

Pedagogical supervision in physical education - the perspective of student interns

Alberto Albuquerque
Eugénia Silva
Rui Resende
Francisco Gonçalves
Rui Gomes

Abstract: This study aims to locate the subjective thinking between students physical education trainees during teaching practice. Set in the format of the study and interpretation of a descriptive nature, can contribute to a better understanding and interpretation of the repertoire of experiential trainees Physical Education. The instrument used consisted of question relating to the quantitative and qualitative analysis and focused on five dimensions: Social and Emotional Aspects; Vocational Aspects; Learning and Professional Development; Supervision; Professional and Institutional Socialization. The sample consisted of 118 trainees, from two higher education institutions, one private and one public. The personal growth associated with the placement experience focuses on aspects related to professional competence. The professional skills of the stage are directly related to the organization and management of teaching and learning.

Key words: Physical education. Formative development. Pedagogy. Teaching and learning process. Professional skills.

A prática do ensino supervisionada na educação física – perspetiva do estudante estagiário

Resumo: Este estudo enquadra-se na linha de investigação do pensamento do estudante estagiário de Educação Física durante a prática do ensino supervisionada. Apresenta um carácter descritivo e interpretativo, pretendendo contribuir para uma melhor compreensão e interpretação do repertório experiencial dos estudantes estagiários. O instrumento usado é constituído por questões fechadas e abertas e foca-se em cinco dimensões: Aspetos sócio-emocionais; Aspetos vocacionais, Aprendizagem e desenvolvimento profissional; Supervisão; Socialização profissional e institucional. A amostra é constituída por 118 participantes de duas instituições do ensino superior, uma privada e a outra pública, do Distrito do Porto. O crescimento pessoal associado à experiência do estágio centra-se na competência profissional, a qual se encontra directamente relacionada com a organização e gestão do ensino e da aprendizagem.

Palavras-chave: Educação física. Qualificação profissional. Pedagogia. Processo do ensino e da aprendizagem. Competência profissional.

Introduction

The thought of a student intern, for the formative act of supervised teaching practice, is particularly important at the time of the adequacy model of organization of higher education, recommended by Bologna process (ALBUQUERQUE; GRAÇA; JANUÁRIO, 2002; CALDERHEAD, 1996).

What the teacher thinks and values, what motivates and concerns, will be reflected in its action, hence the importance of this angle of research (HALL; SMITH, 2006). This perspective reinforces the ontological dimension of training (consider the teacher with a past personal and professional) and calls for psychosocial analysis, through the study of the experiences, perceptions, needs and expectations (CALDERHEAD, 1996).

The training runs from ecological transitions that occur when they are faced with taking on new roles in different contexts. It assumes personal involvement and interaction, associated with the experience of learning in action (KNIGHT, 1996).

It is necessary that the future teacher takes the rupture between your path and your journey, as a student qualification for teaching. Students Interns should think and act as teachers and should be able to understand and respond to a multi-faceted nature of problems that arise every moment (DARLING-HAMMOND, 2006).

Teachers should work in a cross-linking their course to complement with the other. They should work in collaboration with other teachers and other educational actors in the construction, implementation and evaluation of the project of your institution, seeking to involve stakeholders such as job market, family and surrounding community. The restructuring of the curriculum should be seen as a way to solve problems in education, promoting the effectiveness of the pedagogical and didactic teaching and learning (ALBUQUERQUE et al., 2012). Therefore, the key professional skills may be considered as the ability to solve the equation and practice, favouring to construct a knowledge and a work own identity.

In Bologna process, the professional qualification for teaching, necessarily implies a degree in elementary education and master's degree in area of specialty. Thus, the emphasis in training of teachers should be placed, not in terms of amount of teacher training, but the level of demand and professionalism of their training (GONÇALVES; ARANHA, 2011). Thus, through analysis and interpretation of experiential repertoire of the student interns, during the supervised teaching practice, is intended to draw lessons from the standpoint of education and training, to enhance this time of training.

