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| **COURSE INFORMATON**  |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| **Research Methods and Techniques in Education**  | EDGN 528 | 1 | 3+0 | 3 | 6 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English  |
| **Course Level** | Graduate |
| **Course Type** | Required |
| **Course Coordinator** |  |
| **Instructors** |  |
| **Assistants** | - |
| **Goals** | The main goal of this course is to introduce students many of the knowledge and skills they will need to conduct empirical research studies in the field of education. This course in research methods prepares the student to understand materials and issues associated with but not limited to the logic of the scientific method, research design, and qualitative analysis of data. Students will be afforded the opportunity to conduct research on a topic that they wanted to study. The course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program. |
| **Content** | fundamental concepts, principles and methods of educational research: theory and practice |

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| **Learning Outcomes**  | **Teaching Methods**  | **Assessment Methods**  | **Learning Outcomes**  |
| To learn the fundamental concepts, principles and methods of educational research. | 1,2,3,4,6 | 1 | 4,5,8 |
| To formulate good research questions and design appropriate research. | 1,2,3,4,6 | 1 | 4,5,8 |
| To have the basic skills in the interpretation of research data | 1,2,3,4,6 | 1 | 4,5,8 |
| To become a critical reader of the educational research literature | 1,2,3,4,6 | 1 | 4,5,8 |

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| **Teaching Methods:**  | 1. Lecture 2. Case Study 3. Problem Solving 4. Discussion 5.Video 6. Group Work |
| **Assessment Methods:**  |  1.Essay 2. Multiple Choice 3. Fill in the Blanks4. True False 5. Oral Exam 6. Portfolyo  |

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| **RECOMMENDED SOURCES** |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the Course | Related chapters from the text book |
| 2 | The Research ProblemThe Hypothesis in Quantitative Research | Related chapters from the text book |
| 3 | Reviewing the Literature | Related chapters from the text book |
| 4 | Preparing and evaluating research plan | Related chapters from the text book |
| 5 | Sample SelectionSelecting measuring instruments | Related chapters from the text book |
| 6 | APA Styleİntihal | Related chapters from the text book |
| 7 | Survey Research | Related chapters from the text book |
| 8 | Correlation Research | Related chapters from the text book |
| 9 | Causal Comparative Research | Related chapters from the text book |
| 10 | Experimental Research | Related chapters from the text book |
| 11 | Class discussion about the assignment and feedbacks | Related chapters from the text book |
| 12 | Types of Qualitative Research | Related chapters from the text book |
| 13 | Analysing and Reporting Qualitative Research 1 | Related chapters from the text book |
| 14 | Analysing and Reporting Qualitative Research 2 | Related chapters from the text book |
| 15 | Presentations \_ Conclusion | - |

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| **RECOMMENDED SOURCES** |
| **Textbook** | Donald, A. Jacobs, L. C., & Sorensen, C. (2010). Introduction to Research in Education (8th ed.). Belmont, CA: Wadsworth - Cengage Learning. |
| **Additional Resources** | Related articals selected by the course instructure based on students’ intrest and background. |

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| **MATERIAL SHARING** |
| **Documents** | Various handouts |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 20 |
| Quizzes | 0 | 0 |
| Assignment | 2 | 25 |
| **Total** | 3 | 45 |
| **CONTRIBUTION OF FINAL ASSINGMENT TO OVERALL GRADE** |   | 55 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |   | 45 |
| **Total** |   | 100 |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** |
| No | Program Learning Outcomes | Contribution |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Understanding and the history, principles and philosophy  of curriculum and instruction and being able to use them | x |  |  |  |  |  |
| 2 | To be aware of the national and international current developments and implementations | x |  |  |  |  |  |
| 3 | To know the variables involved in teaching-learning process and to design the lessons in the light of them. | x |  |  |  |  |  |
| 4 | To know the scientific research methods necessary for his/her personal and academic development and to have the ability to apply them as carrying out research studies and reporting their findings in the field of curriculum and instruction. |  |  |  |  | x |  |
| 5 | To be able to use information and communication technologies efficiently for his/her personal and academic development and the analysis of the data collection |  |  | x |  |  |  |
| 6 | To know and make use of the theories related to development, learning and personal growth for life-long positive development. |  | x |  |  |  |  |
| 7 | To be equipped with the necessary teaching-learning qualifications as well as the necessary skills to develop them professionally. | x |  |  |  |  |  |
| 8 | To know the principles and techniques of curriculum and syllabus evaluation and to be able to evaluate the curriculum and syllabus in the light of them. |  |  | x |  |  |  |
| 9 | To grasp and to apply the social, cultural and societal responsibilities and to be able to act upon these properties. | x |  |  |  |  |  |
| 10 | To understand the properties and structure of projects based upon needs and to be able to run the project process in line with these properties. | x |  |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** |
| Activities | Quantity | Duration(Hour) | TotalWorkload(Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 16 | 4 | 64 |
| Hours for off-the-classroom study (Pre-study, practice) | 16 | 4 | 64 |
| Mid-terms | 1 | 3 | 3 |
| Homework | 0 | 0 | 0 |
| Final Assignment | 1 | 9 | 9 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6 |
| **ECTS Credit of the Course** |  |  | 6 |