

Course Unit	Internship or Work Project or Dissertation Follow-up Seminar		Field of study	-	
Master in	Environmental Education		School	School of Education	
Academic Year	2023/2024	Year of study	2	Level	2-2
Type	Semestral	Semester	1	ECTS credits	5.0
		Code		6083-766-2101-00-23	
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) Adorinda Maria Rodrigues Pereira S. Gonçalves, Sofia Marisa Alves Bergano

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

The importance of an investigative attitude in the reflection and evaluation of environmental education practices. The general outline of the research process. The instruments of data collection. Cautions in applying the tools of data collection. Data analysis. Presentation of the results.

Course contents (extended version)

1. The importance of an investigative attitude in the reflection and evaluation of EE practices
2. The general outline of the research process
 - The question / research problem
 - The hypotheses
 - Transversality of literature review
 - The research design
 - Data collection
 - The analysis and discussion of the data
3. The instruments of data collection
 - The construction and validation of instruments for data collection
4. Cautions in applying the tools of data collection
 - Collection procedures
 - Ethical concerns
5. Data analysis
 - Content analysis: construction of categories
 - Statistical analysis
6. Presentation of the results:
 - The structure of the scientific text
 - The structure of an oral presentation / communication
 - The organization of posters

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 (seventh Ed.). Routledge.
3. Denzin, N., & Lincoln, Y. (Eds.). (2011). The Sage Handbook of Qualitative Research (fourth edition). London: Sage Publications
4. Lichtman, M. (2006). Qualitative Research in Education. A User's Guide (second 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% (Completion and submission of an article/report/poster describing the results of the investigation.)
2. Exam evaluation-not applicable - (Regular, Student Worker) (Supplementary, Special)

Language of instruction

Portuguese

Electronic validation

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14-02-2024	14-02-2024	18-02-2024	18-02-2024