



Subject code: EDU 601	Subject name: Methodology of Educational Research I		
Study cycle: III	Year: I	Semester: I	ECTS credits: 9
Status: Mandatory		Contact hours: 75 Lectures: 30 Exercises/Seminar: 45	
Assigned professors and assistants:	Teachers and associates selected in the field to which the subject belongs.		
Prerequisites:	/		
Subject objectives:	Becoming familiar with the most used quantitative research methods in educational research. Developing knowledge and skills to design and conduct research.		
Teaching units:	<ol style="list-style-type: none"> 1. Introduction to methodology of educational research 2. Variables, measurement, scale of measurement 3. Metric characteristics of instruments (Reliability, validity, discrimination) 4. Research process steps 5. Quantitative research methods (experiment, causal-comparative research, correlational study, survey study) 6. Internal and external validity 7. Research design 8. Statistical methods (descriptive statistics, distribution and probability, hypothesis testing, t-test, ANOVA, correlation and regression) 		
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> • The key concepts of methodology of educational research. Quantitative research methods. Statistical methods. <p>Skills:</p> <ul style="list-style-type: none"> • Report educational research findings in an appropriate format; • Critically evaluate and interpret information. Select appropriate data analysis techniques for quantitative educational data; • Design, analyse, and evaluate quantitative data and evidence. <p>Competencies:</p> <ul style="list-style-type: none"> • On completion of this subject students should be able to demonstrate knowledge and understanding of research design for education and carryout a range of 		



	quantitative data analyses, as well as competent to design an original research project, report and effectively communicate the results of investigations;																																				
Teaching methods:	Multimedia presentation and discussion (lectures); practical work, educational material analysis and discussion (exercises/seminar).																																				
Knowledge testing methods with grading structure¹:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><i>Points</i></th> <th style="text-align: center;"><i>Minimum points</i></th> </tr> </thead> <tbody> <tr> <td>Partial exams</td> <td style="text-align: center;">30</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Seminar papers</td> <td style="text-align: center;">30</td> <td style="text-align: center;">17</td> </tr> <tr> <td>Final exam</td> <td style="text-align: center;">40</td> <td style="text-align: center;">22</td> </tr> <tr> <td></td> <td style="text-align: center; border-top: 1px solid black;">100</td> <td style="text-align: center; border-top: 1px solid black;">55</td> </tr> </tbody> </table> <p>Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Grade</i></th> <th style="text-align: center;"><i>ECTS grade</i></th> <th style="text-align: center;"><i>Points scale</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">(A) excellent</td> <td style="text-align: center;">95 - 100</td> </tr> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;">(B) very good</td> <td style="text-align: center;">85 - 94</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">(C) good</td> <td style="text-align: center;">75 - 84</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">(D) satisfactory</td> <td style="text-align: center;">66 - 74</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">(E) sufficient</td> <td style="text-align: center;">55 - 64</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">(F, FX) insufficient</td> <td style="text-align: center;">55</td> </tr> </tbody> </table>		<i>Points</i>	<i>Minimum points</i>	Partial exams	30	16	Seminar papers	30	17	Final exam	40	22		100	55	<i>Grade</i>	<i>ECTS grade</i>	<i>Points scale</i>	10	(A) excellent	95 - 100	9	(B) very good	85 - 94	8	(C) good	75 - 84	7	(D) satisfactory	66 - 74	6	(E) sufficient	55 - 64	5	(F, FX) insufficient	55
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Literature²:	<p>Mandatory:</p> <ol style="list-style-type: none"> Goran Milas (2005). Istraživačke metode u psihologiji i drugim društvenim znanostima. Naklada Slap, Jastrebarsko. Jack R Fraenkel, Norman E. Wallen (2008). How to Design and Evaluate Research in Education, 7th edition. McGraw Hill Higher Education. <p>Recommended:</p> <ol style="list-style-type: none"> Anthony M. Graziano, Raulin, Michael L (2009). Research Methods: A Process of Inquiry, 7th edition. Allyn & Bacon. John Creswell (2007). Planning, Conducting, and 																																				

¹The structure of points and point criteria for each subject is determined by the Council of the organizational unit before the beginning of the academic year in which the subject is taught in accordance with Article 64, paragraph 6 of the Law on Higher Education of Sarajevo Canton

²The Senate of the higher education institution as an institution or a council of the organizational unit of the higher education institution as a public institution determines mandatory and recommended textbooks and manuals, as well as other recommended literature on the basis of which exams are prepared by a special act which is required to be published on its website before the beginning of the academic year in accordance with Article 56, paragraph 3 of the Law on Higher Education of the Sarajevo Canton.



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Evaluating Quantitative and Qualitative Research:
International Edition, 3rd edition. Prentice Hall.

3. Sawyer, R.K. (Ed.). (2006). *The Cambridge Handbook of the Learning Sciences*. Cambridge University Press.
4. Slavin, R.E. (2006) *Educational Psychology: Theory and Practice* (Edition 8), Allyn & Bacon, Boston.