

Course Unit	Research in Education	Field of study	Educational Sciences		
Master in	Special and Inclusive Education	School	School of Education		
Academic Year	2023/2024	Year of study	1	Level	2-1
Type	Semestral	Semester	1	ECTS credits	6.0
Code	5073-800-1104-00-23				
Workload (hours)	162	Contact hours	T -	TP 35	PL -
			TC -	S -	E -
			OT 10	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) **Mario Anibal Goncalves Rego Cardoso, Sofia Marisa Alves Bergano**

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. Know designs and research methods characteristic of the different paradigmatic positions;
3. Know the research methodologies and techniques arising from the different research paradigms;
4. Analyze the ethical implications of research in education;
5. Mobilize knowledge to design and implement a research project.

Prerequisites

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

Course contents

1. Paradigms and research methods in Education. 2. Quantitative, qualitative, and mixed research. 3. Data collection techniques. 4. Data processing techniques. 5. Ethical issues of research in educational contexts.

Course contents (extended version)

1. Paradigms and research methods in Education:
 - Positivist paradigm;
 - Interpretive paradigm;
 - Critical or socio-critical paradigm.
2. Quantitative, qualitative, and mixed research:
 - Quantitative research designs;
 - Methods in qualitative research;
 - Research plans of a socio-critical nature.
3. Data collection techniques:
 - Questionnaire surveys, scales, and quantitative observation grids;
 - Interviews, narrative productions, photovoice, document analysis.
4. Data processing techniques:
 - Descriptive and inferential statistics;
 - Content analysis and discourse analysis.
5. Ethical issues of research in educational contexts:
 - Interception of ethical responsibilities associated with the researcher, teacher, and supervisor;
 - Researcher/object of study relationship complexities;
 - Anticipation of the possibility of conflicts and negotiation paths;
 - Data ownership and dissemination.

Recommended reading

1. Amado, J. (2017). Manual de Investigação Qualitativa em Educação 3ª edição. Imprensa da Universidade de Coimbra.
2. Bardin, L. (2014). Análise de conteúdo (4.ª Ed.). Edições 70.
3. Bridgmon, K. D. , & Martin, W. E. (2012). Quantitative and statistical research methods: From hypothesis to results. John Wiley & Sons.
4. Creswell, J. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). SAGE Publication Ltd.
5. Denzin, N. K. , & Lincoln, Y. S. (Eds.). (2011). The Sage handbook of qualitative research. Sage

Teaching and learning methods

(a) Exploration of themes using active learning methodologies, including project-based learning and problem-based learning. (b) Preparation of reports or research papers. (c) Discussion of topics in small or large groups. (d) Individual work or collaborative work. (e) Resolution of consolidation tasks of the topics covered in the course.

Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
 - Projects - 100% ([written component of the project (60%) and individual presentation (40%)].)
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

Electronic validation

Mario Anibal Goncalves Rego Cardoso, Sofia Marisa Alves Bergano	Maria do Céu Ribeiro	Carla Isabel Pedroso de Lima da Conceicao	Carlos Manuel Costa Teixeira
02-02-2024	13-02-2024	13-02-2024	18-02-2024