The teaching and learning quality outcomes are linked with the quality of training for teachers and educators. Thus, the type of training, in initial formation, received should be related to the quality of training programs and will, at the outset, have some consequences on teacher performance. The recent changes in educational policies have been creating new requirements, the level of teacher performance and the structuring of the respective training institutions. Thus, the major changes include the traditional performance of the teacher are located on two levels: on the goals to promote education in school; and in the processes of the organization and context of learning opportunities (SKOK; RUSU, 2010).

The objectives are related to the new responsibilities of work in society, in the context of the knowledge society and the new challenges concerning the exercise of citizenship. Thus, the conceptual change teacher goes through the mastery of knowledge, skills and abilities, plus social and political demands of the globalized society demands (PAECHTER; SKLIRIS; MACHER, 2011).

In this perspective, hearing the opinion of student interns, in the various dimensions that characterize the practice of supervised teaching, seems important, because it facilitates the analysis of contact with the work context as a means of improving teacher performance, meeting a guideline of the Bologna process that is premised on the relationship between academic quality and employability (ALBUQUERQUE; GRAÇA; JANUÁRIO, 2002; KNIGHT, 1996).

In teaching and learning process, quality of interpersonal relationships and communication are essential. Related to the teaching performance, matters of scientific and pedagogical repertoire of skills and techniques of teaching are also very important. Therefore, each teacher has to define their way of teaching (teaching profile), laughing into account the teaching styles, instructional techniques, management, climate and discipline in association with differentiation strategies, for each teaching context (NEAL, 2012).

This article intends to analyze various aspects relating to pedagogical supervision. On the one hand to realize that experiences and expresses perceptions of Physical Education student interns during the supervised practice of teaching, the challenges posed in five dimensions: learning and professional development; socio-emotional aspects; support/resources/supervision; professional socialization institutional; and vocational aspects. On the other hand, that needs to respond to initial training, compared to the experiences and perceptions of the Physical Education student intern, before the new framework of the Bologna process, notably with regard to curriculum construction, structure and organization of teaching practice supervised.

The objectives were formulated as follows:

- Verify the evolution of experiential repertoire of student interns, in three stages of teaching, practice supervised by analyzing the dimensions of which are substantive changes;
- Understand how individual characteristics influence the experiential repertoire, being responsible for the increase or decrease the degree of satisfaction of student interns throughout the supervised practice of teaching;
- Analyze the aspects more and less valued by student interns, for the monitoring process;
- Understand the evolution compared to the gains occurred at the level of professional skills, personal and social;
- Point the way to the construction of curricula of training programs (knowledge, skills and attitudes), adapted to the formation of innovative teachers, competent with high quality pedagogical and didactic.

The creation of the Bologna process appears as a Europe-wide plan to add to the construction and European integration dimension of higher education with the goal of building a European area of science and higher education globally harmonized system of education where the pass be of a structural organization similar basis. It was intended that the higher education institutions to begin to work in an integrated manner, in an open space designed in advance, and governed by mechanisms of formation and recognition of degrees homogenates from the outset in order to foster competitiveness, mobility and transparency of criteria and methodologies, through compatibility and readability of qualifications, creating a system of transfer credits and degrees duly harmonized (GONÇALVES; ARANHA, 2011). All these goals were the result of working in partnership with several representatives of different agencies involved, and ratified by ministerial agreements, according to an oriented path creation and deployment, and later analysis, monitoring and creation of mechanisms for enhancing the effectiveness achieve the goals formulated.

One concern in teacher education focuses on the transition from academic knowledge to professional practice, constituting a period of supervised teaching privileged in this transition. New curricular designs training programs are needed, based on debate and reflection, so the changes should focus not only on execution of each course, but also in how the activities are realized, including assessment tasks (GUEST; SCHNEIDER, 2003).

