



# UNIVERSITY OF BIAŁYSTOK

## FACULTY OF EDUCATION

### ACADEMIC YEAR 2021/2022

<b>Course: Research Methods in Education</b>		<b>ECTS Points: 5</b>
<b>Course Code:</b>		
<b>Language:</b> English		
<p><b>Course description:</b> This course will aim to help student teachers develop a basic understanding of educational research. It will cover features of educational research in general (qualitative and quantitative methods), and action research (AR) in particular in order to develop student teachers' understanding of AR and prepare them to conduct it in a school setting.</p>		
<b>Lecturer:</b> Marta Kowalczyk-Wałędziak, PhD.		
<b>Semester:</b> winter	<b>Number of hours:</b> 30	
	<b>Lecture:</b> 15	
	<b>Classes:</b> 15	
<b>Classes:</b>	<b>Number of hours:</b>	
1) The nature, purposes and practices of research in education	3	
2) The role of theory in educational research	3	
3) Qualitative research methods in education	5	
4) Quantitative research methods in education	5	
5) Mixed methods research	4	
6) Action research in education	3	
7) Ethical dilemmas in educational research	3	
8) Writing and reporting the research	4	
<p><b><u>Aim of the course:</u></b>  The main aims of this course are:</p> <ul style="list-style-type: none"> <li>* to present different types of research in education along with the examples of research projects;</li> <li>* to explain the main differences between qualitative and quantitative research methods in education;</li> <li>* 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;</li> <li>* to show ethical dilemmas in educational research;</li> <li>* develop student's own research proposal and ethics application for a small scale study in the field of education;</li> <li>* to develop students' skills of critical and innovative thinking.</li> </ul>		

**Teaching methods:**

- \* class discussion,
- \* case studies,
- \* 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.

Palaiologou, I., D. Needham, and T. Male. 2016. *Doing research in education. Theory and practice*. Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE.

**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 their own research projects. 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.