The theory and methodology of the research in educational sciences

Aim of training

Aim of the study program:

Laying the foundation of the theory and methodology of the research in educational sciences. The aim of the course is to familiarise students with the evolution of modern educational science, with its epistemological background, with its main trends and research methodological basis.

Expected learning outcomes and related competencies

Knowledge:

- Have sound knowledge about the main national and international theories, contexts and problem-solving methods of educational science, related sciences and interdisciplines
- Have knowledge about the qualitative, quantitative and mixed research methods used in the educational science and social sciences, their area of application and their limits. Knows about the ethic norms of research.
- Familiar with the most recent research results of educational science and related sciences, and the relevant pedagogic innovations and able to analyse and interpret them in a critical way.

Attitude:

- Able to collect information from educational science and related disciplines, to handle national and international data bases considering relevant viewpoints and to apply them independently.
- Able to apply interdisciplinary models, able to analyse problems from different perspectives, with realistic analysis of the situation and permitting effective alternative solutions in concrete situations.
- Able to prepare professional materials, based on independent considerations; present and analyse research results in an objective way; write short scientific studies independently.
- Able to interpret professional debates, compare and interpret arguments made from different viewpoints.

Skills:

- Considers the social scientific perspective in his/her professional identity important; open to approach educational science from an interdisciplinary perspective.
- Has professionally based critical approach and committed to value-and knowledge-based professional analyse.
- Able to interpret, evaluate and reflect on the relationship between theory and practice. Can make critical reflections, can express his/her opinion and argue convincingly and unambiguously in professional debates.
- Committed to continuous professional development, following the issues in his/her profession/professional area, and in particular is open to learn, adapt and evaluate new professional results.
- Stands by and argue for his/her professional values/principles in professional relations.

Autonomy, responsibility:

- Works on the strengthening of his/her own professional confidence, realistic about his/her own professional opportunities and challenges.
- Takes initiatives in understanding different phenomena, in encouraging responsible thinking and gives high profile to scientific-professional aspects in his/her actions and decisions.
- His/her decisions are based on professional convictions, considers research-based opinion-forming and activity as a priority.

Main topics

Main contents

- Human cognition and specificities of knowledge – philosophical, anthropological and psychological characteristics of everyday and scientific learning.
- Basic epistemological concepts (theory of science, sociology of science, philosophy of science, theory, science, knowledge, epistemology, forms of cognition).
- Logical structures of scientific cognition (concept, judgement, statement, logical categories and operations, quantity-quality, relationship, space, time, etc.).
- Scientific classification – main types and typologies of science, the place of educational science in the system of sciences: educational science (theory), pedagogy (technology) – scientific knowledge (technique).
- Evolution of educational science, the main international trends and concepts of today.
- The scientific typology of educational science (sub-disciplines and interdisciplines)
- Classical research-methodological trends, the epistemological backgrounds and theory of method (empiricism, phenomenology, hermeneutics, dialectic)
- Post-positivist, critical and post-structuralist epistemologies.

Planned teaching and learning activities

- Independent literature review

Teaching methods

- Lecture, independent student work, students' abstracts.

Evaluation

Requirements, type and aspects of evaluation:

Requirements:

- Extensive knowledge of the topics discussed
- Independent literature review related to the topic

Type of evaluation: colloquium

Criteria of assessment

- Active participation during the lessons
- Accomplishment of the theoretical exam at least grade 2 level

Reading

Required reading

- Comparative Education Review: (http://www.journals.uchicago.edu/toc/cer/2016/60/1),
- Gottlieb, E. E. (2000): Are we post-modern yet? Historical and theoretical explorations in comparative education. In: Monn, B. Ben-Peretz, M. és Brown, S. (ed.): Routledge International Companion to Education.

  Routledge, London-New York.
- Crossley, M. és Watson, K. (2003): Comparative and International Research in Education. Globalisation, context

  and difference. RoutledgeFalmer, London – New York.
- Kaloyannaki, P. és Kazamias, A. M. (2009): The Modernist Beginnings of Comparative Education: The Proto-scientific and The Reformist-meliorist Administrative Motif. In:

Cowen, R. és Kazamias A. M. (ed.): International Handbook of Comparative Education. Springer Netherlands, Dordrecht. 11–36.

- Mason, J. (2001): Qualitative Researching. Sage Publications.
- Nind. M-Curtin, A.-Hall, K. (2016): Research Methods for Pedagogy. Bloomsbury Academic