The understanding of the problems of the world calls for support in the formal processes of teaching and learning in integrative approach, which gives meaning to knowledge in a constructivist perspective, avoiding the fragmentation disciplinary dialectically integrating knowledge from several areas of knowledge in an interdisciplinary way, to respond to problems that arise from living in a globally competitive society.

Teachers should work in a cross-linking their course to complement with the other. They should work in collaboration with other teachers and other educational actors in the construction, implementation and evaluation of the project of your institution, seeking to involve stakeholders such as job market, family and surrounding community. The restructuring of the curriculum should be seen as a way to solve problems in education, promoting the effectiveness of the pedagogical and didactic teaching and learning (DARLING-HAMMOND, 2006).

The initial teacher training does not respond, in most cases, to the requirements that the complexity of the school presents to teachers. Training systems are in many cases inadequate to school. One of the problems is the lack of close connection of higher education institutions and the labor market. In some curriculum restructuring, the educational component was accompanied by reduction in contact hours after the entry of the Bologna Process. A component of supervised teaching practice is vital to check the capabilities necessary to teaching quality of each teacher. The future of higher education should pass for the excellence of the training they undertake. With the unification of all European Universities Space, through the Bologna Process, the training of students was synthesized, thus decreasing the number of years of training. As such, students go faster and in greater quantity to the labor market, a reality that only some will know, the good ones, the ones that have quality to affirm the value they have (GONCALVES; CRISTINA; BEKIROGULLARI, 2011).

The implementation of the Bologna process was premised on strengthening social, cultural and ethical teacher, defending his assumption as intellectually, aware of the problems of the age in which he lives. Investigator is the regulator of his own action and must have supervised teaching as preferential space learning. The aim is to move from a formative pedagogy for a participatory and critical pedagogy, with strong implications for pedagogical roles of teachers and learners in the practice of teaching, learning and assessment, requiring further monitoring of students by their teachers. The unit of student work measurement includes all forms of work planned, including contact hours and tutorial work and hours devoted to internships, projects,

fieldwork, study and assessment and aims to promote the autonomy, responsibility, respect interpersonal. With this new reality, another question arises, the autonomy of the work that the students have to boost. With the restructuring of courses, students should acquire habits of self-employment, constantly seek reflective practices labor and attach their knowledge to the prerequisites base, they already have (CURTU; STANCIU; FLOROIU, 2010).

The key professional skills may be considered as the ability to solve the equation and practice, favouring to construct a knowledge and a work own identity. The five dimensions of the empirical study that contribute to the formation of teacher profiles are going to be described, which supports in professional skills, personal and social. In the dimension of Learning and Professional Development, sought to interpret the influence of the path of supervised teaching practice and the weight assigned to it, being the construction of professional identity a purpose (JOHNSON, 2007). In the dimension of Socio-Emotional aspects it can be meet the difficulties experienced under the assumption of different roles to play and consequent psychosocial demands, including the shock of practice and other stressors (COLLINS; BULLER, 2003). The analysis of intra and inter personal relationships established as a source of development was also taken into account. In the nature of the contexts it tried to clarify the spirit and dynamics of the Institutional and Professional Socialization, made by the quality of relationships with different actors and resources in different contexts, and interpret the influence of the path leading up to the supervised teaching practice and explore the concept of socio-professionalism (GROSSBARD; CUMMING; STANDAGE, 2007). The size Support / Resources / Supervisory assume supervision as a learning and support, which combines monitoring with interpersonal relationships (EHREN; LEEUW; SCHEERENS, 2005). Finally, the size of Vocational Aspects aspired to explore the impact of the stage in the development and confirmation of vocation (JEAN-RAYMOND; MOUNIR; ERWINSOURCE, 2010).

Methodology

In this study, a mixed methodology was used, by applying the survey “Inventory Experiences and perceptions of Pedagogical Stages”, complete the application using a semi structured interview reminder, to eight participants.

