

Course Unit	-	Field of study	-
Master in	Teaching of Musical Education in the Basic School	School	School of Education
Academic Year	2023/2024	Year of study	2
Type	Annual	Semester	-
Workload (hours)	216	Contact hours	T - TP - PL - TC - S 18 E - OT 54 O -
		Level	2-2
		Code	5051-764-2003-00-23
		ECTS credits	8.0

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) Graça Margarida Medeiros Teixeira e Santos, Maria Isabel Ribeiro de Castro, Mario Anibal Goncalves Rego Cardoso

Learning outcomes and competences

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

1. Probe knowledge, procedures and attitudes conducive to the creation of research habits within the Supervised Teaching Practice (PES) in Music Education in the 2nd cycle of basic education.
2. Analyze critically reference literature and meet guidelines for research and pedagogical practice in Music Education.
3. Reflect on the path of Supervised Teaching Practice (PES), taking into account the aims of Music Education in the 2nd cycle of basic education.
4. Critically evaluate the planning, teaching and other musical activities developed in the context of Supervised Teaching Practice in Music Education in the 2nd cycle of basic education.

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable.

Course contents

1. Design and preparation of the Final Report of Internship.

Course contents (extended version)

- Design and drafting of the Final Report of Internship:
 - the structure: main sections and their functions.
 - be a music education teacher.
 - characterization of the educational context.
 - the reflection, problematization and investigation in the educative action.
 - the theoretical and methodological options.
 - the collection, analysis and interpretation of data in context.
 - selection, organization and reflection on teaching and learning experiences.
 - professional skills.

Recommended reading

1. Amado, J. (Eds.). (2017). Manuel de investigação qualitativa em educação (3ª ed.). Coimbra: Imprensa da Universidade de Coimbra.
2. McPherson, G. , & Welch, G. (Eds.). (2014). The Oxford Handbook of Music Education, (Volumes I & II). Oxford: Oxford University Press.
3. Odena, O. (Ed.). (2012). Musical creativity: Insights from music education research. New York: Ashgate Publishing, Ltd.
4. Thompson, L. K. , & Campbell, M. R. (Eds.). (2009). Research perspectives: Thought and practice in music education. Charlotte: IAP.
5. Welch, G. (2013). Advances in Social-Psychology and Music Education Research. New York: Ashgate Publishing, Ltd.

Teaching and learning methods

1. Reading, discussion and analysis of articles / specialty books. 2. Survey and discussion. in a research perspective, of current issues in Music Education. 3. Tutorial guidance in the different phases of Supervised Teaching Practice Report.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Reports and Guides - 25% (Progress Report 1)
 - Work Discussion - 25% (Progress Report Presentation 1)
 - Reports and Guides - 25% (Progress Report 2)
 - Work Discussion - 25% (Progress Report Presentation 2)
2. Examination evaluation (Not applicable) - (Regular, Student Worker) (Supplementary, Special)

Language of instruction

1. Portuguese
2. Portuguese, with additional English support for foreign students.

Electronic validation

Graça Margarida Medeiros Teixeira e Santos, Maria Isabel Ribeiro de Castro, Mario Anibal Goncalves Rego Cardoso	Jacinta Helena Alves Lourenço Casimiro da Costa	Mario Anibal Goncalves Rego Cardoso	Carlos Manuel Costa Teixeira
05-12-2023	06-12-2023	28-12-2023	11-02-2024