

**COURSE UNIT INFORMATION SHEET (SYLLABUS)**  
**2023/2024**

Study Programme: Master Course in Psychology of Education and Counseling

<p><b>Name</b> Dissertation in Educational Psychology and Counseling</p>
<p><b>Teaching staff</b> Ana Margarida Veiga Simão (Professor in charge), Odília Teixeira, Maria João Alvarez, Paula Costa Ferreira, Alexandra Barros, Dulce Gonçalves, Nádía Pereira, Isabel Janeiro, António Duarte.</p>
<p><b>ECTS</b> 30 ECTS</p>
<p><b>Functioning</b> Annual 2nd Year/1st and 2nd Semester UC mandatory for the master's degree in Psychology of Education and Counseling Theoretical and Practice classes. Tutoring classes.</p>
<p><b>Learning goals</b></p> <p>The Dissertation Seminar aims to support the acquisition and deepening of knowledge and the development of research skills as defined for the master's degree. In line with EuroPsy standards, students are expected to develop knowledge and research skills needed to be able to critically read the literature in their area of expertise to undertake research projects with autonomy and to conduct future work evaluations and interventions. Among these skills are: knowing how to ask research questions, develop hypotheses and choose research designs, composing a review of the literature on a theme, dealing with qualitative or quantitative data, knowing how to discuss results, how to write a research report according to APA standards, how to communicate orally, and how to defend the options taken.</p>
<p><b>Skills to be developed</b></p> <p>Adopt a scientific attitude towards the educational phenomenon Critically analyze scientific texts Apply data processing techniques with rigor Plan, conduct and evaluate research projects in Educational and Vocational Psychology Scientific Writing</p>
<p><b>Prerequisites (precedences) *</b></p> <p>Not applicable</p>
<p><b>Contents</b></p> <p>A. The most appropriate content for the current research is selected, and will be further developed and deepened, from this general program:</p> <p>I. Scientific research in Educational Psychology</p>

1. Scientific research and psychological intervention
  2. The stages of scientific research: from the formulation of the problem to the preparation of the scientific report
  3. Reading, interpretation and critical analysis of research
  4. Code of Ethics of the Portuguese Psychologists Order. RAPI: ethical assumptions and integral elements
- II. Research methodologies
- 1 Quantitative research designs: quasi-experimental studies; Correlational Studies (Cross; Longitudinal); Differential studies. Quantitative data collection methods.
  2. Introduction to qualitative methods and research design: ethnography, case study, biographical methods, action-research. Phases of qualitative research.
  3. Data collection techniques: questionnaire, interview and observation
  - 4- Qualitative (e.g., content analysis) and quantitative (e.g., inferential analysis, correlation) data analysis techniques
  5. Single case studies
  6. Program evaluation
- III Scientific Writing
- B .Individual tutorial of individual empirical study

### **Bibliography**

- Almeida, L., & Freire, T. (2008). Metodologia da investigação em psicologia e educação (5ª ed.). Braga: Psiquilíbrios.
- Amado, J. (Ed.) (2017). Manual de investigação qualitativa em educação (3ª ed.). Coimbra: Imprensa da Universidade de Coimbra.
- Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education (6ª ed.). London: Routledge.
- Flick, U. (2005). Métodos qualitativos na investigação científica. Lisboa: Monitor.
- Graziano, A. M., & Raulin, M. L. (2007). Research methods: A process of inquiry (6ª ed.). Boston, MA: Pearson Allyn e Bacon.
- Johnson, B., & Christensen, L. (2004). Educational research: Quantitative, qualitative, e mixed approaches (2ª ed.) Boston: Pearson Education.
- Maroco, J. (2014). Análise estatística com o SPSS Statistics. Pêro Pinheiro: Report Number.
- Patton, M. (2015). Qualitative research e evaluation methods. Sage Publications, Inc.
- Yin, R. (2014). Case study research: Design e methods. London: Sage Publications.
- A more specific bibliography list will be provided depending on the research projects.

### **Teaching methods**

An isomorphic line of work is expected in the seminar sessions, providing students with learning experiences that represent opportunities to develop the skills necessary to develop their dissertation. Oral presentation. Application exercises. Group and individual tutoring. Students attend the seminar research group and are simultaneously supervised in a tutorial regime by their dissertation supervisor throughout the year. The evaluation of the workshop sessions is of a qualitative nature and is to be considered in the final evaluation

of the dissertation. The Dissertation is the end result of a scientific work, starting with a question or problem, its theoretical and methodological conceptualization involves field work and results that produce new knowledge in a given scientific field. The final work involves public presentation, discussion and approval. Some seminar sessions are devoted to the presentation / discussion of the dissertation projects and reflection on ethical issues. Students are encouraged to attend the Research Seminar in Psychology at FPUL and CICPSI, which has as its main objective to internally disseminate research carried out by graduate, doctoral and post-doc students at the Faculty so that they are aware of the projects and the research results conducted by several lines of investigation.

**Evaluation Regimes (General and/or Alternative)**

The presentation and public defense of the dissertation: 100% (under the conditions required by the criterion of attendance). The final work can be presented in a scientific article format.

**Evaluation Elements**

The supervisors of the dissertations will be informed about the participation of students to the seminar sessions. The evaluation of student participation in the seminar sessions is of a qualitative nature and will later be considered in the development of the dissertation. It involves the oral presentation of the research project (at the end of the 1st semester or beginning of the 2nd semester), the provisional version of the theoretical framework and method (2nd semester) and execution of quantitative and / or qualitative analysis exercises. The presentation and public defense of the dissertation: 100% (under the conditions required by the criterion of attendance). The final work can be presented in a scientific article format.

**Rules for grade improvement**

Not applicable

**Rules for students having previously failed the course unit \***

Not applicable

**Requirements on attendance and punctuality**

The supervisors of the dissertations will be informed about the participation of students in the seminar sessions. The evaluation of student participation in the seminar sessions is of a qualitative nature which will later be considered in the development of the dissertation. Students according to the general system must attend 2/3 of the classes. Students according to the alternative system have no mandatory attendance.

**Rules for special students**

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) \* Not applicable

The supervisors of the dissertations will be informed about the participation of students in the seminar

sessions. The evaluation of student participation in the seminar sessions is of a qualitative nature which will later be considered in the development of the dissertation.

### **Language of instruction**

Portuguese, although reading in English is required.

### **Disciplinary violations and penalties**

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

\* If applicable