The survey consisted of a group of 61 items according to a Likert scale, assessment of five levels. Level 1 represents disagreement/never occurs. Level 5 represents fully agree/always there. Three items are half-open, and, in ad-

dition to component Likert also have an open question. Six items are opened, and the remaining items are closed. Each item fits into one of five dimensions: Learning and Professional Development; Social and Emotional Aspects; Support/Resources/Supervisory; Professional and Institutional Socialization; and Vocational Aspects. It starts from the assumption that the higher the score achieved, the greater the satisfaction of the student intern.

In this particular case, the investigation is for the respondent, being read and complete in itself, should not exceed thirty-minute response time, avoiding boredom and lead to reluctance on respondents. Data collection was performed at three times (November, February, May), in order to analyze their variation over time. For the treatment of closed questions and semi closed resorted to descriptive and inferential statistics, using univariate and multivariate tests, with the support of the computer program, SPSS 18.0.

The construction of the interview guide was made after the application of the three stages of evaluation surveys, in order to meet the study trying to answer questions that the investigation could not answer or were not adjusted to be answered and, moreover, trying to understand some of the results. Helped in the construction of the interview guide, references in some of the open answers of the survey, as well as issues that the literature includes, always from the viewpoint of achieving the aims of the study.

The content analysis of open questions and semi-open the investigation and the responses to the reminder semi structured interview was performed using NVivo 8.0. The student interns was assigned a code. The information processing was performed simultaneously by two investigators. The rate of Bellack was used, obtaining a value of 0.75.

It was attempted, in this way, triangulation of data and methods, explore the data more deeply, making them both more readable and credible (PATTON, 1980).

The study has the collaboration of 118 student interns from the initial 204 participants (return rate of 56%), who attended the last year of pre-Bologna stage, in two different institutions (59 participants from each institution of higher education), one public and other private, with curricula very approximate, and the stage in last year, fifth year of graduation.

The selection of these two institutions was based on previous knowledge by researchers, by convenience, for the realities of their social, educational and sports. The ages of participants ranged from the minimum 22 years and a maximum of 36 years, the latter observed in the private/public, and the average age is 23.21 years, with a standard deviation of 2.47.

The schools are located, in greater numbers in urban areas (68.6%), followed by semi urban (16.9%) and 14.4% fall in a rural environment.

Regarding the contact with the world of work, of the 118 participants, 78.8% (n= 93) reported having had contact with the world of work. In contrast, 21.2% (n= 25) still have not gone through this experience. Asked if this school year, worked simultaneously with the stage, the majority, 65.3%, from both educational institutions responded positively (n= 77). The contact with the world of work is a variable that needs attention.

From the research questions, participants were selected, according to two criteria directly related to the above: the first was related to membership in the defined medium experiential pattern in the five dimensions, in conjunction with belonging to the group of student interns, who had prior contact with the world of work, working together with supervised teaching practice and aged in urban schools designate this method as non-probabilistic sampling and rational choice.

Thus, the selection of the participants followed the criteria of strength and clarity as well as the ability to generate answers within existing resources. Participants were informed of the purpose of the study (informed consent), that have been breached confidentiality.

The implementation of the survey, and then the interview, was preceded by a request for prior authorization to the two institutions targeted collection of information, having been granted the approval of the respective Presidents of the Scientific Councils.

In order to prepare for the interview, to train the process of their implementation and to ensure its adequacy, two interviews were proceeded to conduct. This step allowed to verify the effectiveness of the recording equipment, exercise the researcher in interviews and authenticate the intelligibility and relevance of the questions. After this application, the interview guide was subject to slight changes in order to adjust and improve the questions.

Results

The statistical survey was made in order to understand the differences over time, in the way the sample of practical experience lived supervised learning, by ANOVA for repeated measurements, the existence of a statistically significant effect of variable elapsed time in five dimensions, responsible for the changes at the level of experiences and perceptions between the beginning and end of supervised teaching practice. The values found from pairwise comparisons revealed that the student interns do not react the same way in all

dimensions. The first for the second time all dimensions were valued out, except for the Learning and Professional Development and Support/Resources/Supervision. The student interns at the end of the process are more satisfied.

