

(Table 5.2) Course unit description

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| Study program: Pedagogy |
| Type and level of studies: Bachelor Studies |
| Course unit: Action Research |
| Teacher in charge: Jelena Stamatović, Ph.D., Full Professor Đurđa Maksimović, M.Ed., Teaching Assistant |
| Language of instruction: English |
| ECTS: 6 |
| Prerequisites: / |
| Semester: Summer Semester |
| Course unit objective Training students for analytical and research work in schools and preschool institutions. Developing competencies for the practical implementation of research in schools and for using research results to improve educational practice. Introducing students to the essential characteristics, applications, and functions of action research, as well as to the possibilities of transforming phenomena in educational practice. |
| Learning outcomes of Course unit Theoretical classes Students are trained to independently analyze educational practice and identify research problems. They understand the functions, characteristics, and principles of action research; are capable of successfully applying action research methods and transforming the practices being studied; and are competent in improving the rationality of educational practice and solving problems in the educational process more effectively. Practical classes They have also developed teamwork skills for conducting action and small-scale research projects in schools or preschool institutions. |
| Course unit contents <i>Theoretical instruction</i> Analytical and research work in school practice. Areas and selection of research problems in school settings. Methods for developing reflective practice in schools. Application of various instruments in the analytical and research work of pedagogists. The concept, aims, functions, and principles of action research. Differences between action research and empirical-analytical research. Characteristics, advantages, and disadvantages of action research. Action research as a form of critical practice. Types of action research. Methods, procedures, and instruments used in action research. Conducting action research and interpreting its results. <i>Practical instruction</i> Planning and designing an action research project. The importance of teamwork in preparing and implementing research activities. |
| References |

Anastasija, M., & Jelena, M. (2021). The Role of Action Research in Teachers' professional Development. *International Journal of Cognitive Research in Science, Engineering and Education*, 9(3), 301-317. doi: [10.23947/2334-8496-2021-9-3-301-317](https://doi.org/10.23947/2334-8496-2021-9-3-301-317)

Bradbury, H., Lewis, R., & Embury, D. C. (2019). Education action research: With and for the next generation. *The Wiley handbook of action research in education*, 5-28.

Kovačević, D., & Ozorlić Dominić, R. (2011). Akcijsko istraživanje i profesionalni razvoj učitelja i nastavnika. *Action Research for the Professional Development of Teachers*. Zagreb: Agencija za odgoj i obrazovanje.
<https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Workshops2010/Outcomes/CoE%202010%200517-0520%20Croatia.pdf>

Lufungulo, E. S., Mambwe, R., & Kalinde, B. (2021). The meaning and role of action research in education. *Multidisciplinary Journal of Language and Social Sciences Education* (2664-083X, Online ISSN: Print ISSN: 2616-4736), 4(2), 115-128.

McNiff, J. (2009). *You and your action research project*. Routledge.
https://api.pageplace.de/preview/DT0400.9781317437055_A26683149/preview-9781317437055_A26683149.pdf

McNiff, J. (2013). *Action research: Principles and practice*. Routledge.

Zajic, J. O., & Maksimovic, J. (2020). Contemporary teachers' action research-basis for the development of reflective practice in education. *Research in Pedagogy*, 10(2), 354-366.

| Number of active teaching hours | | | | Other classes |
|---------------------------------|-------------|-------------------------|------------------|---------------|
| Lectures: 1 | Practice: 2 | Other forms of classes: | Independent work | |

Teaching methods
 Lectures, discussions, work in small groups, project-based work

Examination methods (maximum 100 points)

| Exam prerequisites | No. of points: | Final exam | No. of points: |
|------------------------------------|----------------|---------------------|----------------|
| student's activity during lectures | 10 | oral examination | |
| practical classes/tests | | written examination | 50 |
| seminars/homework | | | |
| project | 40 | | |
| other | | | |

| Grading system | | |
|----------------|---------------|--------------------|
| Grade | No. 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 | Less than 51 | Failing |