




Research Plan Seminar 3 cr (683206) - Autumn

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1. Introduction to Educational Research 3 cr (6831363)

The study unit assessed on the basis of an exam or other written work on the scale 0–5.

2. Research Plan Seminar 3 cr (683206)

The study unit is evaluated according to a plan of a pedagogical product or study made and presented by the student, as well as participation.
The study unit is assessed as Pass/Fail.

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.

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Goals of Research Plan Seminar

Students understand

- the structure of educational research process, problem-setting of research, and methodological solutions
- the importance of scientific knowledge, the epistemological foundations of educational research as well as foundations of scientific research, and core concepts of educational research
- the interactional relationship of theory and practice
- peer group's support in teachers' work

Students are able to

- make a research plan, conduct research and produce a research report (pedagogical product or study)
- apply didactical, subject-specific and research methodological knowledge into practice
- view their work from a research perspective

Students have preparedness to

- examine educational theory from a practical perspective and practice from a theoretical perspective
- develop their skills of critical thinking and drawing conclusions

grow into professionals who are inquisitive, and who research and develop their own work

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Timetable and theme proposal

Group 2	DATE	TIME	LOCATION	THEME	
Period 1	Wednesday	2.10.	12.15-13.45	Fontell, 202	ORIENTATION
	Friday	17.10.	10.15-11.45	Fontell, 202	REHEARSAL AND RESEARCH IDEAS
Period 2	Monday	10.11.	16.15-17.45	K 220 atk MINERVA	HOW TO WRITE RESEARCH PLAN AND LITERATURE HUNT
	Monday	17.11.	16.00-18.00	Fontell, 202	IND. TUTORING 4 X 30MIN
	Monday	24.11.	10.00-14.00	Fontell, 202	IND. TUTORING 7 X 30MIN
	Tuesday	25.11.	10.15-13.45	Fontell, 202	WRITING INTRO
	Wednesday	26.11.	10.15-13.45	Fontell, 202	WRITING INTRO (Deadline)
	Monday	01.12.	16.15-17.45	Fontell, 202	COMMENTING INTRO
	Wednesday	03.12.	16.15-17.45	Fontell, 202	Research plan presentations 1

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2023-2024

2024

Problem definition is related to methodological approach

Epistemology is the nature of how knowledge is generated, and it serves as the foundation of educational research design.

A) Quantitative research (objectivist epistemology) is conducted from an, which → assumption that knowledge exists in the world independent of people and is waiting to be "discovered".

→ hypotheses about connections

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Quantitative problems

Predictors	Outcomes
Family SES	Motivation
Gender	- Expectancies
Attention	- Emotions
Support needs	- Values
	School achievement


Two basic question formats:

1) Is there association (=correlation) between students' attention and values of schooling?
Hypothesis: There is no association between atteen values of schooling.

2) How much extend school achievement is dependent of gender.
Hypothesis: There are no differences between genders

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**B) Qualitative researchers generally operate from different epistemological perspectives, (constructionism) which assumes that knowledge is created by interaction between people and their world (working hypotheses)
→ WHAT IS GE**

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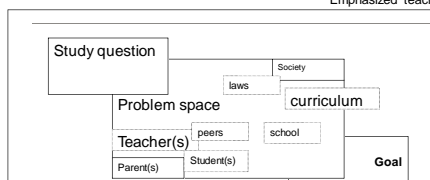


There are many options to conduct behavioral study. Example #1: Qualitative study

Thinking skills

Gifted education

Emphasized teaching




How lower secondary chemistry teachers perceive giftedness? How lower secondary chemistry teachers differentiate teaching for their gifted learners?

- General problem: too broad study questions
- Especially in qualitative research it is necessary to frame clearly study question(s).
→ Focus research questions facilitate theory selection and data gathering.

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Problem definition (example)

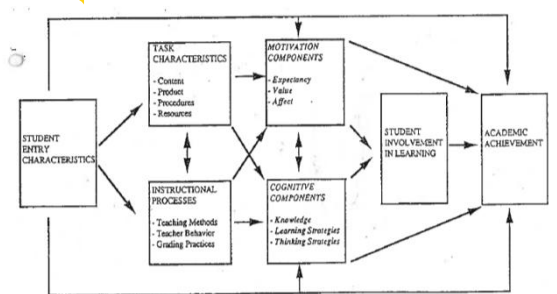


FIG. 7.1 Conceptual framework for motivation and cognition in the classroom context.



Risto's data:

- 1) Attention measure (ACT) and its relation toBERS, SDT, FORMAL THINKING?
- 2) Longitudinal follow-up (pre-school children 1989 → 2014): is there any correlation between early measures and current situation
- 3) Centre for Educational Assessment
 - Three large follow-up studies (Helsinki, Vantaa, Metropolitan area)
 - Teachers' and parents' questionnaires (temperament, teacher questions)

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1. Background

Why is this research important?
What other studies have there been in this area?
How will this research add to knowledge in this area?
What do you want to find out?
What is the main question you wish to answer?
What are the specific questions you will ask to address the main question?

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2. Procedure

Will you be doing this research on your own or with others?
Who are you targeting in this research?
How many people (questionnaires/case files) do you intend to have?
Where will the research take place?
Will participants be clearly and fully informed of the purpose of the research study (How you ensure this?)
How will participants be clear about the expectations of the researcher?
Do you have an information sheet and a consent form for participants?
Supervisory arrangements - how do you intend your research to be supervised and monitored and by whom?

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3. Timetable

When will your research start and finish?
 Are there particular stages to the research -
 e.g. piloting, then main research?
 If so, what are they?
 Is the timetable realistic?
 Is it influenced by external constraints or
 deadlines?
 If so, how you can be prepared for the
 obstacles?

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4. Methodology

What sort of data will you be collecting, for
 example, numbers, talk to people directly,
 texts or a mixture of these?
 What is the main analyses you will use to
 carry out the research (statistical or ,
 qualitative ones)?
 How will you select your sample?
 How will you recruit your sample?
 How will you collect your data?

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5. Ethical issues

Is there any potential risk or harm to
 participants or yourself? If yes →, what are
 the potential risks and what do you intend
 to do to reduce them?
 How will you obtain informed consent?
 How will participants be given the
 opportunity to complain? Will you be
 insured against professional negligence
 claims?
 How will you deal with complaints made
 against you by participants?

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6. Data storage

How will the data be stored?
 For how long will the data be stored?
 How will it be disposed of?
 How will you ensure confidentiality and anonymity of data?
 Who will have ultimate ownership of the data?
 If you are likely to need to contact a participant later, you need to inform this beforehand.

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7. Dissemination

Have you considered in what form will your findings be presented and to whom (not only participants of the STEP)?
 How will you ensure anonymity of the participants in publications?
 To whom does the research belong after its publication?

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Content of the research plan

1. Introduction

1.1 About phenomenon in question and importance of the study
 1.2 Previous studies about phenomenon (in brief)
 1.3 Study goal

2. Theoretical frame

3. Method

4. Timetable

5. References

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