



<b>Subject code:</b> EDU 651	<b>Subject name:</b> Methodology of Educational Research II		
<b>Study cycle:</b> III	<b>Year:</b> I	<b>Semester:</b> II	<b>ECTS credits:</b> 10
<b>Status:</b> Mandatory		<b>Contact hours: 60</b> Lectures: 30 Exercises: 30	
<b>Assigned professors and assistants:</b>	Teachers and associates selected in the field to which the subject belongs.		
<b>Prerequisites:</b>	/		
<b>Subject objectives:</b>	Becoming familiar with the most used qualitative research methods in educational research. Developing knowledge and skills to design and conduct qualitative research.		
<b>Teaching units:</b>	<ol style="list-style-type: none"> <li>1. Differences between quantitative and qualitative research in education</li> <li>2. General characteristics of qualitative research</li> <li>3. Qualitative research paradigms</li> <li>4. The main steps in qualitative research</li> <li>5. Methods of data collection</li> <li>6. Qualitative methods (biographical method, phenomenological studies, case studies, Historical research, action research)</li> <li>7. Generalisation in qualitative research</li> <li>8. Integration of data obtain in quantitative and qualitative research</li> </ol>		
<b>Learning outcomes:</b>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• The key concepts of methodology of educational research. Qualitative research methods.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Report educational research findings in an appropriate format.</li> <li>• Critically evaluate and interpret information.</li> <li>• Select appropriate data analysis techniques for qualitative educational data.</li> <li>• Design, analyse and evaluate quantitative data and evidence.</li> </ul> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• On completion of this subject students should be able to demonstrate knowledge and understanding of research design for education as well as competent to design an original research project, report and effectively</li> </ul>		



	communicate the results of investigations.																																				
<b>Teaching methods:</b>	Multimedia presentation and discussion (lectures); practical work, educational material analysis and discussion (exercises/seminar).																																				
<b>Knowledge testing methods with grading structure<sup>1</sup>:</b>	<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><b>Assessment:</b></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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<b>Literature<sup>2</sup>:</b>	<p><b>Mandatory:</b></p> <ol style="list-style-type: none"> <li>Goran Milas (2005). Istraživačke metode u psihologiji i drugim društvenim znanostima. Naklada Slap, Jastrebarsko.</li> <li>Jack R Fraenkel, Norman E. Wallen (2008). How to Design and Evaluate Research in Education, 7<sup>th</sup> edition. McGraw Hill Higher Education.</li> </ol> <p><b>Recommended:</b></p> <ol style="list-style-type: none"> <li>Anthony M. Graziano, Raulin, Michael L (2009). Research Methods: A Process of Inquiry, 7<sup>th</sup> edition. Allyn &amp; Bacon.</li> <li>John Creswell (2007). Planning, Conducting, and Evaluating Quantitative and Qualitative Research: International Edition, 3<sup>rd</sup> edition. Prentice Hall.</li> <li>Sawyer, R.K. (Ed.). (2006). <i>The Cambridge Handbook of</i></li> </ol>																																				

<sup>1</sup>The 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

<sup>2</sup>The 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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- the Learning Sciences*. Cambridge University Press.
- Slavin, R.E. (2006) *Educational Psychology: Theory and Practice* (Edition 8), Allyn & Bacon, Boston.