In terms of Learning and Professional Development and Personal, it was intended to realize its evolution over the biggest gains occurred at the level of professional skills, personal and social, as well as to infer the influence of the initial training most relevant sources of knowledge and transfer and application of the contents. Study showed that trainees learned more from teaching practice supervised, than they would have learned in the academic disciplines. Conversely, the issues most penalized, by the student interns, are related to the integration of theory vs. practice, and the lack of supervised teaching practice to prepare for the challenges that the profession reserve.

It is observed that the practice of supervised teaching develop key skills, particularly at the professional forum, rather than personal and social. The interpersonal development assumes a background, noting greater expressiveness issues related to the gains occurred in the professional sphere and intrapersonal. The data suggest a concern on the part of student interns, learning of their students.

Content analysis, of interview questions, reinforces the value of supervised teaching practice, presenting it as the agent of change longer referenced. Some of the aspects most often cited relate to the valuation moment of the stage as the practical application, of all knowledge obtained, in the initial training, and the stage is a crucial step, where students learn more in one year than in the other that preceded it. Stress is perceived as competencies to be developed in the context of teaching, professional development, organization and management of teaching and learning, and only then, interpersonal skills.

Trainees also emphasized the importance of experiences, in the field, where they can apply the knowledge obtained during the initial training. This is when the student interns attach, due importance to courses taken so far, where denotes the growth in professional and personal level. The more negative feelings evoked are related initially to the forum intrapersonal, where stands the anxiety and fear with the shock of practice.

The seizure of the Support/Resources/Supervision in the construction process of professional development intended to bring together school/university contexts, the level of monitoring organizational and emotional quality of supervision. Oversight, particularly, through the analysis of aspects of plus and minus valued, in relation to the intervention of the supervisor and cooperating supervisor of the university, as well as the competencies expected of both.

The survey results indicate that, the supervised practice of teaching was duly accompanied by the advisor and supervisor of the university cooperative, revealing good levels of satisfaction in the quality of the relationship. However, there was a discrepancy perceived by student interns at the criteria of performance, function, level of demand and the relationship between supervisors' teachers.

Regarding the quality of supervision, the student interns expect greater support and availability of their supervisors regarding the promotion and establishment of dialogical relations, based on experimentation and reflection, responsible for personal and professional development. They refer the need to increase the quality of post-lesson reflections, observed by supervisors and advisors, as a typeless know, going to the interest of student interns.

A content analysis of the interviews allowed perceiving that, the level of professional experiences and institutional activities are streamlined form of integration in the education community, providing a bridge to the establishment of links with the community and with students. But, these aspects are not essential for the trainees, they are not particularly concerned about the knowledge of school structure and the functioning and organization of education systems.

Teaching is a very favourable realization at the personal level (TSANGARIDOU; O'SULLIVAN, 2005). However, there is awareness that the same is not true at the economic level, or level of lifestyle. Throughout, the elapsed time has increased awareness of feel teacher.

To understand the association of personal and situational characteristics accounted for variations in the repertoire of experiential student interns were performed multivariate tests (MANOVA), taking as independent variables, sex, type of institution attended, contact with the world of labour and the surrounding the school.

When carried out to compare the perceptions and experiences of the participants by gender, it was found that there are no significant changes in all dimensions and over time.

It was found that females in the third period, shows statistically significant differences (Wilks' Lambda = .91, $F(5.112) = 2.26$, $p = .05$). Univariate tests conducted over the three time points revealed that women have greater ability to deal with aspects related to Support/Resources/Supervisory: $F(1.116) = 4.69$, $p = .03$; $F(1.116) = 3.34$, $p = .07$; $F(1.116) = 4.85$, $p = .03$.

