching. An introduction. Routledge Taylor and Francis.

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