



Study Plan

School: School of Social Sciences

Degree: Master

Course: Educational Sciences - Pedagogical Supervision (cód. 625)

1st Year - 1st Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED12151M	Teacher Development and Teacher Training	Education Sciences	6	Semester	156
PED12152M	Supervision Models and Processes I	Education Sciences	6	Semester	156
PED12154M	Supervision and Teaching of Specialty	Education Sciences	6	Semester	156
PED12155M	Research Methods in Education I	Education Sciences	6	Semester	156

Options

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED12161M	Communication and Professional Development	Education Sciences	6	Semester	156
PED12162M	Intermediate Management, Evaluation and School Regulation	Education Sciences	6	Semester	156
PED11239M	Evaluation of School Organizations	Education Sciences	6	Semester	156
PED12163M	Digital Education Resources Evaluation	Education Sciences	6	Semester	156
FIL12164M	Philosophy of Education	Philosophy	6	Semester	156

1st Year - 2nd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED12157M	Learning Assessment	Education Sciences	6	Semester	156
PED12158M	Supervision and Evaluation of Teaching Performance	Education Sciences	6	Semester	156
PED12153M	Supervision Models and Processes II	Education Sciences	6	Semester	156
PED12156M	Research Methods in Education II	Education Sciences	6	Semester	156

Options

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED12161M	Communication and Professional Development	Education Sciences	6	Semester	156
PED12162M	Intermediate Management, Evaluation and School Regulation	Education Sciences	6	Semester	156
PED11239M	Evaluation of School Organizations	Education Sciences	6	Semester	156
PED12163M	Digital Education Resources Evaluation	Education Sciences	6	Semester	156
FIL12164M	Philosophy of Education	Philosophy	6	Semester	156



2nd Year - 3rd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED12159M	Follow-up Seminar and Support for Research I	Education Sciences	6	Semester	156
Dissertation					

2nd Year - 4th Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PED12160M	Follow-up Seminar and Support for Research II	Education Sciences	6	Semester	156
Dissertation					

Conditions for obtaining the Degree:

*** TRANSLATE ME: Para conclusão do curso é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares:

1º Ano

1º Semestre:

4 UC obrigatórias num total de 24 Ects

1 UC optativa conforme quadro de optativas num total de 6 Ects

2º Semestre:

4 UC obrigatórias num total de 24 Ects

1 UC optativa conforme quadro de optativas num total de 6 Ects

2º Ano

3º Semestre

1 UC obrigatórias num total de 6 Ects

4º Semestre

1 UC obrigatórias num total de 6 Ects

Para obtenção do grau, é necessário também a aprovação na Dissertação, com um total de 48 ECTS, no 3.º e 4.º Semestre. ***

Program Contents

[Back](#)

Teacher Development and Teacher Training (PED12151M)

1. Teachers professional knowledge
2. Teachers professional development
3. Research on professional practice
4. Reflection and reflective practice

[Back](#)

Supervision Models and Processes I (PED12152M)

1. Historical conceptual framework of educational supervision

Supervision concepts

The educational supervision contexts and its own intervention areas

Object, function, operation and supervision purposes

Supervision and evaluation: differences, similarities and liaison?

Paradigms and models of teaching supervision: epistemological foundation and differentiating features

2. Supervision as personal and professional development process

Dimensions of supervision. Contributions to personal, social and professional development.

The developmental stage of the subjects and training needs

The importance of self-knowledge of the subjects in the supervision process.

