

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

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[3181200606] Metodologia da Investigação em Desporto [3181200606] Research Methodology in Sport		
<b>Plano / Plan:</b>	2007/2008		
<b>Curso / Course:</b>	Desporto e Atividade Física Sport and Physical Activity		
<b>Grau / Diploma:</b>	Licenciado		
<b>Departamento / Department:</b>	CDM - Ciências do Desporto e Motricidade		
<b>Unidade Orgânica / Organic Unit:</b>	Escola Superior de Educação de Viseu		
<b>Área Científica / Scientific Area:</b>	Ciências do Desporto		
<b>Ano Curricular / Curricular Year:</b>	1		
<b>Período / Term:</b>	S1		
<b>ECTS:</b>	4		
<b>Horas de Trabalho / Work Hours:</b>	0108:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0060:00	(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

[2038] Francisco Emiliano Dias Mendes

### Outros Docentes / Other Teaching

[2038] Francisco Emiliano Dias Mendes

[47622] António Manuel Tavares Azevedo

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

Contribute to the awareness of students about the importance of scientific research in the context of their professional activity; Develop the levels of student autonomy in the field of scientific research, in terms of their professional activity or in the level of the production of knowledge; Promote the understanding and critical analysis of scientific work published in specialty journals.

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

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

#### 1. Methodological Basis of Sports Science Research

##### 1.1 Sports research

##### 1.2 The different paradigms and their methodological assumptions

##### 1.3 Sports research methodologies

#### 2. The stages of the research process

2.1 The literature review: bibliographic databases as a fundamental element in this stage of the research process. The support of computer applications for managing and sharing bibliographic information, taking B-On and Zotero as examples.

##### 2.2 Selecting the problem.

##### 2.3 Building the hypotheses.

##### 2.4 Identifying and classifying the variables: VD, VI, VM and VC

##### 2.5 Manipulating and controlling variables.

##### 2.6 The process of constructing research designs.

##### 2.7 The sample, types and their characteristics

##### 2.8 Observation and measurement processes

##### 2.9 The construction and use of surveys

#### 3 Collecting and analysing data

##### 4.Statistical analysis. Brief reference to SPSS

#### 5 Preparing the research report and APA standards (7th edition)

#### 6. The case study

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

The syllabus aims to familiarise students with the research process. From the paradigms of research/review of the literature, (enabling students to assess the importance of research within the framework of their professional activity and which is subsumed in items 1 and 2 (part 1) of the syllabus).

The fundamental elements for developing a research process (summarised in the second competency and linked to syllabus items two (part 2) and three), whether this takes the form of producing knowledge or improving their professional activity.

The c.u. also aims to equip students with the ability to produce a research report, as well as to critically analyse scientific articles in terms of their formal aspects, which can be seen in the third competence and in items 4 and 5 of the syllabus.

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

The lessons are aimed at appropriating concepts, principles, conditions, procedures and ways of interpreting the processes involved in the research phases. The applied dimension of the course is centred on professional practice, with individual and group worksheets, as well as the critical analysis of scientific articles.

1. Normal assessment: this involves the student taking two assessment periods, weighted 1/3 and 2/3 respectively.) The student is considered to have passed if the average mark  $\geq 9.5$ , and in none of the assessment moments can the mark obtained be less than 5.

2. Special Assessment: students under these conditions must contact the teacher within the first 15 days of classes in order to establish the assessment process.

3 - Final exam and/or appeal.

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

The learning objectives are of two types: declarative and procedural. In this sense, the methodology adopted aims, in some classes, to develop fundamental concepts in the field of research and, in other classes, it is sought to materialize it, in particular through the resolution of work sheets, individual and group. In this matter, particular emphasis was placed on the literature review (through Zotero), on the formulation of the problem, hypotheses, variables (dependent and independent), on the sample, on scales as well as on data collection instruments (especially the inquiry and observation). The evaluation of the curricular unit, organized in an equitable way distributed throughout the semester (first and second moment of evaluation) requires the student to pay attention and permanent study.

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

- APA (2020). *Manual of the American Psychological Association*, 7th Ed.
- Armour, K., & MacDonald, D. (2012). *Research methods in physical education and youth sport*. Routledge.
- Arnold, B., & Schilling, B. (2016). *Evidence Based Practice in Sport and Exercise: A Practitioners Guide to Using Research*. Davis Company.
- Ary, D. et al. (2019). *Introduction to research in education*. Holt, Rinehart and Winston.
- Camerino, O., Castaner, M., & Anguera, T. (2012). *Mixed methods research in the movement sciences: case studies in sport, physical education and dance*. Routledge.
- Gratton, C., Jones, D., & Jones, I. (2015). *Research Methods for Sports Studies*. 3 Ed. Routledge.
- Nelson, L., Groom, R., & Potrac, P. (2014). *Research methods in sports coaching*. Routledge.
- Thomas, J., Nelson, J., & Silverman, S. (2011). *Research methods in physical activity*. Human Kinetics.
- Tuckman, B. (1994). *Manual de investigação em educação*. FKG.