

COURSE DESCRIPTION

Course code	Course group	Volume in ECTS credits	Course valid from	Course valid to	Reg. No.
EDU 6017	Master	6	2012 01 01	2014 01 01	

Course type	Compulsory
Course level	Second cycle
Semester the course is offered in	Second
Study form	in-class

Course title in Lithuanian

Taikomieji švietimo tyrimai

Course title in English

Applied Educational Research

Short course annotation in Lithuanian

Studijų dalykas skirtas išmokyti studentus taikyti švietimo tyrimų metodologijos mokslines žinias ir supratimą, rengiant tyrimo planą ir pagrindžiant svarbiausius tyrimo parametrus, suplanuoti tyrimo duomenų rinkimo procedūras, suprasti statistinių procedūrų taikymo galimybes, parengti pagrįstą tyrimo įrankį, paaiškinti tyrimo rezultatų pateikimo struktūrą kursiniuose darbuose ir baigiamajame darbe. Švietimo tyrimo metodologijos žinios, supratimas ir atskiri mokėjimai bus pilnai panaudoti rengiant kursinius ir baigiamąjį magistro darbus.

Course annotation in English

The course provide students with theoretical knowledge and understanding of scientific research method preparing research plan and grounding main research parameters, to plan procedures for data gathering, to understand possibilities of using statistical procedures, to design valid research tool, to explain structure of presenting research findings in course work or final master thesis. Application of knowledge, understanding and some research skills will be developed in preparing research course works as well as final master thesis.

Necessary prerequisites for entering the course

Bachelor of social or humanitarian sciences, course unit “Applied Philosophy of Education”

Course aim

To *train* master students to *apply* research methods of educational phenomena, to *choose* valid research type and data collection procedures, to *design* valid research tools, to *keep on* principles of professional ethics *designing* and *performing* individual course works and final master theses.

Links between study programme outcomes, course outcomes and assessment criteria of learning achievements

Study programme outcomes	Course outcomes	Criteria of learning achievement evaluation
3. To systemize newest information and research data about general education, vocational training and labour market possibilities and changing tendencies as well as applicability for vocational and career counselling practice;	1. To ascribe statistical terms to a particular case of a quantitative research of an e career designing phenomenon;	1. At least <u>two</u> statistical terms are <u>correctly</u> ascribed in a particular case of a quantitative research of a career designing phenomenon
	2. To draw a plan for the procedure of data collection for a particular type of a career designing phenomenon research and choose research tools;	2. A plan that satisfies minimal requirements for the data collection procedure for a particular type of a career designing phenomenon research is drawn and the nature of a research tool is <u>indicated</u> .

4. To design vocational career research projects, corresponding to the needs of education and labour market organizations to get original data about state of art of vocational information, counselling as well as career planning activities;	3. To describe all 8 types of career designing phenomena research on the basis of criteria that define them;	3. All 8 types of career designing phenomena research are described and <u>the main</u> criteria <u>of at least of 4 types</u> of research that define them are enumerated
	4. To draw a plan for the research of a specific career designing phenomenon by formulating main research parameters that correspond to the second study cycle;	4. A plan for the research of a specific career designing phenomenon with <u>appropriately</u> formulated and <u>aligned</u> main research parameters that correspond to the second study cycle is drawn.
5. To apply vocational career research results, giving advice for education and labour market organizations to improve career designing activities;	5. To explain differences of career designing phenomenon research data analysis and result presentation in cases of qualitative and quantitative researches;	5. <u>The main differences</u> of career designing phenomenon research data analysis and result presentation in cases of qualitative and quantitative researches are explained.
	6. To draw-up a scientific research report plan for a particular type of a career designing phenomenon research in accordance with the set requirements.	6. A scientific research report plan is <u>appropriately</u> drawn in accordance with <u>the main</u> set requirements.
8. To apply ethical principles for informing and counselling, performing research on cognition of person, professions and labour market as well as designing information and counselling plans.	7. To explain the essence of a scientific method and principles for the research of career designing phenomena;	7. <u>The concept</u> and <u>types</u> of the main <u>parameters</u> of a scientific research method and <u>rules</u> for career designing phenomena research are explained

Link between course outcomes and content

Course outcomes	Content
1. To ascribe statistical terms to a particular case of a quantitative research of an e career designing phenomenon;	6. Statistical terms and their use in scientific research. 7. Quantitative analysis: descriptive and inference (forecasting) statistic. 8. Choosing or designing the research data accumulation form.
2. To draw a plan for the procedure of data collection for a particular type of a career designing phenomenon research and choose research tools;	9. Procedures of data collecting. 10. Choosing or designing the research data collecting tools.
3. To describe all 8 types of career designing phenomena research on the basis of criteria that define them;	4. Fundamentals and applied, qualitative and quantitative, experimental and non-experimental education research types and parameters describing them.
4. To draw a plan for the research of a specific career designing phenomenon by formulating main research parameters that correspond to the second study cycle;	5. The main parameters of the research and research structure.

5. To explain differences of career designing phenomenon research data analysis and result presentation in cases of qualitative and quantitative researches;	11. Qualitative (to reveal the structures) and quantitative (describe and test) research aims.
6. To draw-up a scientific research report plan for a particular type of an education phenomenon research in accordance with the set requirements.	12. Requirements for writing and presenting the report of the scientific research.
7. To explain the essence of a scientific method and principles for the research of career designing phenomena;	1. Traditional research methods. 2. The meaning of scientific research method and the main parameters. 3. Juridical, ethical, philosophical and procedural (research procedure) principles of research of educational phenomena and the rules describing them.

Study (teaching and learning) methods

Teaching methods: demonstration, explanation, moderating, giving a feedback, observation.

Learning methods: case studies, problem solving, designing, discussions, group work, imitation (simulation).

Methods of assessment of study achievements

Formal assessment methods: testing; analysis of research plans and research tools, presentations of independent works.

Non-formal assessment methods: critical assessment, analytical assessment of answers to questions, discussion based on assessment.

Distribution of workload for students

Contact hours: lectures – 10 hours. Seminars – 35 hours.

Independent work. Preparation to: colloquium – 10 hours. Exam – 25 hours. Designing and presentation of independent work in oral and written forms– 30 hours. Designing and presentation of individual imitative research plan – 20 hours. Designing and presentation of individual imitative research mean – 30 hours.

Structure of cumulative score and value of its constituent parts

1. Colloquium – 30 % (A. Test – 10%; B Imitative research plan – 10%); 2. Presentation of independent work in oral and written forms – 30%; 3. Exam - 50% (A. Test – 20%; imitative research tool – 30%)

Recommended reference materials

No.	Publication year	Authors of publication and title	Publishing house	Number of copies in		
				University library	Self-study rooms	Other libraries
Basic materials						
1.	1998	Charles C.M. Introductio to educational research	Addison Wesley Longman Inc. London	1		
2.	2007	Cohens, Luis and others. Research methods in education	Routledge	1		
3.	2006	Lichtman, Marilyn. Qualitative research in Education: a user’s guide	Sage	1		

<i>Supplementary materials</i>				
	2005	<i>Bell, Judith. Doing your research project: a guide for first-time researches in education, health and social sciences</i>	Open University Press	
	2004	<i>Freebody, Peter. Qualitative research in education: interaction and practice</i>	Sage	
	2004	<i>Muijs, Daniel. Doing quantitative research with SPSS</i>	Sage	
	2004	<i>What does good education research look like: situating a field and and its practices</i>	Open University Press	

Course unit description designed by

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