

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

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[31816005] Investigação em Educação Especial [31816005] Research in Special Education		
<b>Plano / Plan:</b>	2014/2015		
<b>Curso / Course:</b>	Educação Especial, Área de Especialização Domínio Cognitivo e Motor Special Education, specialization area Cognitive and Motor Domain		
<b>Grau / Diploma:</b>	Mestre		
<b>Departamento / Department:</b>	PCE - Psicologia e Ciências da Educação		
<b>Unidade Orgânica / Organic Unit:</b>	Escola Superior de Educação de Viseu		
<b>Área Científica / Scientific Area:</b>	Psicologia		
<b>Ano Curricular / Curricular Year:</b>	1		
<b>Período / Term:</b>	S1		
<b>ECTS:</b>	5		
<b>Horas de Trabalho / Work Hours:</b>	0140:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0030:00	(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

[2238] Rosina Inês Ribeiro De Sá Fernandes

### Outros Docentes / Other Teaching

[2238] Rosina Inês Ribeiro de Sá Fernandes

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

1. Understand the contribution of research in the production of scientific knowledge; 2. Distinguish methodological paradigms and assumptions; 3. Know the phases of the research process and the role of the researcher attending the ethical aspects; 4. Identify and use different types of research methodologies common in special education; 5. Analyze scientific papers attending the standards and aspects of methodological rigor; 6. Use reference norms internationally accepted in the conduction of research studies and in the writing of scientific papers.

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

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

1) Fundamentals of research 1.1. Conceptualization of research and characterization of scientific knowledge; 1.2. Research paradigms and their methodological assumptions: qualitative and quantitative methods; 1.3. Stages of the research process. Brief reference to the collection and data analysis techniques. 1.4. The role of the researcher; 1.5. Ethical aspects in research 2) Research in special education 2.1. Case Study 2.2. Action Research 2.3. Single Case Research 2.4. Other types of studies in special education 3) Writing scientific papers 3.1. Critical analysis of information; 3.2. APA norms for publication 3.3. Software to support literature management.

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

This curricular unit explores in its first point of the syllabus, the fundamentals of research. The initial approach to research will contribute to the development of the first three competences. The second point includes contents more specific to the training profile of this master degree. It will be explored the different types of studies developed in special education, in order to promote the acquisition of competence four. The syllabus approach ends focusing on issues surrounding the drafting of rigorous research papers. This final approach aims to develop competences five and six. In general, this curricular unit aims to become a first contact with research in special education, preparing the students for the design and implementation of the project that will be developed later in this degree course.

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

The teaching methodology will include moments of theoretical exposure necessary to the development of declarative competences. Practical classes will be necessary to solve concrete problems from professional practice conducting tasks that enable the application of knowledge addressed in theoretical lectures and the experimentation of the process inherent to scientific research. Evaluation includes two mandatory elements: a test (70%) and work(s) within the practical component (30%). In exams there is the possibility of oral test in accordance with the actual Regulation. Teacher will define its procedure.

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

This curricular unit aims to contribute for the formation of attitudes of critical questioning towards professional reality for which the theoretical exposure of concepts and assumptions is fundamental promoting the development of the six competences defined. The appropriation of these contents will be certainly valued if it's based on concrete situations of professional practice in special education. On the other side, the acquisition of specific non declarative skills is more effectively achievable through practical experience. These tasks will be performed in order to put in practice the theoretical knowledge as well as experience the stages of research process based on concrete problems of special education, culminating in the rigorous writing of scientific papers.

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

Amado, J. (2017). Manual de investigação qualitativa em educação. Imprensa da Universidade de Coimbra.

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Bryman, A. (2021). Social Research Methods (6th ed.). Oxford University Press.

Coutinho, C. (2018). Metodologia de investigação em ciências sociais e humanas: Teoria e prática (2ª ed.). Edições Almedina.

Gonçalves, J., Marques, C., & Gonçalves, S. (2021). Manual de investigação qualitativa - conceção, análise e aplicações. Pactor.

Punch, K. (2013). Introduction to social research: Quantitative and qualitative Approaches (3 rd edition). SAGE Publications.

Tuckman, B. (2012). Manual de Investigação em Educação (4ª ed.). Fundação Calouste Gulbenkian.

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