

<b>ID</b>	2371
<b>Curricular Unit</b>	Practices of Supervision
<b>Regent</b>	Marcos Teixeira de Abreu Soares Onofre
<b>Learning Outcomes</b>	<p>Justify the purpose, form and content of the different techniques Supervision.</p> <p>Identify training needs in the use of the techniques of Supervision</p> <p>Design, implement and evaluate training situations in different techniques of Supervision.</p>
<b>Syllabus</b>	<p>Classes will be mainly occupied with the activities of design and presentation of two illustration work practice (with simplified situations) the combined techniques of pedagogical supervision (Demo, Interview, Case Analysis, Observation, Micro-teaching, autobiographical narrative use , Panel Discussion, Education in pairs, Diary and Portfolio) in one of the stages of training (Diagnostic priorities, Planning, Practice and Evaluation training).</p>
<b>Evaluation</b>	<p>The evaluation will assess the potencies performed and reports on it.</p> <p>For the assessment of the presentation will be considered the following parameters:</p> <p>Correctness of the content of the illustrated experiments.</p> <p>Coherence between the configuration of the experiments and the simulated training contexts.</p> <p>Diversity.</p> <p>Clearly placed in energizing.</p> <p>Stimulating participation of the other elements in the experiments.</p> <p>The report should portray the script followed in stimulating and critical analysis thereof. For your enjoyment will be considered the following parameters:</p> <p>Justification / theoretical basis of the content.</p> <p>Correction of content.</p> <p>Critical analysis of the dynamics performed.</p> <p>Structure and clarity.</p>

## **Bibliography**

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- Moreira, M.; Vieira, F.; Marques, I.; Paiva, M. & White, G. (2002). Action research as reflexiva formação teachers of interns strategy: a draft oversight at UM. In C. Oliveira, JP & T. Amaral Sarmento (2002). Pedagogy Campus. Taskforce for the quality of teaching and learning. Braga: A Notes.
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