

Updated On	2023/09/14										
Curricular Year / Period	2023/24 / S1										
Course	Special Education										
Curricular Unit	Methodology of Educational Research										
Language(s) of Instruction	Português Não aplicável										
ECTS/tempo de trabalho (horas)	ECTS	Total	Horas de contacto semestral								
	6	150	T	TP	PL	S	TC	E	O	OT	EC
				45						30	
	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.										
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	João Emílio Alves / j.alves@ipportalegre.pt										
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>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>										
Sustainable Development Goals											
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)	<p>1 - Teaching methodologies</p> <p>The teaching methodology includes classes of:</p>										

<p>[Specify the types of assessment and the weights and evaluation criteria]</p>	<p>(1) theoretical exposition of program content; (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; (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.</p> <p>2 - Period assessment</p> <p>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%).</p> <p>It will also take into account the quality and relevance of the active participation during the sessions, in a qualitative perspective.</p> <p>3 - Examination assessment</p> <p>All students benefit from the possibility of succeeding the UC through an examination if they do not obtain a positive evaluation in the frequency evaluation regime.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>ALBARELLO, Luc (1997) <i>Práticas e Métodos de Investigação em Ciências Sociais</i>. Lisboa : Gradiva. BARDIN, L. (1991). <i>A Análise de Conteúdo</i>. Lisboa: Edições 70. BERTAUX, Daniel (1996) <i>Les Récits de Vie</i>. Paris: Nathan. BRYMAN, A. & CRAMER, D. (2003) <i>Análise de Dados em Ciências Sociais</i>. Oeiras: Celta. CONDE, Idalina (1993). <i>Falar da vida</i>. Sociologia - Problemas e Práticas. Nº 34. 199-222. DANIC, Isabelle & Julie DELALANDE, Patrick RAYOU (2006) <i>Enquêteur auprès d'Enfants et de Jeunes. Objets, Méthodes et Terrains de Recherche en Sciences Sociales</i>. Rennes: PUR FIELD, Andy (2013). <i>Discovering Statistics Using IBM SPSS Statistics Fourth Edition</i>. London. SAGE Publications. GHIGLIONE, R. & MATALON, B. (1993). <i>O Inquérito: teoria e prática</i>. Oeiras: Celta. KAUFMANN, Jean-Claude (2007) <i>L'Entretien Compréhensif</i>. Paris: Armand Colin. LESSARD HÉBERT, M.; GOYETTE, G.; BOUTIN, G. (1994). <i>Investigação Qualitativa: fundamentos e práticas</i>. Lisboa: Instituto Piaget. MARÓCO, João (2014). <i>Análise Estatística com o SPSS Statistics (6.ª edição)</i>. Pêro Pinheiro: Report Number. MARTINS, C. (2011). <i>Manual de Análise de Dados Quantitativos com Recurso ao IBM SPSS: Saber decidir, fazer, interpretar e redigir (1ª edição)</i>. Braga: Psiquilíbrios Edições. MAXWELL, Joseph A. (2009) <i>La Modélisation de la Recherche Qualitative</i>. Friburgo: Academic Press Fribourg. PIETTE, Albert (1996) <i>Ethnographie de l'Action. L'observation des détails</i>. Paris: Métailié.</p> <p>2 - Complementary Bibliography</p> <p>BOUDON, R. (1998). <i>Les méthodes en sociologie</i>. Paris: Presses Universitaires de France. GOETZ, J. P. & LeCOMPTE, M. D. (1988). <i>Etnografia y Diseno Cualitativo en Investigación Educativa</i>. Madrid: Morata. GUERRA, Isabel (2006). <i>Pesquisa Qualitativa e Análise de Conteúdo. Sentidos e Formas de Uso</i>. Cascais: Principia Publicações Universitárias e Científicas. GUERRA, Isabel (2000). <i>Fundamentos e Processos de Uma Sociologia da Acção. O Planeamento em Ciências Sociais</i>. Cascais: Principia Publicações Universitárias e Científicas. GUIMARÃES, R. & CABRAL, J. (1999). <i>Estatística</i>. Amadora: Editora McGraw-Hill de Portugal Lda. HILL, Manuela Magalhães & HILL, Andrew (2012) <i>Investigação por Questionário</i>. Lisboa: Edições Sílabo. HOGG, R. & TANIS, E. (2006). <i>Probability and Statistical Inference</i>. Prentice Hall. JOHNSON, R. (1992). <i>Elementary Statistics</i>. Boston: PWS-KENT Publishing Company. LARSON, R. & FARBER, E. (2006). <i>Elementary Statistics: Picturing the World</i>. Prentice Hall. LAZARSELD, Paul (1974). <i>A Sociologia</i>. Lisboa: Bertrand. LEE, Raymond (2002). <i>Métodos Não Interferentes em Pesquisa Social</i>. Lisboa: Gradiva. MANSFIELD, E. (1986). <i>Basics Statistics with Applications</i>. New York: W. W. Norton & Company, Inc. QUIVY, R. & Van CAMPENHOUDT, L. (1992). <i>Manual de Investigação em Ciências Sociais</i>. Lisboa: Gradiva.</p>

	<p>PAIS, José Machado (2001) Ganchos, Tachos e Biscates. Jovens, Trabalho e Futuro. Porto: Ambar. REIS, E.; MELO, P.; ANDRADE R.; CALAPEZ T. (1997). Estatística Aplicada. Lisboa: Edições Sílabo SCHNAPPER, Dominique (2000). A Compreensão Sociológica. Lisboa: Gradiva. SILVA, Ana Alexandrino (2006) Gráficos e Mapas representação de informação estatística. Lisboa: Lidel Edições Técnicas, Lda. SPIEGEL, M. (1993). Estatística. São Paulo: Makron Books (Coleção Schaum). VICENTE, Paula; REIS, Elizabeth; FERRÃO, Fátima (2001). Sondagens A amostragem como factor decisivo de qualidade. Lisboa: Edições Sílabo.</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status ----</p> <p>2 - Examination assesement - Students with special status ----</p>