

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[31816010] Investigação aplicada ao projeto [31816010] Project research		
Plano / Plan:	2014/2015		
Curso / Course:	Educação Especial, Área de Especialização Domínio Cognitivo e Motor Special Education, specialization area Cognitive and Motor Domain		
Grau / Diploma:	Mestre		
Departamento / Department:	PCE - Psicologia e Ciências da Educação		
Unidade Orgânica / Organic Unit:	Escola Superior de Educação de Viseu		
Área Científica / Scientific Area:	Ciências da Educação		
Ano Curricular / Curricular Year:	1		
Período / Term:	S2		
ECTS:	10		
Horas de Trabalho / Work Hours:	0280:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0030:00	(OT) Orientação Tutorial/Tutorial Orientation:	0020:00
(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

[2011] Ana Paula Pereira Oliveira Cardoso

Outros Docentes / Other Teaching

[2011] Ana Paula Pereira Oliveira Cardoso

[2039] Henrique Manuel Pereira Ramalho

[2182] Sara Maria Alexandre e Silva Felizardo

Learning Outcomes of the Curricular Unit

- Understand the different stages of the scientific investigation process.
- Know techniques and tools for analyzing social reality.
- Develop practical skills in scientific research.
- Develop a critical attitude towards research results.
- Correctly develop a scientific research project.

Learning Outcomes of the Curricular Unit (Lim:1000)

- Understand the different stages of the scientific investigation process.
- Know techniques and tools for analyzing social reality.
- Develop practical skills in scientific research.
- Develop a critical attitude towards research results.
- Correctly develop a scientific research project.

Syllabus (Lim:1000)

1. The scientific investigation process
 - 1.1. The main stages of this process and their relationship with the sections of a scientific article.
 - 1.2. The identification and statement of the problem. Variable and types of variables. Operational definitions.
 - 1.3. Formulation of hypotheses and literature review.
 - 1.4. Research plan.
 - 1.5. The credibility of scientific research: validity and reliability.
2. Data collection
 - 2.1. Sampling methods. The representativeness and size of the sample.
 - 2.2. Main data collection techniques: observation; interview; quiz; documentary research.
3. Data analysis and interpretation
 - 3.1. Descriptive and inferential statistics in quantitative data analysis.
 - 3.2. Content analysis: objectives and organization.
 - 3.3. The theoretical argumentation in the face of the data obtained.
4. The research project
 - 4.1. Elements for planning a scientific investigation.
 - 4.2. Problems and strategies related to the writing of the research project.

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

In point 1, we intend to analyze the different stages of the scientific investigation process, with a view to the development of competencies for its operationalization. In point 2, we analyze and discuss the main methods and techniques of data collection and in point 3 ways of analysis and treatment are discussed for the information obtained. In point 4, questions related to the elaboration of a research project are dealt with scientifically. In short, the stated contents seek to develop knowledge and skills for the elaboration of a research project, as well as promote a reflective and critical attitude towards the information to be collected and its legitimate use.

Teaching Methodologies (Including evaluation; Lim:1000)

The methodology to be used in the classes includes the theoretical exposition of essential themes and the framework of research methodologies, the carrying out of practical work to consolidate research skills, the consultation of documents and the analysis and critical reflection of them, as well as the debate and exchange of ideas.

The assessment includes carrying out a written, individual research project, with oral presentation, on a topic within the scope of Special Education, with a weighting of 70%, and carrying out group work, developed during the sessions, with a weighting of 70%. of 30% in the final evaluation.

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

With these diverse methodologies, we seek to cover the variety of objectives to be achieved in this curricular unit, particularly concerning the acquisition and enhancement of knowledge, the development of the reflective and critical capacity of students, and the strengthening of practical skills essential to the elaboration/ preparation of scientific works. The assessment focuses on individual and group work, as well as oral and written contributions, seeking to observe to a wide range of competencies of a methodological order.

Bibliografia / Bibliography (Lim:1000)

American Psychological Association (2020). *Publication Manual of the APA* (7.^a ed.). APA.

Almeida, L., & Freire, T. (2008). *Metodologia da investigação em Psicologia e Educação* (5.^a ed.). Psiquilíbrios.

Bardin, L. (2018). *Análise de conteúdo*. Edições 70.

Bell, J. (1993). *Como realizar um projeto de investigação* (2.^a ed.). Open University Press.

Cardoso, A. P. (2014). *Inovar com a investigação-ação*. Imprensa da UC.

Carmo, H., & Ferreira, M. (2008). *Metodologia da investigação* (2.^a ed.). Universidade Aberta.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7.^a ed.). Routledge.

Drew, C. J., & Hardman, M. L. (1985). *Designing and conducting behavioural research*. Pergamon Press.

Fortin, M.-F. (2003). *O processo de investigação: Da concepção à prática* (3.^a ed.). Lusociência.

Ghiglione, R., & Matalon, B. (2001). *O inquérito: Teoria e prática* (4.^a ed.). Celta Editora.

McMillan, J. H., & Schumacher, S. (1989). *Research in Education*. Scott, Foresman and Company.

American Psychological Association (2019). *Publication Manual of the APA* (7.^a ed.). APA.

Almeida, L., & Freire, T. (2008). *Metodologia da investigação em Psicologia e Educação* (5.^a ed.). Psiquilíbrios.

Bardin, L. (2018). *Análise de conteúdo*. Edições 70.

Bell, J. (1993). *Como realizar um projeto de investigação* (2.^a ed.). Open University Press.

Cardoso, A. P. (2014). *Inovar com a investigação-ação*. Imprensa da UC.

Carmo, H., & Ferreira, M. (2008). *Metodologia da investigação* (2.^a ed.). Universidade Aberta.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7.^a ed.). Routledge.

Drew, C. J., & Hardman, M. L. (1985). *Designing and conducting behavioural research*. Pergamon Press.

Fortin, M.-F. (2003). *O processo de investigação: Da concepção à prática* (3.^a ed.). Lusociência.

Ghiglione, R., & Matalon, B. (2001). *O inquérito: Teoria e prática* (4.^a ed.). Celta Editora.

McMillan, J. H., & Schumacher, S. (1989). *Research in Education*. Scott, Foresman and Company.