

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[3181200874] Prática de Ensino Supervisionada I [3181200874] Supervising Teaching Practice I		
Plano / Plan:	2017/2018		
Curso / Course:	Ensino de Educação Visual e Tecnológica no Ensino Básico Teaching of Visual and Technological Education on Basic Schooling		
Grau / Diploma:	Mestre		
Departamento / Department:	CA - Comunicação e Arte		
Unidade Orgânica / Organic Unit:	Escola Superior de Educação de Viseu		
Área Científica / Scientific Area:	Prática de Ensino Supervisionada - Educação Visual		
Ano Curricular / Curricular Year:	1		
Período / Term:	S2		
ECTS:	14		
Horas de Trabalho / Work Hours:	0378:00		
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:	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 visual and technological arts in the integral formation of the human being, recognizing strategies that motivate the student to learn;

Deepen and develop, in a context of observation and reflection, knowledge for teaching and evaluating Visual Education (VE) and Technological Education (TE);

Become aware of the need to apply diversified strategies, planned and organized according to the needs of the class and students in teaching and learning activities in line with the Essential Learning and Student Profile;

Develop reflective thinking and mobilize skills in terms of systematic observation, continuous reflection and analysis of teaching practice in the classroom;

Understand collaborative work as a contribution to the development of technical, reasoning and communication skills;

Develop, in a continuous and autonomous way, new learning that involves content related to the two areas of teaching;

Reveal the ability to detect situations/problems emerging from the observation of professional practice that support the development of a research project;

Develop the capacity for research, analysis and synthesis that support research in education in the areas of VE and TE.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Syllabus (Lim:1000)

Introduction to professional practice:

1. Observation/reflection as a basis for pedagogical/methodological knowledge specific to Artistic and Technological Education
2. Reflective practice and levels of reflection
3. Functions, forms and means of observation in the educational context
4. Classroom dynamics in their space/time dimensions and pedagogical/didactic interactions
5. Assessment modalities and instruments
6. Social and ethical dimension of the teaching profession
7. Characterization of the context of intervention and involvement in the school community
8. The Research Project: the definition of a problem and a research strategy emerging from the observed professional practice

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

The correspondence between objectives and contents is envisaged through the active and continuous acquisition of knowledge emerging from observation, reflection and problematization in a real classroom context. The objectives go beyond the theoretical domain of knowledge, appealing to its integration and practical contextualization, aiming at the involvement and critical analysis of the dynamics and contexts of VE and TE, through the observation of classes taught by experienced teachers, reflecting on teacher roles and competencies. The contents allow the conceptualization and intervention that are envisaged in the objectives, in a reasoned and critical way. Contributions to the adoption of a learning culture are also anticipated through training experiences 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 of intervention.

Teaching Methodologies (Including evaluation; Lim:1000)

The total number of hours allocated to this UC is divided between observation of classes taught by teachers of both subjects and activities of collaboration, intervention, analysis and reflection on observed educational issues. The trainees are organized into groups, being guided by a cooperating teacher, the head teacher of the class where the internship will take place, and by a supervising teacher from ESEV, who will constitute the internship nucleus. At the same time, the Master's students develop the Research Project, under the supervision of the designated supervisor, leading to the completion of the Final Internship Report.

It is mandatory to attend all contact hours, which include class observation and reflection meetings of the internship group.

Assessment: a) Internship Dossier that includes the critical-reflective report of the observed practice 50%

b) Research Project 50%

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 objectives set out for this CU, with the intention that, on the one hand, the student has a truly active role in the construction of their learning and, on the other hand, is involved in the observed teaching context and approach the teaching practice in an active, integrated and oriented way. It is intended that students can participate in the implementation of teaching/learning activities and evaluation of cooperating supervisors, reflecting on their suitability/effectiveness. Within the scope of this reflection, the students write an observation/reflection/action report that problematizes the observed and implemented practices. This strategy guarantees 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 participate more and take co-responsibility for their learning. We understand that this proactive, reflective and integrative attitude of theoretical knowledge in real professional practice, on the part of students, will be fundamental to reach the objectives of the CU, since it provides students with the ability to understand and envision the teaching of globally, but also an active, investigative and reflective professional profile, as essential aspects for a more effective teaching practice in the future. At the same time, the Master's students develop the Research Project, under the guidance of the designated supervisor, leading to the completion of the Final Internship Report.

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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Naughton, C., Biesta, G., & Cole, D. (2017). Art, artists and pedagogy. Routledge Taylor and Francis.

Saric, M., & Steh, B. (2017). Critical reflection in the professional development of teachers: challenges and possibilities. CEPS, 67-85.

Valério, E. (2022). Guia prático para a supervisão pedagógica. Editorial Presença.

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

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