

Course Title	Action research in Early Childhood Education				
Course Code	EDE615				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st / 2 nd				
Teacher's Name	TBA				
ECTS	10	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The basic aim of the course is to a) introduce students to the philosophical underpinning of qualitative educational research, b) examine and analyze the principles and techniques of action research in early childhood education, c) critically view different forms and dimensions of action research, and d) involve students in different phases of action research (design, implementation and evaluation of results). Emphasis will be given to the processes of data collection as well as analysis and reflective interpretation of data from educational praxis, with the aim of supporting student learning in a context that enhances creative and active learning and play, as defined in current literature.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> Analyze and draw on different theoretical, epistemological, philosophical and research perspectives and their empirical understanding of small children and their learning to revise, improve and develop their own theory on learning and practice. Discuss issues of validity and research ethics in educational research. Define action research and support its use as a form of educational research, professional development and development of curriculum for creative play and learning. Describe the stages of action research and its basic characteristics. Differentiate between action research and other forms of educational research (e.g. case study, design research) and among different types of action research. Scientifically support their choices in relation to actions and methodologies they could design to investigate a problem and evaluate the advantages and disadvantages of these actions. Become involved in processes of data collection, analysis and reflective interpretation of data from educational practice with the aim of supporting student learning in a context that enhances creative and active learning and play, as defined in current literature. 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>Description:</p> <ul style="list-style-type: none"> Qualitative educational research: theoretical framework and design process Qualitative data collection methods (interview with children, observation, video) Validity and reliability in qualitative educational research Ethics in research with children Action research: Theoretical framework, basic characteristics, phases Participatory action research 				

	<ul style="list-style-type: none"> • Action research as a means for professional development and learning for educators of small children • Action research as a means to develop a scientifically supported educational material for small children • Action research as methodology for Curriculum Development for Creative Learning and Play through Communities of Professional Learning • Data collection processes, processes for analysis and reflective interpretation of data from real learning environments; processes of problem definition and recognition of real needs of the educators in early childhood education • Action research and Complexity Theory • Reflective approaches in action research • Documentation on the basis of the Reggio Emilia approach and its implementation in the context of action research • Comparison of action research with other methodological approaches (e.g. case study, design research) 						
Teaching Methodology	Face to face						
Bibliography	<p>Cohen, L., Manion, L., & Morrison, K. (2013). Research methods in education. Routledge.</p> <p>Costello, P. (2011). Effective action research: Developing reflective thinking and practice. London: Continuum International Publishing Group.</p> <p>Kemmis, S., McTaggart, R., & Nixon, R. (2013). The action research planner: Doing critical participatory action research. Springer Science & Business Media.</p> <p>Smith, S.Z. & Smith, M.E. (2006). Teachers engaged in research. Inquiry into mathematics classrooms, Kindergarten-Grade 2. USA: Information Age Publishing.</p> <p>Mac Naughton, G. S., Rolfe A. & Siraj-Blatchford, I. (2010). Doing Early Childhood Research: International Perspectives on Theory and Practice. Buckingham: Open University Press.</p> <p>McNiff, J., & Whitehead, J. (2012). Action research for teachers: A practical guide. David Fulton Publishers.</p>						
Assessment	<table border="1"> <tr> <td>Exams</td> <td>50%</td> </tr> <tr> <td>Assignments</td> <td>40%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> </table>	Exams	50%	Assignments	40%	Class Participation and Attendance	10%
Exams	50%						
Assignments	40%						
Class Participation and Attendance	10%						
Language	English						