

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

## **Bibliography**

- Piéron. M. & CARREIRO DA COSTA, F. (1996). Seeking expert teachers in physical education and sport. *European Journal of Physical Education* , vol. 1, No. 1, 5 -18.
- Carr, W. & Kemmis, S. (1988). *theory La Critica de la Enseñanza. La la Investigación en Acción del Formación Teaching staff.*
- Carr, W. (1995). *Education For. Towards Education Critical Inquiry .* Buckingham: Open University Press.
- Cohen, L. & Manion, L.(1981) *Perspectives on Classrooms and Schools.* London:Cassell.
- Spark, AC (Ed.) (1992). *Research in physical education and sport. Exploring alternative visions.* London: Falmer Press.
- Albarelo, L., Digneffe, F., Hiernaux, J., Ruquoy, D. & Saint-Georges, P. (1997). *Practices and Research Methods in Social Sciences.* Lisbon: Gradiva.
- Quivy, R. & Campenhoudt, LV (1992). *Handbook of Research in Social Sciences.* Paris: Dunod.
- Carreiro da Costa, F.,(1996).*Conditions and factors of teaching-learning and meaningful motor behaviors:An analysis from the research conducted in Portugal*