Universitat Autònoma de Barcelona

2020/2021

Education Research I: Epistemology, Basis and Design

Code: 43199
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OB	0	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Use of Languages

Principal working language: spanish (spa)

Other comments on languages

Catalan will be used alongside with Spanish in all sessions. In one-to-one interaction and feedback professors will use Spanish or Catalan depending on the students' individual preferences. Some recommended readings are only available in English.

Teachers

Cristina Escobar Urmeneta

Mariona Espinet Blanch

Antoni Santisteban Fernández

Maria Montserrat Rifà Valls

Gemma Paris Romia

Lurdes Martínez Mínguez

Diego Castro Ceacero

Lluis Albarracin Gordo

Prerequisites

This module is mandatory within the master program.

Objectives and Contextualisation

This module introduces students to epistemology, foundations and design of research in the field of education.

Competences

- Continue the learning process, to a large extent autonomously.
- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.

- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and evaluate the potential and limitations of the instruments and strategies.
- Recognise and relate the theoretical, empirical and social aspecys of the specific field of research.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in teams and with teams in the same or interdisciplinary fields.

Learning Outcomes

1. Carry out a research project with specific objectives and research questions.
2. Continue the learning process, to a large extent autonomously.
3. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
4. Efficiently manage data bases and international bibliographical catalogues which enable an adequate review of the theoretical frameworks that support research.
5. Evaluate the potential and limitations of the different instruments and strategies for data collection.
6. Identify and select research methods most appropriate to the solving of real problems.
7. Identify education problems and evaluate the methodological approaches for their solution.
8. Identify problems in practice and their importance, interest and suitability in the educational context.
9. Identify question, problems and needs of the time in education.
10. Identify the theoretical references and their adaptation for interpreting problems that are unique to education research.
11. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
12. Judge the ethical limitations of the application of certain methodological strategies.
13. Review the role of and potential role of research in the identification of current problems related to education.
14. Select theoretical frameworks of reference to establish those which orientate the research.
15. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
16. Understand and respect the ethical and deontological principles of carrying out educational research in the recording and analysis of data and the treatment of participants in the research.
17. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
18. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
19. Work in teams and with teams in the same or interdisciplinary fields.

Content

• *Introduction to research in education: meaning, contexts and objects:*

- Epistemological / philosophical Framework for Educational Research

- Educational research and scientific method. The nature of scientific knowledge.

- Research paradigms

- Emerging Paradigms.

- Quantitative and qualitative methods in educational research. The methodological complementarity: mixed methods.

• *Defining the problem, theoretical and contextual frameworks*

- Delimitation of the problem. From the identification of the issue/topic to the research question

- The problem in its theoretical context. The review of the literature: theoretical references and information sources.

• *The research design:*

- Decision-making: design and project implementation

- Phases of the research process

- The research project

• *Ethical and deontological aspects in the process of educational research*

Methodology

The training activity will be developed based on the following dynamics:
• Lectures / lectures
• Reading of articles and documentary sources
• Analysis and collective discussion of articles and documentary sources
• Classroom practices:
- Research design and discussion of its relevance and feasibility
• Public oral presentation
• Tutorials

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	20	0.8	
One-to-one and group tutorials	12	0.48	
Personal study activities, complementary readings, case studies, search for further information	78	3.12	
Workshops / Class exercises	12	0.48	
Type: Supervised			
Final Module paper (readings, final written paper)	24	0.96	
Public oral presentation	4	0.16	

Assessment

The evaluation of the module will be carried out through the activities indicated.
The final grade will be the weighted average of the planned activities. In order to apply this criterion, it will be an essential requirement to obtain at least 4 in each one of the planned evaluation activities.

Class attendance is mandatory. In order to obtain a positive final assessment, students must have attended a minimum of 80% of the classes.
The procedure for reviewing the tests will be done individually. Claims will be made in writing through the Moodle.
The copy or plagiarism, both in the case of work and in the case of exams, is a crime that involves suspending the subject. A job, activity or test will be considered "copied" when reproduces all or part of the work of one / another partner. It will be considered that a work or activity is "plagiarized" when a part of a text by an author is presented as its own without citing the sources, regardless of whether the original sources are paper or digital. (more information about plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities and assignments carried out throughout Module I.	40% - 50%	0	0	5, 16, 9, 6, 8, 7, 10, 17, 12, 4, 11, 15, 13, 14, 18, 19
Class attendance and participation	10% - 15%	0	0	9, 19
Learning report and oral presentation of the final work of the module	40% - 50%	0	0	3, 1, 9, 10, 4, 2, 13, 14

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