Faculty of Pedagogy and Psychology, University of Bialystok

Academic Year 2016/2017

Course: Research methods in education	ECTS Points:	
Course Code:		
Language: English		
Course description: optional course Currently, teachers are expected not only to have great expertise and implement effective pedagogical skills characterised by critical thinking, research and innovation, but also to examine the effectiveness of their own teaching practices. Besides, according to the present professional model of teacher education, teachers are requested to evince a strong research-oriented approach. It means that teachers should be both consumers and creators of the results of educational research. Therefore, student teachers should develop their knowledge and skills needed to conduct educational research. This course provides an introduction to research methods and research methodologies used in the area of educational sciences.		
Lecturer: Marta Kowalczuk-Walędziak, PhD		
Semester: Summer	Number of hours: 15 Lecture: xxxx Classes: 15	
Courses to be completed before enrollment to the course: xxxxxxx		
 Substantive content: Different types of research (paradigms) in education; The role of theory in educational research; The outline of qualitative research (types, purposes, data collection and analysis); The outline of quantitative research (types, purposes, data collection and analysis); Ethical dilemmas in educational research. 		
Lectures		Number of hours

Aim of the course:

The main objectives of this course are:

- * to present different types of research (paradigms) in education along with the examples of research projects;
- * to explain the main differences between qualitative and quantitative research methods in education;
- * to enhance students' knowledge and skills concerning research design, especially preparing theoretical frameworks, formulating research aims and problems, data collection and analysis, discussion and implications;
- * to show ethical dilemmas in educational research;
- * to develop students' skills of critical and innovative thinking.

Teaching methods:

- * class discussion,
- * small-scale exercises,

* critical review of research-based articles in educational journals

Literature:

Creswell, J. W. 2009. Research design, qualitative, quantitative and mixed-methods approaches. New York: Sage.

Erickan, K., and W. M. Roth. 2006. What good is polarizing research into qualitative and quantitative? *Educational Researcher* 35 (5): 14-23.

Lukenchuk, A. (ed.), 2013. Paradigms of research for the 21st Century. Perspectives and examples form practice. New York, Bern, Berlin, Bruxelles, Frankfurt, Oxford, Wien: Peter Lang.

Forms and conditions of credit:

The students are expected to:

* active participation in all classes;

* preparing a short oral presentation (max. 10 minutes = 2 pages) of an original research project related to the student's area of educational interest. The presentation should include the following elements: (1) the rationale and significance of study; (2) the main research problem(s); (3) hypothesis (if relevant); (4) description and explanation of general approach to the designed study.