

Course Unit	Seminar to Support the Dissertation/ Project Work/ Internship Report		Field of study	Educational Sciences/Psychology	
Master in	Special and Inclusive Education		School	School of Education	
Academic Year	2025/2026	Year of study	2	Level	2-2
Type	Annual	Semester	-	ECTS credits	15.0
Code	5073-800-2002-00-25				
Workload (hours)	405	Contact hours	T -	TP -	PL -
			TC -	S 70	E -
			OT 43	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) Ana Raquel Russo Prada, Carla Isabel Pedroso de Lima da Conceicao, Paula Marisa Fortunato Vaz

Learning outcomes and competences

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

1. To delimit current and relevant topics within the scope of Special and Inclusive Education;
2. To differentiate the modalities of research and intervention projects;
3. To understand formal aspects in the research and intervention process, namely, in terms of bibliographic referencing and academic writing, as well as ethical and deontological principles;
4. To know ways of disseminating the results of a research and/or intervention work.

Prerequisites

Before the course unit the learner is expected to be able to:
Don't have.

Course contents

1. Emerging themes of Special and Inclusive Education
2. Research and/or intervention project: structure and components
3. Formal aspects
4. Dissemination of results

Course contents (extended version)

1. Emerging themes of Special and Inclusive Education
 - Identification of relevant and current topics
 - Analysis and discussion of relevant and current topics
2. Research and/or intervention project: structure and components
 - Dissertation Mode
 - Internship Report Mode
 - Project Report Mode
3. Formal aspects
 - Bibliographic referencing rules
 - Principles inherent to academic writing
 - Ethical and deontological principles
4. Dissemination of results
 - Writing a scientific article
 - Writing a technical-scientific report
 - Preparation and presentation of a poster communication
 - Preparation and presentation of an oral communication

Recommended reading

1. American Psychological Association. (2020). Publication manual of the american psychological association. APA.
2. Creswell, J. (2022). Research design: qualitative, quantitative, and mixed methods approaches. Sage.
3. Mertens, D. M. , & McLaughlin, J. A. (2015). Research and evaluation methods in special education. Corwin Press
4. Mitchell, D. , & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.

Teaching and learning methods

This curricular unit assumes the tutorial follow-up of students in the development and implementation of the intervention project in context using the following methodologies: active and autonomous research, questioning, analysis and reflection on the work in progress and guidance in written production.

Assessment methods

1. Alternative 1 - Continuous assessment - (Regular, Student Worker) (Final)
 - Practical Work - 50% (Group work.)
 - Presentations - 50% (Presentation and discussion of group work - Individual evaluation.)
2. Exam evaluation (not applicable) - (Regular, Student Worker) (Supplementary, Special)

Language of instruction

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

Electronic validation

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16-03-2026	16-03-2026	16-03-2026	16-03-2026