3. The supervision research



[Back](#)

Supervision and Teaching of Specialty (PED12154M)

1. Supervision and Teacher Professional Knowledge
 - 1.1. Supervision and Teacher Pedagogical Knowledge
2. Supervision and Teacher Professional Development
 - 2.1. Supervision and Training
 - 2.2. Supervision and Reflective Practice
 - 2.3. Supervision and collaborative work among teachers
 - 2.4. Supervision and Investigation of the professional practice
3. Changing Educational Practice. Supervision Strategies
 - 3.1. Classroom Observation
 - 3.2. Professional Reflections and Narratives
 - 3.2.1. Reflective Diaries
 - 3.2.2. Case Studies
 - 3.2.3. Teaching Portfolios
 - 3.3. Action research
4. Supervision and Evaluation: relations and conflicts

[Back](#)

Research Methods in Education I (PED12155M)

Research as an essential dimension of professionalism

- 1.1. Relationship between scientific knowledge and professional practice
- 1.2. The research as a mean to support the educational action
2. Epistemology and research methodology
 - 2.1. Construction of scientific knowledge
 - 2.2. Fundamentals of scientific knowledge
 - 2.3. Research paradigms: scientific / positivist and naturalist / interpretive
3. Steps in research
 - 3.1. Identifying the problem
 - 3.2. Review of literature
 - 3.3. Population and sample
 - 3.4. Research designs: experimental, case study, action research
 - 3.5. Construction of instruments for data collection: observation, interviews, questionnaires.
 - 3.6. Data Collection
 - 3.7. Data Analysis
4. The writing of scientific reports.



[Back](#)

Communication and Professional Development (PED12161M)

1. Human communication.
 - 1.1 Verbal aspect.
 - 1.1.1 Communication models.
 - 1.2 Non-verbal aspect.
 - 1.2.1 Field and functions of non-verbal communication.
 - 1.2.1.1 Body language.
 - 1.2.2 Non-verbal communication in Education.
2. Barriers to communication.
 - 2.1 Among people, among people and groups and among groups.
 - 2.2 In educational situations
3. Encounters
4. Contacts
5. Speaking at a meeting
6. Speaking in public
7. Some non-technological resources/tools towards an efficient communication in multiple specific professional interactions

[Back](#)

Intermediate Management, Evaluation and School Regulation (PED12162M)

1. Organizations school and intermediate management structures (structuralist approach).
 - The essence of the structure, key components and mechanisms of coordination
 - School organizations as flow systems
 - School organizations and structural settings
 - Management structures intermediate, legal framework, responsibilities and competencies
2. The curriculum department and class as organizational units of analysis
 - Knowledge and school adjustment
 - . The management of information as a resource
 - . Knowledge and decision-based process indicators, best practices and experiential knowledge
 - . The production and dissemination of knowledge contextualized as regulatory tools and educational governance
 - Configuration of measurement systems and performance analysis
 - . Reference tables, fields and fields of analysis
 - . The use of databases and (organizational) units of observation and evaluation
 - . Models to calculate the expected value and school effectiveness
3. alternative interventions, decision-making and establishing action plans for school improvement

[Back](#)

Evaluation of School Organizations (PED11239M)

- Theoretical- conceptual framework of schools evaluation
- The assumptions and the evaluation planning
- From the effective schools movement to the effective improvement of schools movement
- The Schools Evaluation in Portugal
- Brief characterization of some previous projects to external schools evaluation model
- Characterization and operationalization of the external schools evaluation model
- The External Schools Evaluation reference framework
- Planning and operationalization of self-evaluation/internal evaluation
- To develop improvement plans
- Self-evaluation and External Evaluation of schools: synergies, liaisons and consequences



[Back](#)

Digital Education Resources Evaluation (PED12163M)

1. Introduction to digital learning resources

Overview of the processes of creation, organization, distribution, use and evaluation of digital educational resources (RED) and operative concepts: digital educational resources, learning objects and repositories
Criteria and quality dimensions in the evaluation of Digital Educational Resources.

2. Tools and Processes for creating RED

Tools for creating digital learning resources.

Legal and ethical issues in the production, distribution and use of RED: licenses and terms of use (eg Creative Commons licenses).

3. Evaluation of RED

Concepts and models of evaluation.

Assessment instruments RED

[Back](#)

Philosophy of Education (FIL12164M)

Introduction: The status of Philosophy of Education

1. The emergence of the relationship between Philosophy and Education. Historical and political context.

Concepts analysis and theories.

