

Updated On	2019/02/15																														
Curricular Year / Period	2018/19 / S1																														
Course	Educação e Protecção de Crianças e Jovens em Risco																														
Curricular Unit	Metodologias de investigação em educação																														
Language(s) of Instruction	Português Não aplicável																														
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>6</th><th>150</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>45</td><td></td><td></td><td></td><td></td><td></td><td>30</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								6	150	T	TP	PL	S	TC	E	O	OT				45						30
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Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable																														
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>1224/5000</p> <p>The main objectives of this Course are:</p> <p>i) Address epistemological, theoretical, methodological and technical aspects related to research in Social Sciences;</p> <p>ii) Provide trainees with solid competences in the field of initiation to research in Social Sciences.</p> <p>At the end of the Course, trainees must be able to:</p> <p>(i) Understand the importance of scientific research for the study of educational phenomena and for intervention in highly vulnerable children and young people;</p> <p>ii) To be able to formulate and problematize a research problem;</p> <p>iii) Understand the dynamics of articulation between theoretical model and methodological protocol;</p> <p>iv) Know how to plan the design of a research project;</p> <p>(v) identify and characterize the specificity, potentialities and limitations of different methods (quantitative and qualitative) of data collection;</p> <p>vi) Acquiring technical skills for data processing;</p> <p>(vii) develop the critical capacity required for data interpretation and analysis;</p> <p>viii) Reflect critically on the validity and reliability of the sources of data collection;</p> <p>ix) Identify and understand the ethical issues involved in research.</p>																														
Syllabus	<p>(1) Role and utility of scientific knowledge: problematization, investigation, intervention, mediation and action.</p> <p>(2) Research design and formulation of a problem: criteria, strategies and articulation between theoretical and methodological protocol.</p> <p>(3) Research and construction of bibliographic and documentary databases.</p> <p>(4) Quantitative and qualitative research methodologies: questionnaire, interview, life history, ethnographic observation.</p> <p>(5) Planning and construction of observation and data collection scripts and grids.</p> <p>(6) Research and field research in education, childhood and youth: ethical procedures and observation relationship.</p> <p>(7) Processing and analysis of data: organization and coding of materials; computer and statistical data processing; content analysis grids.</p> <p>(8) Presentation and critical analysis of projects (national and international) on education, priority educational territories and children and young people in situations of vulnerability.</p>																														
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>698/5000</p> <p>The teaching methodology includes classes of:</p> <p>(1) theoretical exposition of program content;</p> <p>(2) presentation, discussion and critical analysis of projects and results of research carried out at national and international level in the area of education, childhood, youth and vulnerability;</p>																														

(3) a practical approach focusing on the statistical treatment of data that will be exploited using computer resources and based on practical cases that allow the construction of quality databases, the use of appropriate techniques for different types of data and the consequent statistical analysis results;
(4) tutorial guidance for the preparation of a research plan / pre-project.

2 - Period assessment

Methodology of evaluation:

- (1) Elaboration of a research plan / pre-project to evaluate the skills acquired in relation to the objectives of the Curricular Unit (60%);
- (2) Elaboration of a practical activity that allows to evaluate the acquired competences regarding the statistical treatment of data of different types and the consequent analysis of the results (40%).

It will also take into account the quality and relevance of the active participation during the sessions, in a qualitative perspective.

3 - Examination assesement

Students can take an exam at the end of the semester if they do not obtain a positive evaluation during the continuous assessment

Bibliography

1 - Main Bibliography

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2 - Complementary Bibliography

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	<p>SILVA, Ana Alexandrino (2006) Gráficos e Mapas representação de informação estatística. Lisboa: Lidel Edições Técnicas, Lda.</p> <p>SPIEGEL, M. (1993). Estatística. São Paulo: Makron Books (Coleção Schaum).</p> <p>VICENTE, Paula; REIS, Elizabeth; FERRÃO, Fátima (2001). Sondagens A amostragem como factor decisivo de qualidade. Lisboa: Edições Sílabo.</p>
<p>Special Situations</p> <p>[Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>----</p> <p>2 - Examination assesement - Students with special status</p> <p>----</p>