

Course Unit	Option 3 - Research in Education		Field of study	-	
Master in	Pre-school and Primary School Teacher Education		School	School of Education	
Academic Year	2023/2024	Year of study	2	Level	2-2
Type	Semestral	Semester	1	ECTS credits	4.0
Code	5050-765-2103-02-23				
Workload (hours)	108	Contact hours	T -	TP 28	PL -
			TC -	S -	E -
			OT 8	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. Identify paradigms and research methods in Education
2. To know the interdependence and sequentiality of the stages of the research process in different research designs.
3. To overview and theorise teaching practice, interpreting it and questioning available theory and research.
4. Analyse the ethical implications of research in education.
5. To understand research as a driving factor in professional development.

Prerequisites

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

Course contents

1. Education research paradigms and methods; 2. Research on educational practice; 3. Ethical research issues in educational contexts.

Course contents (extended version)

1. Research Paradigms in Education
 - Positivist; interpretive and social critical paradigms
 - Quantitative and qualitative research
 - Research methods: biographical approach; case study; action-research; non-interfering methods
 - Procedures: data collection and processing techniques
2. Research on educational practice:
 - Delimitation of the concept (actors and processes)
 - Problematic issues: paradigmatic affiliation and methodological process
 - Difference between knowledge in and of practice
 - Inquiry as time-bound project
 - Inquiry as stance of professional well-being
3. Ethical research issues in educational contexts
 - Intercept of ethical responsibility: researcher, trainee, teacher and teacher/supervisor
 - The complexities in the researcher/study object relationship
 - Anticipating the possibility of conflicts and negotiation paths
 - Issues regarding data ownership and disclosure

Recommended reading

1. Amado, J. (2017). A investigação em educação e seus paradigmas. In J. Amado (coord.). Manual de investigação qualitativa em educação. (3ª edição, pp. 21-73), Imprensa da Universidade de Coimbra.
2. Clark, A., Flewitt, R., Hammersley, M., & Robb, M. (Eds.) (2013). Understanding research with children and young people. Sage.
3. Flick, U. (2018). Designing qualitative research. Sage.
4. Seidman, I. (2006). Interviewing as qualitative research: a guide for Researchers in education and the social sciences (3rd edition). Teachers College Press.
5. Vieira, C. C. (2022). Temas contextos e desafios da investigação qualitativa em educação. Imprensa da Universidade de Coimbra. DOI: <https://doi.org/10.14195/978-989-26-2235-4>

Teaching and learning methods

Document analysis (mainly articles in scientific journals); Application exercises; Guided discussion method; Organization of conceptual maps; These approaches will be complemented with the use of the expositive method.

Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
 - Practical Work - 40% (Practical work to be carried out during the semester.)
 - Projects - 60% (Written component of the project (40%) and individual presentation (20%))
2. Examination Assessment - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (Exam will focus on the contents of the program.)

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

Elza da Conceição Mesquita	Maria do Céu Ribeiro	Ilda da Purificação Freire Ribeiro	Carlos Manuel Costa Teixeira
02-01-2024	02-01-2024	14-01-2024	14-01-2024