When compare the experiences and perceptions of the participants belonging to the two educational institutions in the five dimensions, there is no sta-

tistically significant differences over the first two moments: Wilks' Lambda = .85, $F(5.112) = 3.88$, $p = .00$ and Wilks' Lambda = .79, $F(5.112) = 5.90$, $p = .00$. The multivariate results of the third moment suggest marginally significant differences (Wilks' Lambda = .92, $F(5.112) = 2.00$, $p = .08$) in favour of the private institution.

Univariate tests revealed that there are significant differences in terms of different dimensions, except for Social and Emotional Aspects dimension in the first two moments. In the third step, univariate tests continue to show statistically significant differences at the level of Vocational Aspects scale: $F(1.116) = 8.25$, $p = .005$, showing the participants a private institution of higher satisfaction and identification with the career.

The triangulation of quantitative results, with qualitative data, it appears that the male trainees of a public place gives greater emphasis, on the importance of reflection and interpersonal relationship skills, as the key advisor and supervisor, expressing disgust for the lack of willingness on the part of supervisors.

The supervised teaching practice is referred, by the participants, to something decisive in professional capacity, in particular, as the primary teaching experience before the end of training and entry into the professional world.

Anticipatory socialization does not seem to be a major barrier to innovation, eclipsing the learning of basic training, because the agent assumed with greater representation seems to be the supervised teaching practice. Increasingly attends the accentuation of tailoring teaching to the differentiation of students and their learning.

When comparing the experiences and perceptions of participants in relation to contact with the world of work, in five dimensions, it was found that there are no statistically significant differences over the first three moments. However, univariate tests revealed that the student interns met, initially, more satisfied at Learning Professional Development, presented at the end of supervised teaching practice, minor difficulty with Socio-Emotional Aspects, and a visible enhancement of vocation. No significant differences were obtained at school environment level.

Discussion

The practice of supervised teaching is assumed, by the student interns, as a decisive factor in their professional and personal development, meeting the referenced literature (ALBUQUERQUE; GRAÇA; JANUÁRIO, 2002; FLORES; DAY, 2006).

Along the supervised practice of teaching, the student interns did not react the same in all dimensions, reflecting the decrease or increase the satisfaction of constraints and limitations of the first for the second time at the Learning Professional Development and Support/Resources/Supervision, perhaps as a consequence of the shock of practice (FLORES; DAY, 2006). In this line, this process is characterized by a multiplicity of demands of court personnel, social, institutional and training that affect the performance of the student intern.

With regard to the size variation Learning Professional Development, along the supervised teaching practice, students consider trainees, mostly, learned more with supervised teaching practice, than would have learned in other academic disciplines. It appears that student interns are concerned with the learning of their students, focusing at the development of professional skills and tasks, related to the preparation of teaching, meeting the existing literature in the area (GROSSMAN, 1990; HALL; SMITH, 2006; HASTIE; SIEDENTOP, 2006).

Students in private schools showed more satisfaction. Zhang (2004), justifies this fact due the establishment of close ties and strong interaction between teachers and students of private education in relation to the public.

The learning seems to be designed so self-centered, interpersonal development assumes a background, noting greater expressiveness, issues related to the gains occurred in professional and intrapersonal sphere. The public institution, of male trainees, is more aware of the importance of interpersonal relationships and reflection as a source of learning. In a profession based on scientific expertise, should be moving towards a new format where the relational skills and management to acquire a new role and should be a mandatory training of teachers. In addition, should remain the domain of the increased ability to reflect the value it contains, the guiding thought of the teacher before, during and after the process of planning and instruction. Therefore, future teacher is assumed as a communication agent, through interpersonal relations. Alongside, should continue to be increased the ability to reflect, by terminating value, guiding the thinking of the teacher before, during and after the process of planning and instruction. Planning, education and reflection must be understood in a continuum, a holistic way that encourages expertise (HALL; SMITH, 2006).

At the level of Support/Resources/Supervision, satisfaction is perceived by the student interns, regarding the quality level of the joint school/university. The student interns from private schools seem to be more satisfied than the public, which is confirmed by Zhang (2004).

