ID	3154
Curricular Unit	Practices of Supervision
Regent	Marcos Teixeira de Abreu Soares Onofre
Learning Outcomes	Justify the purpose, form and content of the different techniques Supervision. Identify training needs in the use of the techniques of Supervision Design, implement and evaluate training situations in different techniques of Supervision.
Syllabus	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).
Evaluation	The evaluation will assess the potencies performed and reports on it. For the assessment of the presentation will be considered the following parameters: Correctness of the content of the illustrated experiments. Coherence between the configuration of the experiments and the simulated training contexts. Diversity. Clearly placed in energizing. Stimulating participation of the other elements in the experiments. The report should portray the script followed in stimulating and critical analysis thereof. For your enjoyment will be considered the following parameters: Justification / theoretical basis of the content. Correction of content. Critical analysis of the dynamics performed. Structure and clarity.

Bibliography	Holland, P. (1998). Processes and Techniques in Supervision. In E. G. & Firth Pajak (Eds.) Handbook of Research on School Supervision. NY: Simon & Shuster MacMillan: 397-408. Onofre, M. (1996). The Supervision Training in the Context of Teaching in Physical Education. In Carreiro da Costa, F.; Carvalho, LM; Onofre, M.; Diniz, J. & Pestana, C. (Edts.). Teacher Training in Physical Education. Conceptions, Research, Practice. Lisbon: Issues FMH. Moreira, M.; Vieira, F.; Marques, I.; Paiva, M. & White, G. (2002). Action research as erflexiva fprmação 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. Glikman, C. (1985). Supervision of Instruction: a developmental approach. Boston: Allyn & Bacon, Inc: 331-357. Glikman, C. (1985).Supervision of Instruction: a developmental approach.Boston:Allyn & Bacon,Inc: 259-303. Holland, P. (1989).Implicit Assumpt