

RESEARCH METHODOLOGIES

Code: 2178

Main Scientific Area: Business management

Lecturer: Domingos Lourenço Vieira

Language of Instruction: Portuguese

Regime: S1

Contact Hours: 30h Total Workload: 138h

ECTS: 6,0

Objectives

This Curricular unit aims to provide, on the one hand, knowledge of theoretical concepts inherent in scientific knowledge and, on the other hand, provide the methodological tools essential to the scientific research process. It is intended, therefore, achieve a knowledge of the different types of methods and scientific research techniques aimed at developing support methodological skills, technical, scientific and stylistic the work within a scientific dissertation, a work project or an internship of a professional nature of the final report object. I

Learning Outcomes

Among the competencies we seek:

- Identify problems in the research area
- To base the use of a certain methodology
- Building a research project
- Building information collection documents
- Analyze critically the results of research

Course Contents

I-The related methodology for research

- Concepts and conceptualizations

The place of the method in Research

The epistemological dimensions of research and method

- Research paradigms: positivism versus interpretivism
- Positivism and quantitative research model
- The interpretivism and qualitative research model

II-Conceptualization of the Research Process

- . Theories) and model (s) - definition and complexity levels
- . The role (s) theory (s) in the investigation process
- . Identify a problem
- . Definition of problematic
- . Construction of the analysis model

III-Research strategies and research models

- . Oriented strategies for the race-oriented strategies for the discovery
- . Matching the research strategies, empirical object and study purposes

. Relations between the strategies and investigative technique

IV-Logic Research

- The typical elements of a research cycle
- The conceptualization and operationalization in the investigation.
- The research plan. The key elements of a research plan

V-Analysis and Data Interpretation

- The quantitative data acquisition
- The acquisition of qualitative data
- Introduction to quantitative analysis
- Introduction to qualitative analysis

VI-Questions practices method: Writing Advice

- The text of the treatment area
- The drafting rules on the model of APA Titles; sections; the style; the quote; references.
- The organization of a Masters memory: Elements; importance and main function: Contents, abstracts. introduction ...
- Distinction between quotation, paraphrase and plagiarism; the importance of database records in a matter of scientific and ethica

VII-The project management

- Tools / techniques for managing the research project.
- The management of stress and locks

VIII-Presentation and evaluation of projects

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IX-Evaluation uc.

Recommended Bibliography

- Alferes, V. R. (2012). *Methods of randomization in experimental design*. Thousand Oaks, CA: Sage
- Baribeau, C., Royer, C., (2012), *Quelles qualités essentielles la recherche qualitative requiert-elle de la part du chercheur? Recherches qualitatives. Hors Série, n. 12, pp. 1-8. Les qualités essentielles du chercheur qualitatif*
- Bickman, L., Rog, D. J. (Eds.).(1998). *Handbook of applied social research methods*. Thousand Oaks, CA: Sage.
- Deshaiés, B. (1998). *Metodologia da Investigação em Ciências Humanas*. Instituto Piaget, Lisboa.
- Foddy, W. (1996). *Como Perguntar, teoria e prática da construção de perguntas em entrevistas e questionários*. Celta Editora, Oeiras.
- Freixo, M. J. V., (2009). *Metodologia Científica. Fundamentos, Métodos e Técnicas*, Instituto Piaget, Lisboa.
- Ketele, J-M. Rogiers, X. (1999), *Metodologia da recolha de dados*. Instituto Piaget, Lisboa.
- Klotz, A. Prakash, D. (2008). *Qualitative Methods in International Relations: A Pluralist Guide (Research Methods)*. Palgrave Macmillan.
- Leedy, P. D. Ormrod, J. E. (2004, 8ª ed.). *Practical Research: Planning and Design*, Prentice Hall.
- Magalhães, P. (2011). *Pedro, Sondagens, Eleições e Opinião Pública, Ensaios da Fundação Francisco Manuel dos Santos*. Lisboa, Relógio D'Água Editores.

Michel, J-L (2002).- Le mémoire de fin d'études dans les Ecoles supérieures de commerce -Paris : Ellipses.

Neale, J. M., Liebert, R. M. (1986, 4^a ed. 1995). Science and behavior: An introduction to methods of research. Englewood Cliffs, NJ: Prentice-Hall.

Poupart al (1997). La recherche qualitative. Enjeux épistémologiques et méthodologiques. Montreal, Gaetan Morin.

Quivy, R., Campenhoudt, L. V. (1998). Manual de Investigação em Ciências Sociais, Gradiva, Lisboa.

Santos, B. S. (1987). Um discurso sobre as ciências. Edições Afrontamento, Porto.

Wegener, C., Tanggaard, L. (2013). Supervisor and Student Co-Writing: An Apprenticeship Perspective, Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 14(3), Documento online consultado a 23 Novembro 2013

Learning and Teaching Methods

All syllabus seek to meet the implementation of the central purpose of UC as it aims to provide students with theoretical and methodological skills that would help them build, interpret and communicate, rigorous and scientifically appropriate way, the results of research processes.

The theoretical content exposure classes allow to provide students with detailed information on the practical use of scientific research, procedures necessary for the design, planning and design of an investigation, the formulation of criteria of a research problem and the main scientific and ethical problems related to the observation and data collection; On the other hand, identifying, characterizing and distinguishing different methods and collection techniques, data processing and analysis. The use of concrete examples of research projects designed to provide students already allow updated information on the 'state of the art 'of research related to various cross-cutting issues to the gestion of tourism. Apresentation of these materials allows familiarize students with practical examples of research to illustrate different problems and different strategies for collecting, processing and analyzing data. The practical guidance lessons enable a pedagogical relationship of closeness with students in order to guide the autonomous realization of a plan / pre-research project may be directed to your master's thesis.

Assessment Methods

The evaluation will be made according to the following criteria:

A written test that will contribute 20% to the final grade;

Completion of a practical work through the development of a research pre-project for the master's thesis or design of a project for technical and scientific stage - 80%.

Thus, the assessment takes into account the quality of participation in scheduled activities, as well as the results obtained in the product expressly designed for evaluation. This product consists of making an individual work in which the graduate student can start a process of reflection organized depending on the subject matter that eventually may turn out to be your master's thesis project. This work should be taken into account the issue of questioning of ability to investigate, presentation and setting (s) question (s) of departure; the appropriateness of the methodology and techniques of collection and processing of data more adjusted to the object of the search, as well as the construction, even though embryonic, the underlying scripts to these same techniques.

Obtaining 10.0 values gives approval in Curricular Unit