

<b>Updated On</b>	2018/09/25																														
<b>Curricular Year / Period</b>	2018/19 / S1																														
<b>Course</b>	Educação Pré-Escolar																														
<b>Curricular Unit</b>	Seminário de Orientação do Relatório de Estágio II																														
<b>Language(s) of Instruction</b>	Português ---																														
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>3</th><th>75</th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td><td>10</td><td></td><td></td><td></td><td>35</td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral								3	75	T	TP	PL	S	TC	E	O	OT						10				35
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<b>Prerequisites</b> <small>[Curricular Units that must precede and specific entry competences]</small>	Have performed the UC of PES prior to this.																														
<b>Learning outcomes</b> <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>The UC aims to continue monitoring and effective scientific guidance of students in the process of preparing their Supervised Teaching (PS) Final Practice Reports (RF).</p> <p>They are objectives:</p> <ul style="list-style-type: none"> <li>Integrate the research activities in the development of the Internship and, in particular, of the educational practice in the kindergarten;</li> <li>Implement the research project initiated at the UC of Research in Education in kindergarten, according to the scientific and methodological guidelines of the respective advisor as well as the stipulated in the regulations of the professional masters in force in the ESEP on the RF of PES;</li> <li>Apply knowledge acquired in the Research Unit in Education, in particular, in action-research dynamics;</li> <li>Demonstrate a critical and interrogative attitude about educational processes and realities in IE;</li> <li>Perform the research and understand how it can contribute to the improvement of educational actions;</li> <li>Exercise / Adopt a critical and ethical stance in research activity</li> </ul>																														
<b>Syllabus</b>	<p>1. Action research in early childhood education, particularly in kindergarten / pre-school.</p> <ul style="list-style-type: none"> <li>Action research as a process of monitoring the quality of kindergarten / preschool.</li> <li>Adequacy of the action research project to kindergarten / pre-school.</li> <li>Implementation of the action research project in the context of the kindergarten / pre-school internship (flexible planning, acting, reflecting, evaluating / validating, dialogue);</li> <li>Data collection in kindergarten / preschool.</li> <li>Data interpretation procedures and their use in improving educational practice.</li> </ul>																														
<b>Teaching methodologies (including assessment)</b> <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p><b>1 - Teaching methodologies</b></p> <p>The head of the UC intervened at the beginning 6 hours, and deepened in continuity with other UC, some knowledge about action research, especially at the level of project implementation. Depending on the research areas, each student is scientifically / methodologically oriented, in an individual seminar or in a small group, by the designated counselor. At the end of the UC is organized with all the actors, under the responsibility of the teacher in charge, the presentation / discussion of the work developed (4 hours).</p> <p><b>2 - Period assessment</b></p> <p>The evaluation of each student is the classification attributed by each supervisor on the action-research process carried out (construction / application capacity, methodological rigor, demonstrated ethics, use of the suggested criticism / orientation, relationship between the project and the educational practice in the garden of childhood).</p> <p><b>3 - Examination assesement</b></p> <p>Not applicable.</p>																														
<b>Bibliography</b>																															

## 1 - Main Bibliography

Afonso, N. (2005). Investigação naturalista em educação. Um guia prático. Porto: Edições Asa.  
Bardin, L. (2008). Análise de conteúdo. Lisboa: Edições 70.  
Bogdan, R., & Biklen, S. (1994). Investigação qualitativa em educação. Uma introdução à teoria e aos métodos. Porto: Porto Editora.  
Coutinho, C. P. (2015). Metodologia de investigação em Ciências Sociais e Humanas: Teoria e prática. Coimbra: Almedina.  
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Vilelas, J. (2009). Investigação. O processo de construção do conhecimento. Lisboa: Edições Sílabo.

## 2 - Complementary Bibliography

Bertram, T., & Pascal, C. (2009). Projeto Desenvolvendo a Qualidade em Parcerias. Lisboa: Ministério da Educação, Direção Geral de Inovação e Desenvolvimento Curricular.  
Carmo, H., & Ferreira, M. (1998). Metodologia da investigação. Guia para auto-aprendizagem. Lisboa: Universidade Aberta.  
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DeKetele, J., & Roegiers, X. (1999). Metodologia de recolha de dados. Fundamentos dos métodos de observações, de questionários, de entrevistas e de estudo de documentos. Lisboa: Instituto Piaget.  
Fortin, M. (2003). O Processo de Investigação: da Concepção à Realização. Loures: Lusociência. Edições Técnicas e Científicas, Ld.ª.  
McKernan, J. (1999). Investigación-acción y curriculum. Madrid: Morata.  
Mertens, D. M. (1998). Research methods in Education and Psychology: Integration diversity with quantitative & qualitative approaches. London: Sage Publication.

Outra bibliografia é indicada pelos orientadores em função de cada projeto.

## Special Situations

[Students with special status]

### 1 - Period assessment - Students with special status

In the beginning of the activities of the Curricular Unit, working students, or to whom any specific regime (duly proven) applies, provided that they can not meet the criteria set forth, must agree with the teachers an adequate regime of attendance and evaluation

### 2 - Examination assesement - Students with special status

Not aplicable.