Study Plan

School: School of Social Sciences
Degree: Master
Course: Educational Sciences - Pedagogical Supervision (cód. 663)

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					

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 and conceptual framework of pedagogical supervision
2. Supervisory models, scenarios and approaches
2.1. Objectives, principles and theoretical assumptions
2.2. The functions of the supervisor
3. Supervision in initial and continuous teacher education:
3.1. The aims
3.2. The role of the participants
3.3. The rules that govern action
3.4. The mediation instruments of action
4. Dialogic writing and professional narratives
4.1. The descriptive, reflective and projective dimension of writing
4.2. Reflection levels in teachers' written production
4.3. Experiences of dialogued writing.
5. Supervision as a process of personal social and professional development
5.1. The stage of development of the subjects and the training needs
6. The dimensions of supervision and the general performance profile of teachers

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

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. Research designs: experimental, case study, action research
3.4. Construction of instruments for data collection: observation, interviews, questionnaires.
3.5. Data Collection
3.6. Data Analysis
4. The writing of scientific reports.

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

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 and structural settings
- Management structures intermediate: legal framework 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 and strategic action plans

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

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.
2. Criteria and quality dimensions in the evaluation of Digital Educational Resources.
3. Tools and Processes for creating RED. Tools for creating digital learning resources.
4. Legal and ethical issues in the production, distribution and use of RED: licenses and terms of use (eg
Creative Commons licenses).
5. Evaluation of RED : Concepts and models of evaluation.
Assessment instruments RED

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 Education? Four issues:
1. overcoming the Modernity;
2. schools and neuroeducation;
3. the culture of corruption in schools;
4. Educating City: a project of citizenship.

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.

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.

Supervision Models and Processes II (PED12153M)
1. Pedagogical supervision at the organizational context
The place of pedagogical supervision in today's school
Object, function, operationalization, and purposes of supervision
Supervision and evaluation: differences, similarities, and relations

2. Organization and practice of pedagogical supervision
The pedagogical supervision cycle
Class observation: techniques and instruments
The reflective dimension in supervision and feedback
Pedagogical supervision processes and techniques
The supervisor profile
Pedagogical supervision in a collaborative setting

3. Research in pedagogical supervision
Implement a pedagogical supervision cycle in a collaborative context

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 χ2 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

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/intervention 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/intervention issues
2. Identification and discussion of research/intervention problems in education
3. Deepening of specific data collection and processing instruments and their suitability with the nature of the objects and the research/intervention problems
4. Designing research/intervention projects

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 work to which they belong. Content is continuously updated and is organized along the following lines:

1. exploration of systematic literature review according to the objects of study
2. Improvement of specific tools for collecting and processing data and its suitability to the object's nature and research/intervention issues.
3. Exploitation of computational techniques for processing and analyzing quantitative and qualitative data
4. Dissemination of research and intervention results

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