

Course Unit	Supervised Teaching Practice		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	Level	2-2
Type	Annual	Semester	-	ECTS credits	42.0
Workload (hours)			1 134	Contact hours	T - TP - PL - TC - S 36 E 407 OT 36 O -
Code 5051-764-2002-00-23					

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. Know the school institution and the surrounding community.
2. Apply in an integrated and interdisciplinary way the scientific and methodological knowledge acquired in the different training components.
3. Mastering the methods and techniques of teaching and learning.
4. Devise, implement and evaluate teaching and learning situations in schools.
5. Operationalize skills acquired in the scientific and pedagogical-didactic.
6. Adopt a critical, reflective and investigative attitude of the educational action, in a perspective of personal and professional development oriented to permanent improvement of teaching and learning.

Prerequisites

Before the course unit the learner is expected to be able to:
Não aplicável

Course contents

1. The educational practice in the context of Music Education.

Course contents (extended version)

- The educational practice in the context of Music Education:
 - observation, analysis and characterization of the educational context.
 - planning, implementation and evaluation of educational action.
 - reflection, problematization and investigation of educational action.

Recommended reading

1. Amado, J. (Eds.). (2017). Manuel de investigação qualitativa em educação. Coimbra: Imprensa da Universidade de Coimbra.
2. Browning, B. (2017). An orientation to musical pedagogy: becoming a musician-educator. New York: Oxford University Press.
3. Colwell, R. , & Froehlich, H. (2015). Sociology for music teachers: perspectives for practice. New York: Routledge.
4. Georgii-Hemming, E. , Burnard, P. , & Holgersen, S. (Eds.). (2016). Professional knowledge in music teacher education. London: Routledge.
5. Kaschub, M. , & Smith, J. (Eds.). (2014). Promising practices in 21st century music teacher education. New York: Oxford University Press.

Teaching and learning methods

1. Analysis, reflection, experimentation and discussion of strategies to develop in schools.
2. Reflection on the performance of the teaching activity.
3. Activities tutorials orientation.

Assessment methods

1. Continuous evaluation [formula (3xDP xRF +2): 5] - (Regular, Student Worker) (Final)
 - Reports and Guides - 60% (DP - Professional Performance, including the dossier of the Supervised Teaching Practice.)
 - Reports and Guides - 40% (RF - Final Report, including the public act of defense.)
2. Exam 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