

Updated On	2023/02/04																																										
Curricular Year / Period	2021/22 / S1																																										
Course	Educação Pré-Escolar																																										
Curricular Unit	Investigação em Educação																																										
Language(s) of Instruction	Português ---																																										
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>100</td> <td></td> <td>35</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>15</td> <td></td> </tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; 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									T	TP	PL	S	TC	E	O	OT	EC	4	100		35							15	
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Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Amélia De Jesus Gandum Marchão / ameliamarchao@ippportalegre.pt																																										
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	There is not.																																										
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<ol style="list-style-type: none"> 1 Recognize research as a foundation for the construction of knowledge in education; 2 Identify research paradigms applied to education, in particular the IE. 3 Identify types of studies as to approach, general objective and technical and data processing procedures. 4 Select appropriate data collection tools and procedures for EI research. 5 Identify specificities of research in early childhood education and with children. 6 Acquire knowledge to develop research projects in education. 7 Build a research project to develop in Practice and Supervised Teaching. 																																										
Syllabus	<p>Skills:</p> <ol style="list-style-type: none"> a) Associate reflection, critical attitude and research with the fundamentals of knowledge and educational practices, in particular. b) Mastering and using investigation techniques and procedures in education. c) Use scientific language rigorously. <ol style="list-style-type: none"> 1 Scientific knowledge: as a problem, as a process. Types of knowledge. Scientific knowledge and its characteristics. 2 Knowledge and scientific method: specific methods (historical, comparative, monographic, statistical, phenomenological). 3 Scientific research: theme selection and problem formulation, objectives 4 Research studies. Regarding the methodological approach (quantitative and qualitative), regarding the general objective (exploratory, descriptive, correlational), technical procedures (bibliographic studies, experimental studies, case study, ethnographic study, phenomenology, action research). 5 Instruments and procedures for data collection: scientific observation, interview, questionnaire. 6 Data processing and analysis: quantitative, qualitative. Triangulation 7 Specificities and research ethics in IE. 8 Research project. 																																										
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>The methodology aims to foster the assumption of reflexive, critical and investigative professionalism. It allows moments of teacher exposure, practical exercises, research, reflection and application, serving as examples studies in IE and experiences lived in PES. In TP sessions, along with the teacher's presentation, moments of interaction, research and reflexive analysis will be created, using different materials and resources, namely research in scientific databases. At OT moments they support / guide the students in the definition / construction of the research project to be developed in the PES, there may be articulation with the teachers who become the guiding.</p> <p>2 - Period assessment</p>																																										

	<p>The evaluation is formative and considers: research, analysis of materials presented in writing; research project. Evaluation criteria are: relevance and scientific substance of research and analysis; quality, timeliness, feasibility and rigor of the defined research project; appropriate use of scientific language.</p> <p>3 - Examination assesement</p> <p>Yes</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>AFONSO N. 2005 Investigação Naturalista Educação. Um guia prático Porto Asa Benson, J. B. (Ed.) (2020). Encyclopedia of Infant and Early Childhood Development. NY: Elsevier. eBook ISBN: 9780128165119 BOGDAN R etal. 1994 Investigação Qualitativa Educação: uma introdução à teoria e métodos Porto PEdit. DE KETELE J etal. 1999 Metodologia Recolha Dados. Fundamentos dos métodos observações, questionários, entrevistas e estudo de documentos Lisb IPIaget DENZIN N etal. 1994 Handbook of Qualitative Research London SPublic ESTRELA A. 2008 Teoria e Prática de Observação Classes. Uma estratégia formação professores Porto PEdit ESTRELA A. 2007 Investigação Educação. Teorias e Práticas Lisb Educa GRAUE M etal. 2003 Investigação Etnográfica com Crianças: teorias, métodos, ética Lisb FCGulbenk MÁXIMO-ESTEVEVES L. 2008 Visão Panorâmica Investigação-Ação Porto PEdit OLIVEIRA L etal. 2004 Investigação Educação. Abordagens conceptuais e práticas Porto PEdit SOUSA A. 2005 Investigação Educação Lisb Horizonte SPODECK B. 2002 Manual Investigação Ed Inf Lisb FCGulbenk TUCKMAN B. 2005 Manual Investigação Educação Lisb FCGulbenk VILELA, B. 2009 Investigação. O processo de construção do conhecimento. Lisb Sílabo</p> <p>2 - Complementary Bibliography</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>Students who are employed, or to whom other specific rules (duly proven) apply, provided that they can not meet the criteria set out above, must, at the beginning of the course's activities, agree with the teachers on an adequate frequency and evaluation regime.</p> <p>2 - Examination assesement - Students with special status</p> <p>Yes.</p>