Course Title	Educational Research Methodology				
Course Code	EDU600				
Course Type	Compulsory				
Level	Master (2nd Cycle)				
Year / Semester	1st /1st				
Teacher's Name	TBA				
ECTS	10	Lectures / week	3 hours /14 weeks	Labs / week	N/A
Course Purpose and Objectives	This course aims to familiarise students with the basic forms of research and to help them develop academic writing and research design skills in the Educational Sciences. We will emphasise the examination and analysis of published articles in Educational Sciences and the critical review of important methodological issues in research.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Explain the main research schools of thought and their importance. • Describe and compare the features of different research methodological approaches. • Critically Analyze a wide range of published research. • Use and evaluate printed and electronic research tools. • Develop skills of academic writing. • Conduct literature review in their area of specialisation. • Develop research proposal by choosing the appropriate procedures and approaches depending on the research objectives.				
Prerequisites	None		Co-requisites		None
Course Content	**Description**: • The nature of educational research – ontological, epistemological significance and methodological assumptions in relation to schools of thought; • Qualitative and quantitative research; • Setting research goals and research questions. Design of a research proposal; • Sampling in quantitative and qualitative research; • Quantitative methodologies and methods: • Experimental design • Surveys using questionnaire • Structured observation; • Qualitative methods: • Individual and group interviews • Taking field notes, Recording data and observations • Ethnography • Case study • Action research; • Indexing, processing and analysing qualitative and quantitative data. Learning to work with quantitative and qualitative data analysing software (such as SPSS, NVivo, Atlas.ti,, Transana); • Presenting the results of a research; • The five chapters of a research report (Research questions, literature review, methodology, results, conclusions);				

	• Criteria for the assessment of research (special reference in issues of validity, reliability, generalisation and ethics).
Teaching Methodology	Face-to-face
Bibliography	Atkinson et al. (2001). Handbook of Ethnography. Thousand Oaks, CA: Sage Publications, Inc. Bazeley, K. Jackson (2013). Qualitative Data analysis with NVivo. Los Angeles: SAGE Publications. Bogdan, C. & Bilken, K. (2007). Qualitative research for education: An introduction to theory and methods. MA: Allyn & Bacon. Carr, W. & Kemmis, S. (1986). Becoming Critical. Education, Knowledge and Action Research. Oxon: The Falmer Press. Cohen, L. & Manion, L. And Morrison (2011). Research Methods in Education London: Routledge Corbin, J. & Strauss, A. (2008). Basics of qualitative research. Thousand Oaks, CA: SAGE Publications. Creswell, W. J. (2013). Qualitative inquiry and research design: Choosing among five traditions. Thousands Oaks, CA: Sage Publications. deMarrais K. (Ed.) (1998). Inside stories: Qualitative Research Reflections. NJ: Lawrence Elrabaum Associates. Denzin, N. (1997). Interpretive ethnography. Thousand Oaks, CA: Sage. Denzin, N. K. & Lincoln, Y. S. (Eds.) (2017). The Sage Handbook of qualitative research. Thousand Oaks, CA: Sage Publications, Inc. Marshall & Rossman (2006). Designing qualitative research. Thousand Oaks, CA: Sage Publications, Inc. Saldaña, J. (2012). The Coding Manual for Qualitative Researchers. Los Angeles: SAGE Publications. Spradley, J. P. (1979). The Ethnographic Interview. New York: Holt, Rinehart and Winston. Yin, K. R. (2018). Case study research and applications: design and methods. Thousands Oaks, CA: Sage Publications, Inc.
Assessment	Exams — 50% Assignments — 40% Class Participation and Attendance — 10%
Language	English