


Course: Participatory Approach to Educational Research	
Type and level of studies: MAS	
Study program: International Teacher Education Programme	
Teacher(s): Jelena Joksimović	
Language of instruction: English	
ECTS: 5	
Prerequisites: /	
Semester: Summer semester	

Course objectives:

- Understand the principles and theoretical foundations of participatory research in education.
- Critically analyze different methodologies and approaches to participatory research.
- Develop competencies in designing and implementing participatory research projects.
- Explore ethical considerations and challenges in participatory research.
- Apply participatory research methods to address specific educational issues or questions.
- Reflect on personal experiences and perspectives as educators engaged in research.

Learning outcomes:

Upon completion of the course, students will:

- Understand the theoretical-conceptual frameworks of the participatory approach to educational research.
- Understand fundamental methods and designs of participatory research, with an awareness of the specific contexts in which research could be conducted.
- Be capable of comparing and critically evaluating different participatory research methodologies.
- Have the ability to independently select appropriate methods and techniques for their participatory research within the field of educational sciences.
- Understand the importance of ethics in a participatory approach and be able to apply ethical principles in diverse research contexts.
- Be able to plan, implement, and evaluate participatory research designs.
- Be able to reflect and evaluate their own role as a researcher.

Course contents:

1. Introduction to Participatory Research
 - Overview of the historical and theoretical foundations: key concepts, participatory research principles, and methodologies
 - Empowerment and social justice in participatory research
2. Collaborative Inquiry
 - Understanding the role of collaboration and participation in research
 - Strategies for engaging the community in the research process
 - Co-research with children
 - Types of participatory research in education: action research, art-based research, practice-based research...
 - Case studies of successful participatory research projects
3. Designing Participatory Research Projects
 - Steps in designing a participatory research project
 - Developing research questions and objectives
 - Planning participatory data collection methods (focus groups, mental mapping, diaries, reflexive logs, cocreation, questionnaires, observation protocols...)
 - Implementing participatory research
 - Analysis, interpretation, and meaning-making in participatory action research
4. Participatory Action Research (PAR)
 - Definition and principles of participatory action research
 - Designing action research projects in educational settings
 - Practical considerations in implementing participatory action research projects
5. Engaging Communities, addressing power dynamics, and building trust in research relationships
 - Challenges and opportunities in community-engaged research
6. Ethical guidelines for participatory research in education
 - Informed consent, confidentiality, and data sharing

- Addressing potential conflicts of interest and power differentials
7. Educator as a reflective practitioner and a researcher
The Teacher-Researcher identity
Reflection about action and reflection in action within educational practice

References:

- Alderson, P., & Morrow, V. (2011). The ethics of research with children and young people: A practical handbook. London: SAGE Publications. (selected chapters)
- Christensen, P., & James, A. (Eds.). (2008). Research With Children: Perspectives and Practices (2nd ed.). New York & London: Routledge. (selected chapters)
- Cochran-Smith, M., & Lytle, S. L. (2009). Inquiry as Stance: Practitioner Research for the Next Generation. New York: Teachers College Press. (selected chapters)
- Cochran-Smith, M., & Lytle, S. L. (1999). The Teacher Research Movement: A Decade Later. Educational Researcher, 28(7), 15–25.
- Freire, P. (1982). Creating alternative research methods: Learning to do it by doing it. In B. Hall, A. Gillette & R. Tandon (Eds.), Creating knowledge: A monopoly, (29-37). New Delhi: Society for Participatory Research in Asia.
- Joksimović, J., Milić, P. & Utvić, M. (Eds.). (2019). How We Build Škograd: Anatomy of the Infrastructure of Hope. Belgrade: Institute for Pedagogy and Andragogy, Faculty of Philosophy, University in Belgrade, and Goethe-Institut Belgrad. (selected chapters)
- McNiff, J., & Whitehead, J. (2006). All You Need To Know About Action Research. London: Sage Publications. (selected chapters)
- Scott, Julie-Ann. (2018). Embodied Performance as Applied Research, Art and Pedagogy. Cham: Palgrave MacMillan. (selected chapters)
- Tay-Lim, J., & Lim, S. (2013). Privileging Younger Children’s Voices in Research: Use of Drawings and a Co-Construction Process. International Journal of Qualitative Methods, 12(1), 65-83.

Number of active teaching hours				Other classes
Lectures: 30	Seminars: 30	Project work:	Independent work:	

Teaching methods:
 Meaningful verbal receptive learning
 Problem solving
 Learning by discovery
 Cocreation
 Individual, group and team learning

Examination methods (maximum 100 points)			
Exam prerequisites	No. of points:	Exam prerequisites	No. of points:
student’s activity during lectures	10	oral examination	
practical classes/tests		written examination	
seminars/homework	25	project presentation	40
project	25	portfolio	
other		Other	

Grading system		
Grade	Number of points	Description
10	91 – 100	Excellent
9	81 – 90	Exceptionally good
8	71 – 80	Very good
7	61 – 70	Good

6	51 – 60	Passing
5	≤ 50	Failing