

Course Unit	Follow-up Seminar of Final Report	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	2
Type	Semestral	Semester	1
Level	2-2	ECTS credits	6.0
Code	5043-558-2103-00-17		
Workload (hours)	162	Contact hours	T - TP - PL - TC - S 45 E - 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) Elisabete Rosário Mendes Silva

#### Learning outcomes and competences

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

1. Identify the problem on which to focus the intervention, the reflection and the research to be developed within the supervised teaching practice
2. Outline the design of the intervention and the research on supervised teaching practice
3. Resort to educational research methodologies for a better analysis and understanding of the teaching and learning practices
4. Select and use techniques and instruments of observation, registration, documentation and evaluation for the teaching and learning process
5. Analyze and support teaching and learning experiences on a reflective and research perspective within the educational practice
6. Mobilize scientific, pedagogical and didactical knowledge to support a reflective and research professional performance and the improvement of students' learning

#### Prerequisites

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

#### Course contents

1. Context for the final report
2. Intervention and research project design
3. Selection and organization of the teaching and learning experiences taking into account the specificities of each project
4. Preparation and writing of the final report

#### Course contents (extended version)

1. Context for the final report:
  - Reflection and research on practice;
  - Teaching and learning issues;
  - Collecting and analyzing data in context.
2. Intervention and research project design:
  - Structure
  - Definition of the problem to research;
  - Design of intervention and research project(s) to develop during the teaching practice;
  - Development of the theoretical and methodological framework.
3. Selection and organization of the teaching and learning experiences according to the project.
4. Preparation and writing of the final report.

#### Recommended reading

1. Bogdan, R. , & Biklen, S. (2013). *Investigação qualitativa em educação*. Porto: Porto Editora.
2. Noffke, S. Noffke, & Somekh B. (2010). *Handbook of Educational Action Research*. London: Sage.
3. Roldão, M. C. (2010). *Construção de planos individuais de trabalho e desenvolvimento profissional*. Aveiro: Universidade de Aveiro.
4. Torres, L. , & Palhares, J. (2014). *Metodologia de investigação e ciências sociais da educação*. V. N. Famalicão: Húmus.
5. Vieira, F. (2014). *Re-conhecendo e Transformando a Pedagogia: história de supervisão*. Editor: De Facto Editores.

#### Teaching and learning methods

1. Exploration of different topics. using, for example, text discussion or analysis of materials
2. Discussion of topics in large groups
3. Individual work.

#### Assessment methods

- Continuous - (Regular, Student Worker) (Final)
- Practical Work - 90% (Oral presentation of the intervention and research project, writing process of the final report.)
- Work Discussion - 10% (Participation in the seminar dynamics.)

#### Language of instruction

1. Portuguese
2. English

#### Electronic validation

Elisabete Rosário Mendes Silva	Claudia Susana Nunes Martins	Elisabete Rosário Mendes Silva	António Francisco Ribeiro Alves
04-10-2017	20-02-2018	20-02-2018	20-02-2018