

Updated On	2023/02/04																																									
Curricular Year / Period	2021/22 / S2																																									
Course	Educação Pré-Escolar																																									
Curricular Unit	Seminário de Orientação do Relatório de Estágio I																																									
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>2</td> <td>50</td> <td>0</td> <td>0</td> <td>0</td> <td>10</td> <td>0</td> <td>0</td> <td>0</td> <td>20</td> <td>0</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	2	50	0	0	0	10	0	0	0	20	0
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2	50	0	0	0	10	0	0	0	20	0																																
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>	This CU can only be attended by students who simultaneously attend the Supervised Nursery Practice and Intervention course.																																									
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>The Curricular Unit (CU) aims at monitoring and scientific guidance of students in the process of preparing their Final Internship Report (RFE), enrolled in the Supervised Teaching Practice (STP) component.</p> <p>Are goals:</p> <ul style="list-style-type: none"> To integrate research activities in the development of the internship and, in particular, the educational practice in the day care; To implement the research project initiated at the Educational Research CU, according to the scientific and methodological orientations of the respective advisor, as well as the stipulated in the regulations of professional master's degrees in force at ESECS on the Supervised Teaching Practice Final Report; To apply knowledge acquired in the Research CU in Education, in particular in action research dynamics; To demonstrate a critical and interrogative attitude about the educational processes and realities in early childhood education; To conduct research and understand how it can contribute to the improvement of educational actions; To exercise and adopt a critical and ethical posture in the investigative activity. 																																									
Syllabus	<p>1. The action research in early childhood education, particularly in day care.</p> <p>1.1 Action research as a process for monitoring daycare quality:</p> <ul style="list-style-type: none"> - Adequacy of the action research project to the day care center; - Implementation of the action research project in the context of the daycare internship (flexibly plan, act, reflect, evaluate / validate, dialogue); - Data collection in the day care; - Data interpretation procedures and their use in improving educational practice. 																																									
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>The responsible of the CU intervenes at the beginning 6 hours, and deepens in continuity with the CU of Research in Education, some knowledge about action research, especially in terms of project implementation.</p> <p>Depending on the research areas, each student is guided scientifically / methodologically, in an individual seminar or small group, by the designated advisor. At the end of the CU is organized with all stakeholders, under the responsibility of the teacher responsible, the presentation / discussion of the work (4 hours).</p> <p>2 - Period assessment</p>																																									

	<p>The assessment of each student is the rating given by each advisor on the action-research process performed (construction / application capacity, methodological rigor, demonstrated ethics, use of suggested criticism / orientation, relationship between the project and educational practice in day care) .</p> <p>3 - Examination assesement</p> <p>Not applicable.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>Afonso, N. (2005). <i>Investigação naturalista em educação. Um guia prático</i>. Porto: Edições Asa.</p> <p>Bardin, L. (2008). <i>Análise de conteúdo</i>. Lisboa: Edições 70.</p> <p>Bogdan, R., & Biklen, S. (1994). <i>Investigação qualitativa em educação. Uma introdução à teoria e aos métodos</i>. Porto: Porto Editora.</p> <p>Coutinho, C. P. (2015). <i>Metodologia de investigação em Ciências Sociais e Humanas: Teoria e prática</i>. Coimbra: Almedina.</p> <p>Graue, M. E., & Walsh, D. (2003). <i>Investigação etnográfica com crianças: teorias, métodos e ética</i>. Lisboa: Fundação Calouste Gulbenkian.</p> <p>Máximo-Esteves, L. (2008). <i>Visão panorâmica da investigação-ação</i>. Porto: Porto Editora.</p> <p>Morgado, J. C. (2013). <i>O estudo de caso na investigação em educação</i>. Santo Tirso: De Facto Editores.</p> <p>Oliveira-Formosinho, J. (2008). <i>A escola vista pelas crianças</i>. Porto: Porto Editora.</p> <p>Pardal, L., & Lopes, E. (2011). <i>Métodos e técnicas de investigação social</i>. Lisboa: Areal Editores.</p> <p>Sousa, A. (2005). <i>Investigação em Educação</i>. Lisboa: Livros Horizonte.</p> <p>Stake, R. (1999). <i>Investigación con estudio de casos</i>. Madrid: Morata.</p> <p>Vilelas, J. (2009). <i>Investigação. O processo de construção do conhecimento</i>. Lisboa: Edições Sílabo.</p> <p>2 - Complementary Bibliography</p> <p>Bertram, T., & Pascal, C. (2009). <i>Projeto Desenvolvendo a Qualidade em Parcerias</i>. Lisboa: Ministério da Educação, Direção Geral de Inovação e Desenvolvimento Curricular.</p> <p>Carmo, H., & Ferreira, M. (1998). <i>Metodologia da investigação. Guia para auto-aprendizagem</i>. Lisboa: Universidade Aberta.</p> <p>Dahlberg, G., Moss, P., & Pence, A. (1999). <i>Qualidade na educação da primeira infância. Perspectivas pós-modernas</i>. São Paulo: Artmed.</p> <p>DeKetele, J., & Roegiers, X. (1999). <i>Metodologia de recolha de dados. Fundamentos dos métodos de observações, de questionários, de entrevistas e de estudo de documentos</i>. Lisboa: Instituto Piaget.</p> <p>Estrela, A. (2008). <i>Teoria e prática de observação de classes. Uma estratégia de formação de professores</i>. Porto: Porto Editora.</p> <p>Fortin, M. (2003). <i>O Processo de Investigação: da Concepção à Realização</i>. Loures: Lusociência. Edições Técnicas e Científicas, Ld.ª.</p> <p>McKernan, J. (1999). <i>Investigación-acción y curriculum</i>. Madrid: Morata.</p> <p>Mertens, D. M. (1998). <i>Research methods in Education and Psychology: Integration diversity with quantitative & qualitative approaches</i>. London: Sage Publication</p> <p>Another bibliography is indicated by the advisors according to each project.</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>Working students, or to which any other specific regime (duly proven) applies, as long as they cannot meet the above criteria, should, at the beginning of the CU's activities, agree with the teachers an appropriate attendance and evaluation regime.</p> <p>2 - Examination assesement - Students with special status</p> <p>Not applicable.</p>