

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.

Erickson, 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 from 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.