


Course: Research Methods in Education	
Type and level of studies: MAS	
Study program: International Teacher Education Programme	
Teacher(s): Slavica Ševkušić, Nenad Vulović	
Language of instruction: English	
ECTS: 6	
Prerequisites: /	
Semester: Fall semester	

Course objectives:
 Introducing students to the basics of the qualitative and quantitative research tradition; to make students able to independently plan and design a simple draft of qualitative and quantitative research, to apply selected methods for collecting and analyzing qualitative and quantitative data in the context of teaching, and to write a qualitative and quantitative research report.

Learning outcomes:
 Students will: understand general principles underpinning qualitative research design; know and apply the most widely-used qualitative and quantitative methods and techniques of data collection and data analysis; be able to formulate research questions and learn how to match them with qualitative and quantitative research methods; be able to make simple qualitative and quantitative research designs and apply them to improve their own practice.

Course contents:
Theoretical part: Basic differences between quantitative and qualitative research traditions; defining characteristics of qualitative and quantitative research; research questions in qualitative and quantitative research; action research as an approach in studying and improving teaching; methods for collecting and analyzing qualitative data (interview, focus group; thematic and narrative analysis); quality standards of qualitative research reports; statistical processing of data in quantitative research.
Practical part: analysis of examples of qualitative and quantitative research from the literature; planning and designing of a research draft.

References:
 Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3(2), 77-101.
 Cohen, L., Manion, L., Morrison, K. (2007): *Research methods in education*. Routledge: Taylor & Francis Group.
 Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
 Elliott, J. (1991). *Action Research for Educational Change*. Philadelphia: Open University Press.
 Lalić Vučetić N. & Ševkušić S. (2023). Motivating students to learn is a creative act: a qualitative study on teachers' beliefs, *Croatian Journal of Education*, 25(2), 453-490. <https://doi.org/10.15516/cje.v25i2.4701>
 Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52, 137-145. <https://doi.org/10.1037/0022-0167.52.2.137>
 Villig, C. (2013). *Introducing qualitative research in psychology*. Open University Press.
 Bacon-Shone, J. H. (2013). *Introduction to quantitative research methods*. Graduate School, The University of Hong Kong.

Number of active teaching hours				Other classes
Lectures: 30	Seminars: 15	Project work: 15	Independent work:	

Teaching methods:
 Lectures, presentations, discussion, exercises.

Examination methods (maximum 100 points)			
Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	15	oral examination	20
practical classes/tests		written examination	
seminars/homework	5	project presentation	20

Project	40	portfolio	
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