

Course Unit	Professional Development and Research in Education	Field of study	General Education
Master in	Teaching English in The First Cycle of Basic Education	School	School of Education
Academic Year	2017/2018	Year of study	1
Type	Semestral	Semester	1
Workload (hours)	108	Contact hours	T - , TP 28, PL - , TC - , S - , E - , OT 8, O -
Level	2-1	ECTS credits	4.0
Code	5043-558-1202-00-17		

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Graça Margarida Medeiros Teixeira e Santos, Sofia Marisa Alves Bergano

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Reflect on the ethical and civic dimension of the teaching activity, from the current school reality.
2. Acknowledge professional development as an ongoing training process, lifelong.
3. Value the professional socialization and the personal and interactional dimension as relevant aspects in the construction of teacher professionalism.
4. Relate the teacher's professional development with other areas of research in education.
5. Justify the need to analyse educational situations from a research point of view.
6. Understand the field of education as a domain of praxiological knowledge.

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable.

Course contents

1. Being a teacher/educator. 2. Professional development of teachers. 3. Research in Education. 4. Transformative research.

Course contents (extended version)

1. Being a teacher/educator.
 - The teacher and the mass school.
 - From student to teacher and the cycles of the teaching career.
2. Professional development of teachers.
 - Profession; competence, knowledge and professional identity; and the professional development.
 - Theory and research: school development, curriculum innovation, education and professionalism.
 - Models and processes for professional development of teachers.
3. Research in Education.
 - The research models focused on context and action.
 - The nature of the emerging data from contexts and action.
4. Transformative research.
 - Change focused on critical analysis of educational situations.
 - Research as a central strategy of promoting self-reflection and self-development.

Recommended reading

1. Alvesson, M. & Sköldberg, K. (2009). Reflexive Methodology – New Vistas for Qualitative Research. London: Sage Publications.
2. Denzin, N. & Lincoln, Y. (Eds.) (2011). The Sage Handbook of Qualitative Research (fourth edition). London: Sage Publications.
3. Flores, M. A. & Coutinho, C. (Org.) (2014). Formação e trabalho docente. Tendências e desafios atuais. Vol. 1. Coleção Practicum - Ciências da Educação. Santo Tirso: De Facto Editores.
4. Formosinho, J., Machado, J., & Mesquita, E. (2014). Luzes e sombras da formação contínua. Entre a conformação e a transformação. Ramada: Edições Pedagogo.
5. Mesquita, E. (2013). Competências do Professor. Representações sobre a formação e a profissão. Lisboa: Edições Sílabo.

Teaching and learning methods

Oral Presentation, discussion/debate, presentation of conceptual schemes that allow problematizing relevant educational topics; Working Group.

Assessment methods

1. Continuous evaluation: - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 70% (Written test, summative, on the content taught.)
 - Development Topics - 30% (Critical review of a scientific paper, prepared in group (50%) and presented individually (50%).)
2. Exam: - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (Written exam.)

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

Graça Margarida Medeiros Teixeira e Santos, Sofia Marisa Alves Bergano	Sofia Marisa Alves Bergano	Elisabete Rosário Mendes Silva	António Francisco Ribeiro Alves
13-10-2017	16-10-2017	24-10-2017	27-10-2017