

ID	2175
Curricular Unit	Educational Research
Regent	José Manuel Fragoso Alves Diniz
Learning Outcomes	<ul style="list-style-type: none"> - Students argue the importance and contribution of research for professional development and for the assumption of the teacher as reflective practitioner. - The students know the different models of educational research and differentiate the ontological and epistemological assumptions associated with each model. - Students know and master the different phases that make up the scientific procedure. - Students know the main paradigms that have guided research in the teaching of Physical Education .
Syllabus	<ul style="list-style-type: none"> - The teacher as researcher and reflective practitioner - The teacher as researcher; - Action research and reflective teacher; - The importance of scientific attitude in the professional development process; - The characteristics associated with teacher "expertise". <p>Action research: History and philosophical assumptions</p> <ul style="list-style-type: none"> - Action research: rational; - The historical and philosophical foundations of action research; - Models of action research. <p>Educational research: The debate over paradigms</p> <ul style="list-style-type: none"> - The positivist paradigm; - The interpretive paradigm; - The critical paradigm. - The steps of scientific procedure - The starting question and problem formulation; - A review of the literature;; - The formulation of the analysis model - The collection of information; - Information analysis and discussion of results
Evaluation	Design a research project action.

Bibliography

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