

## COURSE SYLLABUS

### 1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Education Sciences
1.3 Doctoral school	„Education, Reflection, Development”
1.4 Field of study	Education Sciences
1.5 Study cycle	Doctorate
1.6 Study program / Qualification	Doctoral training / PhD in Education Sciences

### 2. Course data

2.1 Name of discipline	Research Methodology and Methodology for Elaborating Works in Education Sciences						
2.2 Teacher responsible for lectures	Professor dr. Muşata-Dacia Bocoş						
2.3 Teacher responsible for seminars	Professor dr. Muşata-Dacia Bocoş						
2.4 Year of study	I	2.5 Semester	1	2.6. Type of evaluation	E	2.7 Course framework	2

### 3. Estimated total time of teaching activities (hours per semester)

3.1 Hours per week	4	Out of which: 3.2 Lectures	3	3.3 Seminars	1
3.4 Total hours in the curriculum	56	Out of which: 3.5 Lectures	42	3.6 Seminars	14
Allocation of study time:					
Study supported by textbooks, other course materials, recommended bibliography and personal student notes					60
Additional learning activities in the library, on specialized online platforms and in the field					50
Preparation of seminars, topics, papers, portfolios and essays					22
Tutoring					9
Examinations					3
Other activities: -					
3.7 Individual study (total hours)	144				
3.8 Total hours per semester	200				
3.9 Number of credits	8				

### 4. Preconditions (where applicable)

4.1 Curriculum	<ul style="list-style-type: none"> <li>Going through the curriculum of fundamental pedagogical disciplines</li> </ul>
4.2 Competences	<ul style="list-style-type: none"> <li>Competences for functional and operational use of fundamental concepts in the field of education sciences</li> </ul>

### 5. Conditions (where applicable)

5.1 Conducting lectures	<ul style="list-style-type: none"> <li>The courses will take place in the halls of the Faculty of Psychology and Education Sciences, within UBB, which involves the use of computer, video projector and Internet connection.</li> <li>In unfavorable health contexts, the courses will be conducted on electronic platforms.</li> <li>Active and interactive learning conditions, didactic activities carried out in an activating, heuristic, problematizing spirit.</li> </ul>
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5.2 Conducting seminars	<ul style="list-style-type: none"> <li>• The courses will take place in the halls of the Faculty of Psychology and Education Sciences, within UBB, which involves the use of computer, video projector and Internet connection.</li> <li>• In unfavorable health contexts, the courses will be conducted on electronic platforms.</li> <li>• Active and interactive learning conditions, didactic activities carried out in an activating, heuristic, problematizing spirit.</li> </ul>
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## 6. Specific competences acquired

Professional competences	<ul style="list-style-type: none"> <li>• Specialized management of educational research activities of different types and scopes, in order to ensure its quality</li> <li>• Management of educational and curricular processes at all levels of the system and of the educational process (macro-, meso- and micro-educational)</li> </ul>
Transversal competences	<ul style="list-style-type: none"> <li>• Application of the principles and norms of professional deontology based on explicit value options specific to the specialist in the field of Education Sciences</li> <li>• Effective communication and cooperation in professional, interdisciplinary contexts and work teams, specific to the field of Education Sciences, respecting the specific ethics norms</li> </ul>

## 7. Course objectives (based on the acquired competences grid)

7.1 The general objective of the course	<ul style="list-style-type: none"> <li>• Acquiring specialized management competences for research in education sciences</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>• To promote the personal and collective reflection by providing examples, by creating exercises and discussing the possibilities of accomplishing effectively investigative enquiries</li> <li>• To conduct critical-constructive analyses of various pedagogical research found in reference books from different perspectives and in a systemic manner</li> <li>• To propose methodological and operational alternatives, personal discussions and the identification of new topics for educational enquiry for the various research situations that have been analyzed</li> <li>• To develop educational research projects, highlighting the necessary correspondences between: title, topic research, structuring the scientific work, the actual approach of conducting the research, the hypothesis of the research, the methods and the tools for conducting the research, findings</li> </ul>

## 8. Content

8.1 Lectures	Teaching methods	Comments
Theme 1. Guidelines for the elaboration of works in education sciences. The title and the Argument	- Presentation	- Capitalizing on the acquisitions of students'
Theme 2. Guidelines for the elaboration of works in education sciences. The theoretical section		
Theme 3. Guidelines for the elaboration of works in education sciences. The practical-application section		
Theme 4. Stages of research in education sciences		

