

**Faculty of Philosophy / PEDAGOGY / Basics in Pedagogy Research Methodology**

<b>Course:</b>	Basics in Pedagogy Research Methodology			
<b>Course ID</b>	<b>Course status</b>	<b>Semester</b>	<b>ECTS credits</b>	<b>Lessons</b> (Lessons+Exercises+Laboratory)
11412	Mandatory	5	7	3+1+0
<b>Programs</b>	PEDAGOGY			
<b>Prerequisites</b>	There are no pre-conditions for the attendance of this course.			
<b>Aims</b>	Introducing the students to the relevance and role of pedagogical research methodology in the process of studying complex educational problems research; to master basic theoretical-methodological logic, scientific paradigms, and pedagogical rules and regulations.			
<b>Learning outcomes</b>	After passing the exam, the student will be able to: - Describes the interdisciplinary character of pedagogical research methodology; - Explain basic methodological concepts; - Analyzes the relationship between methodology, logic and epistemology; - Identifies the characteristics of pedagogical knowledge; - Distinguishes between scientific laws and regularities; correlative and causal relationships; - Defines pedagogical problems, hypotheses and variables; - Analyzes scientific literature; - Evaluates and uses different research paradigms.			
<b>Lecturer / Teaching assistant</b>	Prof. Nikola Mijanović, PhD, Sanja Čalović Nenezić, MA.			
<b>Methodology</b>	Lectures and debates; individual work of students, consultations, regular assesment in efficient preparation for final exam.			
<b>Plan and program of work</b>				
Preparing week	Preparation and registration of the semester			
I week lectures	The concept and the essence of methodology of pedagogical research.			
I week exercises	Definition of science and its constituent elements. Making an agreement on the preparation of homework and planning the time framework for its presentation.			
II week lectures	Scientific and non-scientific knowledge.			
II week exercises	The group level discussion; two fundamental periods in development of methodology of pedagogical research (the period of experiential research in pedagogy and the period of the beginning of the systemic scientific research).			
III week lectures	Ontological and epistemological assumptions of methodology.			
III week exercises	The group work: analyzing of the relation between gnoseology, pedagogy and methodology; gnoseology and epistemology; epistemology and pedagogy.			
IV week lectures	The development of methodology of pedagogical research after the constitution of pedagogy as science.			
IV week exercises	Group work: The concept and the essence of Herbarts scientific research paradigm.			
V week lectures	Research paradigms in social sciences. Positivistic-empirical determination of methodology of pedagogical research.			
V week exercises	Group work: The essential definition of the postivistic methodological paradigm. Group work grounded in the beforehand prepared material: research paradigms.			
VI week lectures	The relationship between theory and empiricism. The pedagogical-subject specific qualities of cognition in education.			
VI week exercises	The pedagogical-subject specific qualities of cognition in education. Preparation for the colloquium.			
VII week lectures	The first colloquium.			
VII week exercises	Remedial the first colloquium.			
VIII week lectures	The aims and tasks of scientific pedagogical cognition.			
VIII week exercises	The group level discussion about the reasons of study of pedagogical problems and the purpose of scientific pedagogical study.			
IX week lectures	Compression and revelation of rules and regulations in education.			
IX week exercises	Differences between pedagogical rules and regulations (the group discussion and making conclusions). Group work: examples of causal and correlative relationships in education.			
X week lectures	Classification of pedagogical research			

