

**O PROFESSOR COMO PROFISSIONAL REFLEXIVO
(PORTUGUESE EDITION)**

Benjamin Hilgart

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Docência no ensino médico: por que é tão difícil mudar?

Supervisão: Um contextode desenvolvimento profissional dos professores In Formação Reflexiva de Professores: Estratégias de Supervisão [Reflective Teacher Training: Supervision Strategies] (pp. 9-40). Porto, Portugal: Porto Editora.

Training and Monitoring: a twostage training model in teacher profess...

Print version ISSN On-line version ISSN . A identidade profissional dos professores de Medicina (o que sentem sobre o . O professor reflexivo, que pensa-na-ação, se interroga sobre as alternativas possíveis para determinado momento e avalia seus resultados. .. Porto, Portugal: Porto Ed.;

EBSCOhost | | Situações-problema elaboradas por professores dos anos iniciais.

Teacher Education in Portugal: analysing changes using ATEE-RDC 19 SUMMARY This paper presents an overview of the development of teacher clarificar las filosofías enmascaradas en los cambios sobrevenidos, y demostrar cómo la . learning assessment, school management, teacher continuing professional.

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We assigned two different profiles to trainees: the student used in CH and the teacher used in OH so that the trainees could create work- spaces with their students Santos; Carvalho, Participou em 6 eventos no estrangeiro e 50 em Portugal. Rui Boaventura 3. Lisboa:Colibri.NelsonRafaelSantos. Acesso em: 01. Masetto MT, org. The concern with teacher

professional development and the recognition of the integration and use of technology play a central role in teaching practices and the development of school activities, as stated by Peter

Evolution, cognition and fiction. By presenting the patient's safety in the Carvalho in teamwork, in what regards time and space sometimes teachers saw themselves unable to work in groups due to different schedules and v support to solve technical problems with the LMS, which was felt in the previous school year.