

Course Unit	Supervised Teaching Practice		Field of study	Supervised Teaching Practice	
Master in	Teaching English in The First Cycle of Basic Education		School	School of Education	
Academic Year	2017/2018	Year of study	1	Level	2-1
Type	Semestral	Semester	2	ECTS credits	6.0
Code	5043-558-1204-00-17				
Workload (hours)	162	Contact hours	T -	TP -	PL -
			TC -	S 11	E 45
				OT 9	O -

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Alexandra Filipa Soares Rodrigues, Elisabete Rosário Mendes Silva, Paula Marisa Fortunato Vaz

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Become acquainted with the schools and their surrounding community
2. Problematisate situations and behaviours observed in the school context
3. Design and use resources for teaching and learning adapted to the 1st cycle of Basic Education (Primary school)
4. Evaluate and reflect on teaching and learning situations in the educational context
5. Express a reflexive, critical and research attitude of the educational practices, with a view to personal and professional long-life development

Prerequisites

Before the course unit the learner is expected to be able to:
Non-applicable

Course contents

1. Development of the teaching cycle in context
2. Observation and reflection on the teaching and learning process developed
3. Completion of the Dossier for the Supervised Teaching Practice
4. Completion of the Final Report for the PES, based on the reference literature

Course contents (extended version)

1. Development of the teaching cycle in context:
 - Observation and reflection on students' assessment
 - Observation and reflection on teaching and learning sequences
2. Reflection on the teaching and learning process developed
3. Completion of the Dossier for the Supervised Teaching Practice
4. Completion of the Final Report for the PES, based on the reference literature

Recommended reading

1. Azevedo, F. , & Sardinha, M. (2009). Modelos e práticas em literacia. Lisboa: Lidel.
2. Bogdan, R. , & Biklen, S. (2013). Investigação qualitativa em educação. Porto: Porto Editora.
3. Outhwaite, W. , & Turner, S. (2008). Handbook of social science methodology. London, UK: SAGE Publications Ltd.
4. Scott, C. (2009). Teaching Children English as an Additional Language. London and New York: Routledge.
5. Smith, S. & Conti, G. (2016). Ed. Elspeth Jones. The Language Teacher Toolkit. London: CreateSpace Independent Publishing Platform (Amazon).

Teaching and learning methods

1. Tutorial guidance activities
2. Research and preparation of teaching and learning topics
3. Discussion of teaching strategies and activities to be developed in the 1st cycle schools of Basic Education
4. Reflection upon pupils' learning assessment and on the teacher trainees' performance.

Assessment methods

- final evaluation - (Regular, Student Worker) (Final, Supplementary, Special)
- Reports and Guides - 60% (Professional Development (PD), including the Dossier for the STP and the Final Report)
- Presentations - 40% (public defense)

Language of instruction

English

Electronic validation

Alexandra Filipa Soares Rodrigues, Elisabete Rosário Mendes Silva, Paula Marisa Fortunato Vaz	Claudia Susana Nunes Martins	Elisabete Rosário Mendes Silva	António Francisco Ribeiro Alves
24-11-2017	19-01-2018	19-02-2018	19-02-2018