



*Learning, Leading and Linking:
The Impact of Policy and Research
upon Practice*

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that the local curriculum is not only a space for the integration of both kinds of knowledge, values and practices, but it is potentially a space of negotiation, evaluation and validation of both. The paper also explores also the implications of this for the intellectuals and teacher training in Mozambique.

Reference # 18

Topic # 1

Teaching self-regulation skills in learning environments: a case study

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Introducing SRL (self-regulated learning) skills in learning environments can influence teachers' methodology. Furthermore, the sort of process teachers need to experience in order to teach and develop SRL skills in their students is fundamental. In this process, it is essential to understand how collaborative work effects teachers' daily planning in developing SRL skills in learners. A case study was carried out in an ESL (English as a second language) classroom to provide detailed information about these hypotheses. Results showed SRL skills as positive stimuli on the teacher's methodology, specific teacher training needs, and a lack of essential teacher collaborative work.

Reference # 19

Topic # 1

**Educational psychology at the Polytechnic Institute of Porto –
School of Engineering: Paths of the Bologna project**

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This article presents the synthesis of intervention in Education Psychology at the Polytechnic Institute of Porto – School of Engineering (ISEP), concerning the Paths of the Bologna Project. The goal that leads the activities of this Project has been, from its beginning, the support of ISEP Scientific Council in the operationalization of the modernization and innovation project of the teaching-learning process in ISEP, induced by joining the Bologna process.

Reference # 20

Topic # 1

**The use of Web 2.0 tools to develop e-portfolios in a teacher training program:
An exploratory survey**

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Web 2.0 technologies offer educators amazing opportunities for creating an effective and engaging learning environment for their students. In this paper we present how Web 2.0 tools can be successfully used for promoting collaboration and technological skills in teacher training programs. Participated in the study 26 teachers enrolled in a master program in Educational Technology in the University of Minho, Braga, Portugal, in the 1st semester of 2007/2008. The experience involved the use of Web 2.0 tools – Googlepages and GoogleDocs – to build an e-portfolio and explored advanced collaborative interactions and participative assessment as part of the teaching method. Evidence supports the notion that the development and use of electronic portfolios fosters deeper learning, captures reflective thinking and enhances teachers' technological skills. Today's classroom teachers need to be prepared to provide technology-supported learning opportunities for their students. Being prepared to use technology and knowing how that technology can support student learning have become integral skills in every teacher's professional repertoire. Teachers need to be prepared to empower students with the advantages technology can bring. Participant observation, artifacts and teachers perceptions on Web 2.0 tools were evaluated and findings will be presented as well as suggestions for further research. We hope that the learning activities outlined in this paper will inspire educators to keep abreast of emerging technologies and provide guidelines for all teachers, specifically for planning teacher education programs and training offerings that will prepare them to play an essential role in producing technology capable students.