



## Course Unit: 9853336 - Educational Research Methodologies

Year 2 Semester 2 ISCED Code: 142 ECTS: 2,0

Type of Course Unit: Compulsory Delivery Mode: Face-to-face Language of Instruction: Portuguese

COURSE COORDINATOR: José Pereirinha Ramalho

### HOURS OF WORK

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
50	5	25							20

Prerequisites (if applicable): Not Applicable

### LEARNING OUTCOMES (knowledge, skills and competence)

The student is expected to:

- understand the epistemological specificity of the educational field in scientific knowledge;
- be acquainted with different types of observation;
- contextualise the different observation types in educational research paradigms ;
- to create direct observation instruments;
- to create instruments to delineate the sociometric profile of the students in a class.

### CONTENTS

Epistemological issues. Configuration of the current levels of knowledge. Scientific knowledge and its features. Scientific research paradigms. The debate on the epistemological specificity in the educational field. Key moments in educational research.

Observation as a scientific method

Observation vs. experimentation. Observation forms and means

- Naturalist;
- Participative;
- Systematic. Sociometric analysis

Basic notion of sociometrics. Sociometric tests. The sociogram

### DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES

With this course, it is intended, at first, to allow students access to a body of knowledge about some of the epistemological principles of the founders of modern science, as well as reflections on some of the most important questions about the scientific status of the educational field. In a second step it is intended that the trainees acquire skills to characterize educational situations, making available to this end, a body of knowledge about some key tools and techniques of direct pedagogic observation. With the same purpose, an approach to socio-metric analysis will be made, enabling trainees to acquire knowledge so that they can situate the social position of their future students in the group class.

In compliance with the DL n.º 43/2007 art. 15º, this Curricular Unit arises in the context of "Training in Educational Research Methods."

## TEACHING METHODOLOGIES

Lectures; reading and discussion of texts; watching films extracts; building materials; presentation and discussion of research; debate and synthesis of ideas; oriented study.

## DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES

Given the regulatory profile of the Early Childhood Educator and Teacher of the 1st and 2nd cycles, the DL 43/2007 of 22 February and the specificities of this Curricular Unit, the methodologies employed privilege the scientific contents, without neglecting an educational component, ensuring the applicability of these concepts in the context of future professional activity of students.

Considering that this group of professionals will be one of the fundamental pillars of the formation of new generations, these methodologies are also intended to provide these students with skills in critical thinking and autonomy, that enhance the taste and the permanent need for improvement and updating through lifelong learning.

## EVALUATION METHODS

Individual written test

Group work (includes presentation and defense of it)

written examination

## MAIN BIBLIOGRAPHY

Amado, J. (Coord.) (2013). Manual de investigação qualitativa em educação. Coimbra: Imprensa da Universidade de coimbra.

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Boavida, J.; Amado, J. (2006). Ciências da Educação. Epistemologia, Identidade e Perspectivas. Coimbra: Imprensa da Universidade de Coimbra.

Conselho Editorial do IPBeja. (2012). Manual de Normas Obrigatórias Para a Elaboração de Documentos Institucionais e Trabalhos Académicos. Beja: IPBeja Editorial.

Esteves, M. (2003). A investigação enquanto estratégia de formação de professores. Lisboa: Instituto de Inovação Educacional.

Estrela, A. (1994). Teoria e Prática de Observação de Classes. Porto: Porto Editora.

Estrela, A. (1999). O Tempo e o Lugar das Ciências da Educação. Porto: Porto Editora.

Estrela, M. T.(2005). A Investigação Educacional à luz da Revista da SPCE, "Investigar em Educação". Comunicação ao VIII Congresso da SPCE. Castelo Branco

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