

<b>ID</b>	3552
<b>Curricular Unit</b>	Educational Research
<b>Regent</b>	António José Mendes Rodrigues
<b>Learning Outcomes</b>	<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>
<b>Syllabus</b>	<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>
<b>Evaluation</b>	<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"> <li>1) Select a problem considered fundamental and of priority resolution by the school community.</li> <li>2) Define a strategy for the exploration/revision of the literature.</li> <li>3) Each element of the group review and present orally three articles.</li> <li>4) Development of a research instrument that can give answers to the starting question.</li> <li>5) Individual test on all contents of the curriculum unit.</li> </ol> <p>Final Classification = <math>(T1 + T2 + T3 + T4 + 4 * T5) / 8</math></p>

## **Bibliography**

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