X week exercises	Group work: Stating the key characteristics of different types of research (fundamental, applied, action, small, comparative, futuristic, longitudinal, transversal, sociometrical).
XI week lectures	Methodological starting points in research: searching scientific and professional literature
XI week exercises	Exercise: searching scientific and professional literature.
XII week lectures	Scientific research variables and hypothesis in pedagogical research. Population and sample.
XII week exercises	Exercise: Types of hypotheses - work on prepared material; Variables - work on prepared material; Types of sample - work on prepared material.
XIII week lectures	Determining the research strategy: quantitative and/or qualitative approach.
XIII week exercises	Group work on prepared material: Determining the research strategy: quantitative and/or qualitative approach.
XIV week lectures	Possibilities and limitations of methodology of pedagogical research.
XIV week exercises	Group discussion: Possibilities and limitations of methodology of pedagogical research.
XV week lectures	Mid-term exam 2.
XV week exercises	Repair mid-term exam 2.
<b>Student workload</b>	Weekly 7 credits x 40/30 = 9 hours and 20 minutes Structure: 3 hours of lectures 2 hours of exercises 4 hours and 20 minutes for individual work, including consultations In the course of the semester Teaching and the final exam: 9 hours and 20 minutes x 16 = 149 hours and 20 minutes Preparation before the start of the semester (administration, enrollment, etc) 2 x (9 h 20 min) = 18 hours and 40 minutes Total hours for the course 7x30 = 210 hours Additional work for exams preparing correction of final exam, including the exam taking from 0 to 42 hours (the remaining time of the first two items to the total load of cases) Structure: 149 hours and 20 minutes. (Lectures) + 18 hours and 40 minutes. (Preparation) + 42 hours (Additional Work)
<b>Per week</b>	<b>Per semester</b>
<b>7 credits x 40/30=9 hours and 20 minutes</b> 3 sat(a) theoretical classes 0 sat(a) practical classes 1 exercises <b>5 hour(s) i 20 minutes</b> of independent work, including consultations	Classes and final exam: <b>9 hour(s) i 20 minutes x 16 =149 hour(s) i 20 minutes</b> Necessary preparation before the beginning of the semester (administration, registration, certification): <b>9 hour(s) i 20 minutes x 2 =18 hour(s) i 40 minutes</b> Total workload for the subject: <b>7 x 30=210 hour(s)</b> Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) <b>42 hour(s) i 0 minutes</b> Workload structure: <b>149 hour(s) i 20 minutes (courses), 18 hour(s) i 40 minutes (preparation), 42 hour(s) i 0 minutes (additional work)</b>
<b>Student obligations</b>	Students are obliged to attend the lectures, take part in discussions and take two tests. Students are supposed to prepare homework and take part in discussion after its presentation.
<b>Consultations</b>	Tuesday, at 14 p.m.
<b>Literature</b>	<ul style="list-style-type: none"> <li>• Bandur V. i Potkonjak N. (1999): Metodologija pedagogije, „Učiteljski fakultet“, Beograd;</li> <li>• Halmi A. (2003): Strategija kvalitativnih istraživanja u primijenjenim društvenim znanostima, „Naklada Slap“, Zagreb;</li> <li>• Cohen, L., Manion L. i Morrison, K. (2007): Metode istraživanja u obrazovanju, „Naklada Slap“, Zagreb;</li> <li>• Mejovšek M. (2003): Uvod u metode znanstvenog istraživanja, „Naklada Slap“, Zagreb;</li> <li>• Mužić V. (1986): Metodologija pedagoških istraživanja, „Zavod za izdavanje udžbenika“, Sarajevo;</li> <li>• Mužić V. (2004): Uvod u metodologiju istraživanja odgoja i obrazovanja (drugo dopunjeno izdanje), „Educa“, Zagreb;</li> <li>• Potkonjak N. (1982): Metodološki problemi sistemnih proučavanja u pedagogiji, „Prosveta“, Beograd;</li> <li>• Mandić, P. (2004): Metodologija naučnog rada, „Akademija nauka i umjetnosti Republike Srpske“, Banja Luka;</li> <li>• Petz, B. (2007): Osnovne statističke metode za nematematičare, „Naklada Slap“, Zagreb;</li> <li>Vujević, M. (2002): Uvođenje u znanstveni rad u području društvenih znanosti (sedmo izdanje), „Školska knjiga“, Zagreb.</li> </ul>
<b>Examination methods</b>	Forms of assesment: Tests 20 points each (40 points total), regular class attendance and activity - 4 points; homework on a given topic - 6 points; final examination 50 points. The passing grade is awarded for the cumulative number at least 51 poents. Passing grade can be4 given if a students collects at least 51 poents.
<b>Special remarks</b>	

<b>Comment</b>			Students will be given the realization plan of the program of instruction at the beginning of the semester.			
<b>Grade:</b>	F	E	D	C	B	A
<b>Number of points</b>	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points