Regarding the Institutional and Professional Socialization, the student interns are framed and socialized, institutionally experience the school environment through the activities. The sports activities are the link between the core and subject area, and that there coexistence of significant community of reflective practice, in terms of subject area (TJERDSMA, 1998). In parallel, there are few references to interdisciplinary work, fundamental in the perspective of curriculum development practices that should be the subject of reflection and change.

Conclusions

Having as a background to interpret the perceptions of student interns, both in terms of the training plan of higher education institutions and in terms of supervision, it seems essential that higher education institutions share a common training solid framework, which deserves membership and concurrence of all the teachers, supervisors and students that attend.

In this approach, taking the underlying characteristics of the information society and knowledge, new challenges are imposed to the curriculum. The courses must be designed, not only a perspective of adjusting to the work, but also, in order to provide teachers a professional profile, personal and social as the successive conflicts and solve complex problems.

The promotion of reflexive relations between students and teachers should be developed, based on experimentation, and the pedagogy, assumed as a facet of quality in higher education. Many of the student interns claimed to have lived in a supervised teaching practice confrontation, with excessive demands for which they were unprepared. They called for increased formal moments of pedagogical practice, along the initial training, with the diversification of the respective contexts and approach of training institutions to the community. According to the guidelines of the Bologna process, the goal is the contribution of higher education institutions for the promotion of culture and diffusion of knowledge, in order to foster motivation and success, through monitoring of teachers as well as the development of project partnership in vocational training.

The questions related to the quality of the joint school/university should foster a relationship of understanding between cooperating teacher and supervisor of the university, and, moreover, clearly define the organizational process of supervised teaching practice, as well as respective evaluation criteria, so the discrepancies decrease, among stage groups and hence among advisors and supervisors.

References

- ALBUQUERQUE, A. et al. The formative experiences appreciation by cooperating teachers and their use during the supervised practice teaching in physical education. **Educational Research and Reviews**, Philadelphia, v. 7, n. 1, p. 27-30, jan. 2012.
- ALBUQUERQUE, A.; GRAÇA, A.; JANUÁRIO, C. How do student teachers characterize their cooperating teachers? **Avante**, Ontario, Canadá, v. 8, n. 1, p. 84-95, 2002.
- CALDERHEAD, J. Teachers: beliefs and knowledge. In: BERLINER, D.; CALFEE, R. **Handbook of educational psychology**. New York: Macmillan, 1996. p. 709-725.
- COLLINS, M.; BULLER, J. Social exclusion from high-performance sport: are all talented young sports people being given an equal opportunity of reaching the Olympic Podium? **Journal of Sport & Social Issues**, Urbana-Champaign, v. 27, n. 4, p. 420-442, 2003.
- CURTU, I.; STANCIU, M.; FLOROIU, M. Results of Implementing Bologna Process in Curricula Design. **Quality Management in Higher Education**, Buenos Aires, v. 1, p. 99-102, 2010.
- DARLING-HAMMOND, L. Constructing 21st-century teacher education. **Journal of Teacher Education**, London, v. 57, n. 3, 2006.
- EHREN, M.; LEEUW, F.; SCHEERENS, J. On the impact of the Dutch Educational Supervision Act - Analyzing assumptions concerning the inspection of primary education. **American Journal of Evaluation**, Washington, DC, v. 26, n. 1, p. 60-76, 2005.
- FLORES, A.; DAY, C. Contexts which shape and reshape new teachers' identities. A multiperspetive study. **Teaching and Teacher Education**, Philadelphia, n. 22, p. 219-232, 2006.
- GONÇALVES, F.; ARANHA, A. Physical Education Evaluation Methods. **International Journal of Education Administration and Policy Studies**, Elizabeth City, v. 2, n. 3, 2011.
- GONCALVES, P.; CRISTINA, M.; BEKIROGULLARI, P. The Bologna Process in the Context of Teacher Education - The case of Master's Cycle in Pre-School and Primary School Education. **Social and Behavioral Sciences**, Philadelphia, n. 29, 2011.

