

Course Unit	Professional Development and Research in Education		Field of study	General Educational Area	
Master in	-		School	School of Education	
Academic Year	2023/2024	Year of study	1	Level	2-1
Type	Semestral	Semester	1	ECTS credits	4.0
Code	5008-739-1102-00-23				
Workload (hours)	108	Contact hours	T -	TP 27	PL -
			TC -	S -	E -
			OT 9	O -	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Elza da Conceição Mesquita

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Reflect on the ethical and civic dimension of the teaching activity, from the current school reality.
2. Acknowledge professional development as an ongoing training process, lifelong.
3. Value the professional socialization and the personal and interactional dimension as relevant aspects in the construction of teacher professionalism.
4. Relate the teacher's professional development with other areas of research in education.
5. Justify the need to analyse educational situations from a research point of view.
6. Understand the field of education as a domain of praxiological knowledge.

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable.

Course contents

1. Being a teacher/educator.
2. Professional development of teachers.
3. Research in education.
4. Transformative research

Course contents (extended version)

1. Being a teacher/educator
 - The teacher and the school of masses: from student to teacher and the cycles of the teaching career
 - Teacher training (initial and continuing) and teaching skills
2. Professional development of teachers
 - Concepts, theory and research
 - Models and processes for professional development of teachers
3. Research in education
 - The research models focused on context and action
 - The nature of the emerging data from contexts and action
4. Transformative research
 - Change focused on critical analysis of educational situations
 - Research as a central strategy of promoting self-reflection and self-development

Recommended reading

1. Amado, J. (2017). Manual de investigação qualitativa em educação (3.ª Ed.). Imprensa da Universidade de Coimbra.
2. Coutinho, C. P. (2020). Metodologia de investigação em ciências sociais e humanas: Teoria e prática (2.ª Ed.). Edições Almedina.
3. Flores, M. A., Carvalho, M. L., & Silva, C. (Orgs.) (2018). Contextos de mediação e de desenvolvimento profissional. De Facto Editores.
4. Jacinto, M. M. (2016). Políticas de avaliação de professores em ação. Normatividade e autonomia nas práticas de avaliadores e professores. De Facto Editores.
5. Mesquita, E., Roldão, M. C., & Machado, J. (Orgs.) (2019). Prática supervisionada e construção do conhecimento profissional. Fundação Manuel Leão.

Teaching and learning methods

Oral Presentation, discussion/debate, presentation of conceptual schemes that allow problematizing relevant educational topics; Working Group.

Assessment methods

1. Continuous evaluation: - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 60% (Written test, summative, on the content taught.)
 - Development Topics - 40% (Critical review of a scientific paper, prepared in group (50%) and presented individually (50%).)
2. Exam Evaluation: - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (Examination will focus on the program's content.)

Language of instruction

1. Portuguese
2. Portuguese, with additional English support for foreign students.

Electronic validation

Elza da Conceição Mesquita	Maria do Céu Ribeiro	Pedro Alexandre Oliveira Couceiro	Carlos Manuel Costa Teixeira
29-11-2023	12-12-2023	13-12-2023	11-02-2024