

EDUM-105: Theory and Methodology of Research in Educational Sciences (Zoltán András Szabó)

Aim of the course

The aim of the course is to lay the foundation of theory and methodology of research in education sciences, familiarise students with the evolution of modern education science with its epistemological background, main trends and methodological basis of research. Additionally, the course support the preparation of a relevant research plan.

Learning outcomes, competencies:

The student...

Knowledge:

- Has sound knowledge about the main national and international theories, contexts and problem-solving methods of education science, related sciences and interdisciplinary fields.
- Has knowledge about qualitative, quantitative and mixed research methods used in education science and social sciences, their areas of application and their limits.
- Knows about the ethic norms of research.
- Is familiar with the most recent research results of education science and related sciences as well as relevant pedagogic innovations, is able to analyse and interpret them in a critical way.

Attitude:

- Is able to collect information on education science and related disciplines, to handle national and international databases considering relevant viewpoints and applying them independently.
- Is able to apply interdisciplinary models, to analyse problems from different perspectives, to carry out a realistic analysis of the situation and to permit effective alternative solutions in specific situations.
- Is able to prepare professional materials based on independent considerations, to present and analyse research results in an objective way, to write short scientific studies independently.
- Is able to interpret professional debates, to compare and interpret arguments deriving from different viewpoints.

Skills:

- Considers the social scientific perspective in his/her professional identity important, is open to approach education science from an interdisciplinary perspective.
- Has professionally based critical approach and is committed to value- and knowledge-based professional analysis.
- Is able to interpret, evaluate and reflect on the relationship between theory and practice, can make critical reflections, can express his/her opinion and argue convincingly and unambiguously in professional debates.

- Is committed to continuous professional development, follows issues in his/her profession/professional area, is open to learn, adapt and evaluate new professional results in particular.
- Stands by and argues for his/her professional values/principles in professional relations.

Autonomy, responsibility:

- Works on the strengthening of his/her own professional confidence, is realistic about his/her own professional opportunities and challenges.
- Takes initiatives in understanding various phenomena and in encouraging responsible thinking, gives high profile to the scientific-professional aspects in his/her actions and decisions.
- His/her decisions are based on professional convictions, considers research-based opinion-forming and activity a priority.

Main topics

- Methodological and theoretical peculiarities of educational researches
- Typology, exploration and analysis of historical sources (the limits of historical cognition, different schools of social history)
- Content and discourse analysis
- Observation as a research method and its possible applications
- Statistical procedures (descriptive and inferential statistics)
- New methodological approaches at the field of educational researches (network analysis, text mining, computer aided qualitative data analysis)
- Scientific writings: the requirements (form and content) of papers and theses, building bibliographies

Planned teaching and learning activities:

- Presentations
- Discussion of research plans

Requirements, type, and aspects of evaluation:

Oral exam: the students individually present their research plans to the group. The presentations should reflect the knowledge of the main topics of the course and the selected method(s), too.

Literature

- ❖ Brughmans, T., Collar, A., Coward, F. (2016, eds.): *The Connected Past. Challenges to Network Studies in Archeology and History*. Oxford University Press, New York: NY.
- ❖ *Comparative Education Review* (<http://www.journals.uchicago.edu/toc/cer/2016/60/1>),
- ❖ Crossley, M., Watson, K. (2003): *Comparative and International Research in Education. Globalisation, context and difference*. Routledge Falmer, London – New York.
- ❖ Cowen, R., Kazamias A. M. (eds.): *International Handbook of Comparative Education*. Springer Netherlands, Dordrecht. 11–36.
- ❖ Janis, Irving (1965): The problem of validating content analysis. In: Lasswell, H. D., Leites, N. et al. (eds.): *Language of Politics*. Cambridge, MIT Press. 55–82.

- ❖ Krippendorff, K. (2004): *Content Analysis. An Introduction to Its Methodology*. Thousand Oaks, CA, SAGE Publications.
- ❖ Mason, J. (2001): *Qualitative Researching*. Sage Publications.