- GROSSBARD, J.; CUMMING, S.; STANDAGE, M. Social desirability and relations between goal orientations and competitive trait anxiety in young athletes. **Psychology of Sport and Exercise**, Philadelphia, v. 8, n. 4, p. 491-505, 2007.
- GROSSMAN, P. **The making of a teacher**. Teacher and teacher education. New York: Teachers College Press, 1990.
- GUEST, A.; SCHNEIDER, B. Adolescents extracurricular participation in context: The mediating effects of schools, communities and identity. **Sociology of education**, London, p. 89-109, 2003.
- HALL, T.; SMITH, M. Teacher Planning, Instruction and Reflection: what we know about teacher cognitive processes. **Quest**, Shattrath City, n. 58, p. 424-442, 2006.
- HASTIE, P.; SIEDENTOP, D. The classroom ecology paradigm. In: KIRK, D.; MACDONALD, D.; O'SULLIVAN, M. **The handbook of physical education**. Thousand Oaks: Sage, 2006. p. 214-225.
- JEAN-RAYMOND, M.; MOUNIR, B.; ERWINSOURCE, S. Quality and Quality Assurance in Vocational Education and Training in the Mediterranean Countries: lessons from the European approach. **European Journal of Education**, Hong Kong, v. 45, n. 3, p. 514-526, 2010.
- JOHNSON, C. Effective science teaching, professional development and no child left behind: barriers, dilemmas and reality. **Journal of Science Teacher Education**, New York, v. 18, n. 2, 2007.
- KNIGHT, C. **A study of MSW and BSW students' perceptions of their field instructors**. Lisboa: Lisboa Educa, 1996.
- NEAL, R. A Simplified Multi-model approach to preparatory training in consecutive interpreting. **Interpreter and Translator Trainer**, Chicago, v. 6, n. 1, p. 21-43, 2012.
- PAECHTER, M.; SKLIRIS, B.; MACHER, D. Evaluation of University Courses by Students' Assessment of Acquisition of Competence. **Psychologie in Erziehung und Unterricht**, Zeitschrift, v. 58, n. 2, p. 128-138, 2011.
- PATTON, M. **Qualitative evaluation methods**. Beverly Hills, California: Sage Publications, 1980.
- SKOK, M.; RUSU, C. Values of teachers and students and quality of higher education. **Quality Management in Higher Education**, Oxford, n. 1, p. 335-338, 2010.

TJERDSMA, B. Cooperating teachers perceptions of and experiences in the student teaching practicum. **Journal of Teaching in Physical Education**, Garden City-NY, v. 169, n. 1, p. 65-75, 1998.

TSANGARIDOU, N.; O'SULLIVAN, M. Classroom teachers' reflections on teaching physical education. **Journal of Teaching in Physical Education**, Garden City-NY, n. 24, p. 24-50, 2005.

ZHANG, L. Do University Students' Thinking Styles Matter in Their Preferred Teaching Approaches? **Elsevier – Science@Direct**, Salt Lake City, 37, p. 1551-1654, 2004.

Alberto Albuquerque – Instituto Universitário da Maia
Porto | Portugal. Contato: aalbuquerque@docentes.ismai.pt

Eugénia Silva – Instituto Universitário da Maia
Porto | Portugal. Contato: eess@sapo.pt

Rui Resende – Instituto Universitário da Maia
Porto | Portugal. Contato: rresende@docentes.ismai.pt

Francisco Gonçalves – Instituto Universitário da Maia
Porto | Portugal. Contato: franciscojmg@gmail.com

Rui Gomes Gonçalves – Universidade do Minho
Braga | Portugal. Contato: rgomes@psi.uminho.pt

Artigo recebido em 7 de agosto de 2012 e
aprovado em 28 de janeiro de 2013.