



3. Research Seminar 4 cr (683207)

The study unit is evaluated according to the pedagogical product or study made and presented by the student, as well as participation. The study unit is assessed on the scale 0–5.

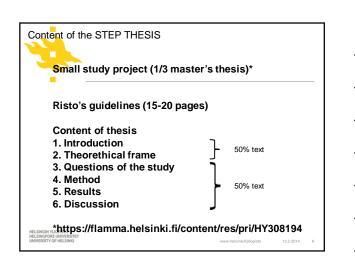
Evaluation of the Teacher as a Researcher Seminar study unit

The study unit as a whole is graded on the scale 0–5.

The Teacher as a Researcher study unit includes
•683163 Introduction to Educational Research 3 cr
•683206 Research Plan Seminar 3 cr
•683207 Research Seminar 4 cr

Timetable and theme proposal							
Group 2	DATE		TIME	LOCATION	TEACHER		
Period 3	Wednesday	12.2.	16-18	Fontell	Risto Hotulainen		
	Wednesday	26.2.	16-18	Fontell	Risto Hotulainen		
Period 4	Monday	17.3.	16-18	Fontell	Risto Hotulainen		
	Monday	24.3.	16-18	Fontell	Risto Hotulainen		
	Wednesday	26.3.	16-18	Fontell	Risto Hotulainen		
NB! 4h	Monday	31.3.	10-14	Fontell	Risto Hotulainen		
NB! 4h	Tuesday	1.4.	10-14	Fontell	Risto Hotulainen		
NB! 4h	Wednesday	2.4.	10-14	Fontell	Risto Hotulainen		
	Wednesday	16.4.	16-18	Fontell	Risto Hotulainen		
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3		Timet	able and	theme prop	oosal
Group 2	DATE		TIME	LOCATION	THEME
Period 3	Wednesday	12.2.	16-18	Fontell	Risto Hotulainen
	Wednesday	26.2.	14-20	RISTO'S OFFICE 319	INDIVIDUAL MEETINS 1 (á 30min)
Period 4	Monday	17.3.	16-18	Fontell	INDIVIDUAL MEETINGS 2
	Monday	24.3.	16-18	Fontell	INDIVIDUAL MEETINGS 2
	Wednesday	26.3.	SKIP	Fontell	
NB! 4h	Monday	31.3.	10-14	Fontell	LAST HEARING FOR THE PRESENTATIONS
NB! 4h	Tuesday	1.4.	SKIP	Fontell	
NB! 4h	Wednesday	2.4.	10-14	Fontell	PRESENTATIONS 1
	DPIS Wednesday UNIVERSITET HELSINKI	16.4.	16-18	Fontell www.helsinki.filyfiopis	PRESENTATIONS 2 to 12.2.2014 5





Example:

Thinking skills intervention for 9th graders – a pilot study

1. Introduction

(1-2 pages) why promotion of the thinking skills and it's research is important

- → Education is for thinking not about teaching contents
- → Current results show decline
 → Controversal study results (can we promote thinking skills or

The aim of this study...



Example:

Thinking skills intervention for 9th graders - a pilot study

2. Theorethical framework / Thinking skills and education

- 2. Cognitive development of adolescents
- 2.1. Piaget's theory of cognitive development
- 2.2. Critics against Piagets theory
- 3. About promoting thinking skills
- 3.1. Cognitive acceleration
- 3.2. Inductive reasoning



Thinking skills intervention for 9th graders - a pilot study

4. Questions of the study

Short introduction what is missing / theory and and study questions / hypotheses

1. How do the performance between the study groups differ in thinking skills from each other after intervention?

Ho: There is no difference between...

2. How do the performance between the study groups differ from each other in math and other measured school subjects after intervention?



Example:

Thinking skills intervention for 9th graders – a pilot study

4. Method

Sample

Used instruments

Data gathering

Intervention procedure (what is done and how)

Analysis procedures (what is done for the data and why, examples provided in appendix, when needed).

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Example:

Thinking skills intervention for 9th graders – a pilot study

5. Results

Follows logic of the set study questions:

In quantitative first: descriptive statistics

- 5.1. Performance in thinking skills by the study groups after the intervention $% \left(1\right) =\left(1\right) \left(1\right) \left($
- $\begin{tabular}{ll} 5.2. \ Performance in math and other measured school subjects after the intervention \end{tabular}$

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Example:

Thinking skills intervention for 9th graders – a pilot study

6. Discussion

What was aim of the study and did I manage to achieve it

- 6.1 Analysis of the findings
- Against theory and earlier findings
- 6.2 Practical implications
- 6.3 Limitations of the study
- 6.4 Suggestions for the future research
- 6.5 Conclusion

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