

<b>ID</b>	638
<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**

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