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|------------------|---|---------------|----------------|---------------------|------|
| Course Unit | Preparation Seminar to Internship or Work Project or Dissertation | | Field of study | - | |
| Master in | Environmental Education | | School | School of Education | |
| Academic Year | 2023/2024 | Year of study | 1 | Level | 2-1 |
| Type | Semestral | Semester | 2 | ECTS credits | 5.0 |
| | | | Code | 6083-766-1204-00-23 | |
| Workload (hours) | 135 | Contact hours | T - | TP - | PL - |
| | | | TC - | S 27 | E - |
| | | | OT 18 | O 45 | |

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) Maria Conceição Costa Martins

Learning outcomes and competences

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

1. Enhance the investigative gaze on environmental education practices
2. Present research proposals resulting from the identified environmental issues
3. Outlining research problems
4. Build tools to collect data and apply them in different contexts
5. Present the results reflecting on its implications

Prerequisites

Before the course unit the learner is expected to be able to:
Prerequisites are not required.

Course contents

1. Importance of an investigative attitude in the reflection and evaluation of environmental education practices; 2. General outline of the research process; 3. Data collection instruments; 4. Care to be taken when applying data collection instruments; 5. Data analysis; 6. Results presentation /. Elaboration of conclusions and suggestions for further research.

Course contents (extended version)

1. Importance of an investigative attitude in the reflection and evaluation of EE practices
2. General outline of the research process
 - The question / research problem
 - The hypotheses
 - (Transversality step) literature review
 - The research design
 - Data collection
 - The analysis and discussion of the data
3. Data collection instruments
 - The construction and validation of instruments for data collection
4. Care to be taken when applying data collection instruments
 - Collection procedures
 - Ethical concerns
5. Data analysis
 - Content analysis: construction of categories
6. Results presentation
 - The structure of the scientific article
 - The structure of an oral presentation / communication
 - The organization of posters
7. Elaboration of conclusions and suggestions for further research

Recommended reading

1. Alvesson, M., & Skoldberg, K. (2009). Reflexive methodology – New vistas for qualitative research. Sage Publications.
2. Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th edition). Routledge.
3. Denzin, N., & Lincoln, Y. (Eds.) (2011). The Sage Handbook of qualitative research (4th edition). Sage Publications.
4. Lichtman, M. (2006). Qualitative research in education. A user's guide (2nd edition). Sage Publications.
5. Tuckman, B. W. (2000). Manual de investigação em educação. Fundação Calouste Gulbenkian.

Teaching and learning methods

Exposure using concept maps. Discussion. Analysis of issues arising from the process of organization of the research /project.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Projects - 100% (Carrying out and presenting a research project to be carried out to complete the master's degree.)
2. Exam evaluation-not applicable - (Regular, Student Worker) (Supplementary, Special)

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

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|-------------------------------|------------------------------|----------------------------|------------------------------|
| Maria Conceição Costa Martins | Paulo Miguel Mafra Gonçalves | Sofia Marisa Alves Bergano | Carlos Manuel Costa Teixeira |
| 26-12-2023 | 27-12-2023 | 29-12-2023 | 11-02-2024 |