2. Philosophical thinking into education and its specificity.

1st Question: What relationship between utopia and ideology? Two issues:

1. philosophical discourses and the meaning of education;

2. ethical and political horizon of education.

2nd Question: What challenges for Philosophy of Education? Three issues:

1. overcoming the perfectibility of human nature;

2. schools as a permanent problem;

3. Educating City: a project of citizenship;

4. the culture of corruption in schools.

[Back](#)

Learning Assessment (PED12157M)

Trends and paradigms of educational evaluation.

Basic principles and models of educational evaluation.

Functions and types of assessment.

Strategies, tools and techniques of assessment.

Validity and reliability of assessment tools.



[Back](#)

Supervision and Evaluation of Teaching Performance (PED12158M)

1. From the pedagogical supervision, to the quality of teaching: a place for teacher evaluation.
 - 1.1. Evaluative dimensions of teacher supervision;
 - 1.2. From the teacher that teaches to the teacher that learns: competence, knowledge, identity and teacher professional development;
 - 1.3. The role of collaborative learning and reflective supervision on teachers learning and evaluation: the communities of practice.
 - 1.4. From teacher professionalism to the quality of teaching.
2. Evaluation of Teacher Performance in Portugal
 - 2.1. Basic concepts and contextualization;
 - 2.2. The roles of teacher evaluation and the quality of teacher performance;
 - 2.3. Paradigms, models and methods for evaluating teacher performance: contemporary trends;
 - 2.4. The evaluation of teacher performance in Portugal: retrospective and current situation;
 - 2.5. The role of intermediary supervisory structures in performance evaluation.
 - 2.6. Emerging indicators from educational research.

[Back](#)

Supervision Models and Processes II (PED12153M)

1. Organization and practice of teaching supervision
 - The cycle of pedagogical supervision
 - The reflective dimension in supervision
 - The profile, the roles and tasks of the supervisor
 - Processes and techniques of teaching supervision
2. Supervision and organizational development
 - Supervision in educational orientation structures
 - Supervision in structures of coordination and pedagogical supervision. Assumptions, functions and linkages.

[Back](#)

Research Methods in Education II (PED12156M)

1. Quantitative, qualitative and mixed methods: an epistemological and pedagogical illustrative route
2. The quantitative or statistical methods
 - 2.1. The simple descriptive statistics
 - 2.2. Statistical decision: the null hypothesis; the significance level and the confidence level
 - 2.3. The correlational statistic:
 - the Pearson coefficient
 - the Spearman coefficient
 - 2.4. The Inferential statistics:
 - 2.4.1. Parametric:
 - 2.4.1.1. Comparison of averages
 - the Student t test for two samples (paired or unpaired);
 - 2.4.2. Nonparametric:
 - 2.4.2.1. Comparison of overall performance of distributions, proportions or frequencies
 - the χ^2 test and the Kolmogorov-Smirnov test;
 - 2.4.2.2. Comparison of global performance
 - the Mann-Whitney test and the Wilcoxon test;
3. Qualitative methods
 - 3.1. Content analysis as a fundamental technique for qualitative data analysis.
 - 3.2. Categorization and content analysis: the categories and their fundamental properties



[Back](#)

Follow-up Seminar and Support for Research I (PED12159M)

The curricular plan is not closed since this is a training and discussion seminar opened to the diversity, interests and needs of the students' individual projects in view of the lines of research to which they belong. Content is continuously updated and is organized along the following lines:

1. Review and critical discussion of the general research methods and its suitability to the research issues
2. Identification and discussion of research problems in education

[Back](#)

Follow-up Seminar and Support for Research II (PED12160M)

The curricular plan is not closed since this is a training and discussion seminar opened to the diversity, interests and needs of the students' individual projects in view of the lines of research to which they belong. Content is continuously updated and is organized along the following lines:

1. Improvement of specific tools for collecting and processing data and its suitability to the objects nature and research issues
2. Exploitation of computational techniques for processing and analyzing quantitative and qualitative data
3. Dissemination of research results