

### Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

**Designação da Unidade Curricular / Curricular Unit:** [3181300259] Seminário de Investigação sobre as Práticas  
[3181300259] Seminar of Research on Practices

**Plano / Plan:** 2015/2016

**Curso / Course:** Ensino do 1.º Ciclo do Ensino Básico e de Matemática e Ciências Naturais no 2.º Ciclo do Ensino Básico

**Grau / Diploma:** Mestre

**Departamento / Department:** CEN - Ciências Exatas e Naturais

**Unidade Orgânica / Organic Unit:** Escola Superior de Educação de Viseu

**Área Científica / Scientific Area:** Prática de Ensino Supervisionada

**Ano Curricular / Curricular Year:** 2

**Período / Term:** S2

**ECTS:** 2

**Horas de Trabalho / Work Hours:** 0054:00

**Horas de Contacto/Contact Hours:**

(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0022:50	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

### Docente Responsável / Responsible Teaching

[2014] António Augusto Gaspar Ribeiro

### Outros Docentes / Other Teaching

[400040] António Manuel Bondoso Cardoso

### **Learning Outcomes of the Curricular Unit**

Develop a critical and reflective spirit in the face of one's own practice and teaching and learning situations.

Develop and analyze experiences and/or research and action projects related to educational practice.

Discuss, critically, contents and methodologies of research in education.

Discuss, communicate and integrate in their practices research results in education and didactics.

### **Learning Outcomes of the Curricular Unit (Lim:1000)**

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### **Syllabus (Lim:1000)**

1. Role of the research professor in a changing society context
2. Assumptions and processes of research on the practice itself in the field of research in education
3. Role of research on classroom-based practice in teacher professional development
4. Design and development of research processes on practices
5. Drafting and communication of research projects and reports

### **Demonstration of the syllabus coherence with the curricular units' learning objectives**

This curricular unit has as main objective, from the identification of the needs, problems and interests of the trainees, develop individual research proposals for the final traineeship report. It appears in close connection with the previous curricular units, especially with supervised teaching practices and specific didactics, as it is assumed that that research on practice is an important element of the teacher's professional development. The unit also intends to mobilise and to enhance knowledge and skills that the trainees acquired, in the curricular unit of Research Methodology in Education, facilitating the development of the individual work project.

### **Teaching Methodologies (Including evaluation; Lim:1000)**

Teaching methodologies include the analysis of situations and episodes of the practice itself, documents (writing, audio and video), personal and group reflection of fundamental themes of research in education and support for research tasks carried out by students. Since it is a seminar, experts from various areas are invited to deepen topics with relevance to the formation and development of research projects. The evaluation takes into account the accomplishment of the research work within the framework of the Final Internship Report, contemplating the development process and product obtained (report).

### **Demonstration of the coherence between the teaching methodologies and the learning outcomes**

Teaching methodologies aim at the emergence of an awareness of the role of research in the development of their practice, valuing knowledge of practice, practice and practice. The work to be carried out also allows for the critical and reflective approach of theoretical assumptions of research in concrete teaching-learning situations, with the guidance of teachers, in an interactive process knowledge, research and construction of research processes.

### **Bibliografia / Bibliography (Lim:1000)**

«Bibliografia de Consulta para a página da Escola»

Anderson, G. L., Herr, K., & Nihlen, A. S. (2007). *Studying your own school. An educator's guide to practitioner action research* (2nd ed.). Thousand Oaks: Corwin Press.

Cochran-Smith, M., & Lytle, S. L. (Eds.). (2009). *Inquiry as stance. Practitioner research for the next generation*. Nova Iorque: Teachers College Press.

Diniz-Pereira, J. E., & Zeichner, K. M. (Eds.). (2008). *A pesquisa na formação e no trabalho docente*. Belo Horizonte: Autêntica.

Hollenbach, N., & Tillmann, K.-J. (Eds.). (2011). *Teacher research and school development. German approaches and international perspectives*. Farmington Hills: Barbara Budrich.

Noffke, S., & Somekh, B. (Eds.). (2009). *The SAGE handbook of educational action research*. Londres: SAGE.

Ponte, J. P. (2004). *Pesquisar para compreender e transformar a nossa própria prática*. *Educar em Revista*, 24, 37-66. Disponível a 4/10/2014 em [http://www.educ.fc.ul.pt/docentes/jponte/artigos-por-temas.htm#Investigar a nossa propria](http://www.educ.fc.ul.pt/docentes/jponte/artigos-por-temas.htm#Investigar+a+nossa+propria).