

Course Unit	Dissertation/Project Work Support Seminar	Field of study	Education Sciences
Master in	Pedagogical Supervision and Innovation in Education	School	School of Education
Academic Year	2023/2024	Year of study	2
Type	Annual	Semester	-
Level	2-2	ECTS credits	12.0
Code	5072-799-2002-00-23		
Workload (hours)	324	Contact hours	T - , TP 20, PL 15, TC - , S 45, E - , OT 11, 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, Maria do Céu Ribeiro, Rosa Maria Ramos Novo

Learning outcomes and competences

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

1. Identify and value innovative practices in education and pedagogical supervision.
2. Identify the problem on which to focus the research to be developed.
3. Use educational research methodologies for the analysis and understanding of innovative intervention and supervision practices
4. Apply techniques and tools for recording, documenting and evaluating the research process.
5. Disseminate experiences and practices of educational innovation and pedagogical supervision

Prerequisites

Before the course unit the learner is expected to be able to:

Course contents

1. Lines of research in education.
2. Methodological procedures of research.
3. Presentation and dissemination of the research.

Course contents (extended version)

1. Lines of research in education
 - Guidelines for the preparation of the Dissertation / Project Work
2. Methodological procedures of research
 - Research and its classifications: qualitative, quantitative, mixed and Grounded Theory
 - Delimitation of the theme
 - Theoretical framework
 - Investigative formalities: methodology of citation and bibliographic referencing
 - Formulating and addressing the problem-issue
 - Formulating the objectives
 - Techniques of data collection and analysis
 - Instruments for data collection
 - Presentation, analysis, and discussion of results
 - Final considerations/conclusions
3. Presentation and dissemination of the research
 - Structure of the scientific article
 - Structure of the presentation/oral communication
 - Organization of posters
4. Technical and scientific reports

Recommended reading

1. Bogdan, R., & Biklen, S. (2013). *Investigação qualitativa em educação. Uma introdução à teoria e aos métodos*. Porto Editora.
2. Castro, P. A., Sá, S., Temer, A. C., Sanmamed, M. G., & Saavedra, R. A. (2021). *Investigação qualitativa em educação: Avanços e desafios*. Ludomedia. <https://doi.org/10.36367/ntqr.7.2021>
3. Noffke, S., & Somekh B. (2013). *Handbook of educational action research*. SAGE Publications Ltd
4. Roldão, M. C. (2010). *Construção de planos individuais de trabalho e desenvolvimento profissional*. Universidade de Aveiro.
5. Stake, R. (2007). *A arte da investigação com estudos de caso*. Fundação Calouste Gulbenkian.

Teaching and learning methods

Develop active and participatory methodologies that value the student's action in the research process, privileging reflection, collaboration, research, and debate of ideas. The exploration of themes is valued using various strategies such as: reading and discussion of texts or analysis of materials; discussion of themes in large groups; individual work.

Assessment methods

- Individual work - (Regular, Student Worker) (Final)
 - Presentations - 90% (Writing and oral presentation of the research project, phases of the final document writing process)
 - Development Topics - 10% (Student participation in class dynamics.)

Language of instruction

Portuguese

Electronic validation

Elza da Conceição Mesquita, Maria do Céu Ribeiro, Rosa Maria Ramos Novo	Graça Margarida Medeiros Teixeira e Santos	Maria do Céu Ribeiro	Carlos Manuel Costa Teixeira
15-12-2023	17-12-2023	31-12-2023	11-02-2024