

ID	2735
Curricular Unit	Educational Research
Regent	António José Mendes Rodrigues
Learning Outcomes	<p>Students argue the importance and the contribution of research to the professional development and to the assumption of the teacher as reflective practice.</p> <p>Students know the different models of research in education and the ontological and epistemological assumptions associated with each of the models.</p> <p>Students know and master the different stages that make up the scientific procedure.</p> <p>Students know the main paradigms that have guided research in the teaching of Physical Education.</p>
Syllabus	<p>Ontological and epistemological assumptions associated with the positivist, interpretive and critical models in educational research;</p> <p>Theoretical basis associated with different paradigms of research on teaching Physical Education;</p> <p>Ethical issues involved in educational research;</p> <p>Methodological and specific procedures associated to each of the paradigms and research strategies;</p> <p>Validity and reliability issues in research.</p>
Evaluation	<p>Throughout the semester students will undertake a set of group tasks. All these tasks will be steps for the training of skills that aim to enable students to produce a research project and to critically appreciate investigations that have already given way to publications in specialty journals. The tasks to be carried out are as follows:</p> <ol style="list-style-type: none"> 1) Select a problem considered fundamental and of priority resolution by the school community. 2) Define a strategy for the exploration/revision of the literature. 3) Each element of the group review and present orally three articles. 4) Development of a research instrument that can give answers to the starting question. 5) Individual test on all contents of the curriculum unit. <p>Final Classification = $(T1 + T2 + T3 + T4 + 4 * T5) / 8$</p>

Bibliography

- Amado, J. (Coord.) (2015). Manual de Investigação Qualitativa em Educação. Coimbra: Imprensa da Universidade de Coimbra.
- Carreiro da Costa, F. (2003). The Study of PE Teaching. Main Research Lines and Themes. In Ken Hardman (Ed.), Physical Education: Deconstruction and Reconstruction - Issues and Directions (pp. 86-102). Berlin: Verlag Karl Hofmann Schormdorf.
- Coutinho, C. (2013). Metodologia da Investigação em Ciências Sociais e Humanas: teoria e prática (2.^a edição). Lisboa: Livraria Almedina.
- Foddy, W. (1996). Como Perguntar. Teoria e prática da construção de perguntas em entrevistas e questionários. Oeiras: Celta Editora.
- Ghiglione, R. & Matalon, B. (1997). O Inquérito. Teoria e Prática. Oeiras: Celta Editora.
- Graber, K. C. (2001). Research on teaching in physical education. In V. Richardson (Ed.). Handbook of Research on Teaching (4th Ed.). New York: Macmillan.
- Quivy, R., & Campenhoudt, L. (2008). Manual de Investigação em Ciências Sociais. Lisboa: Gradiva. 5.^a edição.
- Reason, P. & Bradbury, H. (2001). Handbook of Action Research. Participative Inquiry & Practice. London: Sage Publications.