Theme 5. Research hypothesis and variables	- Explanation	in the field of education sciences - Valorization of the didactic and managerial experience of the students - Capitalizing on students' research experience	
Theme 6. Research methods and tools (I)	- Discussion		
Theme 7. Research methods and tools (II)	- Case studies		
Theme 8. Sampling. The sample of participants and the sample of content	- Exercise		
Theme 9. Analysis and processing of research data (I)	- Problematization		
Theme 10. Analysis and processing of research data (II)	- Personal and collective reflection		
Theme 11. Bibliographic citation			
Theme 12. Academic writing			
Theme 13. Structuring works in education sciences (I)			
Theme 14. Structuring works in education sciences (II)			
<b>8.2 Seminars</b>			
	<b>Teaching methods</b>		<b>Comments</b>
A seminar will be organized for each topic addressed in the lectures. The seminars will involve: - Discussions - Debates - Individual, group and frontal practical activities (elaborating research projects) - Collective analysis of the research projects - Case studies prepared with the doctoral students, based on their individual doctoral research topics	- Personal and collective reflection - Discussion - Debate - Explanation - Exercise - Case studies		Students will be encouraged to: - to make connections with the aspects discussed in the lectures - to apply the assimilated knowledge in a personalized way, taking into account their own research topic
<b>Bibliography:</b>			
<ul style="list-style-type: none"> <li>• Băban, A. (2002). Metodologia cercetării calitative. Cluj-Napoca: Editura Presa Universitară Clujeană.</li> <li>• British Educational Research Association [BERA]. (2018). Ethical Guidelines for Educational Research, Fourth edition. London. Available online at: <a href="https://www.bera.ac.uk/researchers-resources/publications/ethicalguidelines-for-educational-research-2018">https://www.bera.ac.uk/researchers-resources/publications/ethicalguidelines-for-educational-research-2018</a> (accessed at 17.08.2021).</li> <li>• Brooks, R., te Riele, K. &amp; Maguire, M. (2014). Ethics and Educational Research. London: Sage Publications.</li> <li>• Bocoș, M. (2009), Teoria și practica cercetării pedagogice, Ediția a II-a. Cluj-Napoca: Editura Presa Universitară Clujeană.</li> <li>• Bordens, K.S., Abbott, B.B. (1991). Research Design and methods. A process Approach, Second edition. Mayfield Publishing Company.</li> <li>• Cohen, L., Manion, L. (1998). Research Methods in Education. Routledge, London and New-York.</li> <li>• Dane, F.C. (1990). Research Methods. Brooks/ Cole Publishing Company Pacific Grove, California.</li> <li>• Graziano, A.M., Raulin, M.L. (1993). Research Methods. A process of Inquiry, Second Edition. New York: HarperCollins College Publishers.</li> <li>• Hall, M. (2020). Research ethics: deontological perspectives. Shanlax International Journal of Arts, Science and Humanities, 7(3), 1-6. Available online at: <a href="https://pdfs.semanticscholar.org/0262/6987120a8935cbe27096798c32a5089fe7c3.pdf">https://pdfs.semanticscholar.org/0262/6987120a8935cbe27096798c32a5089fe7c3.pdf</a> (accessed at 4.08.2021).</li> <li>• Head, G. (2020). Ethics in educational research: Review boards, ethical issues and researcher development. European Educational Research Journal, 19(1), 72-83. Available online at: <a href="https://doi.org/10.1177/1474904118796315">https://doi.org/10.1177/1474904118796315</a> (accessed at la 4.08.2021).</li> <li>• Houston, W.R., (editor), (1990). Handbook of Research on Teacher Education. A Project of the Association of Teacher Educators. New-York: MacMillan Publishing Company.</li> <li>• Keppel, G. (1991). Design and Analysis. A Research Handbook. Englewood Cliffs. NJ: Prentice Hall.</li> <li>• Kerlinger, F.N. (1970), Foundations of Behavioral Research. New-York: Holt, Rinehart &amp; Winston.</li> <li>• Langosch, S.L. (1996). Writing a Research Paper American Style: an ESL/EFL Handbook. New-York: Barron's Educational Series, Hauppauge.</li> </ul>			

- Parsell, M., Ambler, T., & Jacenyik-Trawogger, C. (2014). Ethics in Higher Education Research. *Studies in Higher Education* 39(1): 166-179. Available online at: <http://dx.doi.org/10.1080/003075079.2011.647766> (accessed at 4.09.2021).
- Radu, I. (coord.) (1993). *Metodologie psihologică și analiza datelor*. Cluj-Napoca: Editura Sincron.
- Ray, W.J. (1992). *Methods Toward a Science of Behavior and Experience*, Fourth Edition. Brooks/ Cole Publishing Company Pacific Grove. California.
- Stan, L. (1994). Cercetarea pedagogică și inovarea în învățământ, în „Psihopedagogie pentru examenul de definitivat și gradul didactic II”, coord. A. Neculau și T. Cozma. Iași: Editura Spiru Haret.
- Weick, K.E. (1968). Systematic observational methods, în „The handbook of social psychology”, G. Lindzey & E. Aronson (Eds.), vol. 2. Reading, MA: Addison-Wesley.
- Yin, R. (1989). *Case Study and Research. Design and Methods*. London: Sage Publication.

### 9. Aligning the contents of the discipline with the expectations of the epistemic community representatives, professional associations and standard employers operating in the program field

- Argumentative affirmation of the scientific character of pedagogical research by capitalizing on the qualitative and quantitative paradigms of research
- Analyzing the mutual relations between educational theory and practice and specifying the status and role of pedagogical research in ensuring educational progress at the macro and micro pedagogical level
- Analyzing the specifics of pedagogical research taking into account the specifics of pedagogical disciplines as socio-human disciplines
- Highlighting the links between research in the field of exact sciences and in the field of socio-human sciences
- Awareness of the role of pedagogical research in the validation of educational decisions and measures

### 10. Examination

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade
10.4 Lectures	Assessment of knowledge	Written exam	60%
	Assessment of knowledge	Ongoing tests	
10.5 Seminars	Activity during seminars	Discussions, answers to questions	30%
	Assessment of knowledge	Written exam	
Specification: One point (10%) is awarded ex officio.			
10.6 Minimum performance standard			
<ul style="list-style-type: none"> <li>• Knowledge of the main landmarks and requirements in the design of research and works in education sciences</li> <li>• Applying acquisitions in providing examples, in designing illustrations, in carrying out applied exercises, in critically analyzing different research in education sciences, in designing research</li> <li>• Valorization of own acquisitions of other pedagogical disciplines studied previously or in parallel, in carrying out critical-constructive analyzes and in offering examples and practical illustrations</li> </ul>			

Date of issue

September 30, 2021

Signature of the teacher responsible for lectures



Signature of the teacher responsible for seminars



Date of approval by the doctoral school council

01.10.2021

Signature of the doctoral school director

