



*Research Plan Seminar 3 cr
(683206) - Autumn*

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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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**Part 1: Research Plan Seminar:
24 h (3 cr)**

Teaching of Part 1 is organized during Periods 1 and 2.

Part 1 includes group teaching and turning in the research plan.

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Timetable and theme proposal

Group 2	DATE	TIME	LOCATION	THEME
Period 2	Monday 09.11.	16.15-17.45	Aurora, 117	Baseline
	Monday 16.11.	16.15-17.45	Aurora, 117	Literature hunt
NBI 4h OKL day	Monday 23.11.	10.15-13.45	Aurora 116	IND. TUTORING 5 x 30min
NBI 4h OKL day	Tuesday 24.11.	10.15-13.45	Aurora 116	IND. TUTORING 5 x 30min
NBI 4h OKL day	Wednesday 25.11.	10.15-13.45	Aurora 117	Writing Res-plan
	Monday 30.11	16.15-17.45	Aurora 117	Writing Res-plan
	Wednesday 02.12	16.15-17.45	Aurora 117 (meeting)	Commenting R-plans 2.-9.12.
	Wednesday 10.02	10.15-12.15	Aurora 118	Research plan presentations

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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 à 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

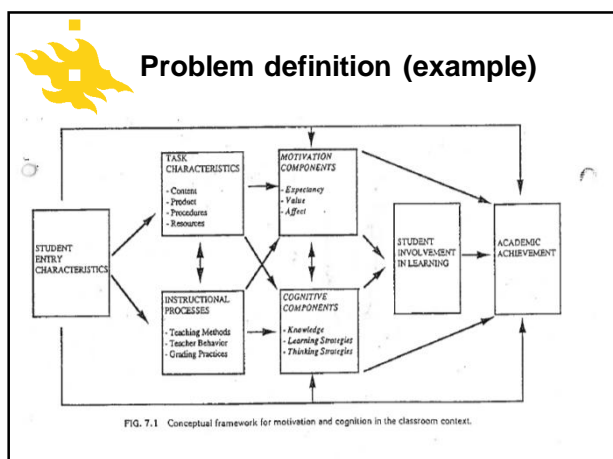
Predictors	Outcomes
Family SES	Motivation
Gender	- Expectancies
Attention	- Emotions
Support needs	- Values
	School achievement

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) To what extend school achievement is dependent of gender.
Hypothesis: There are no differences between genders

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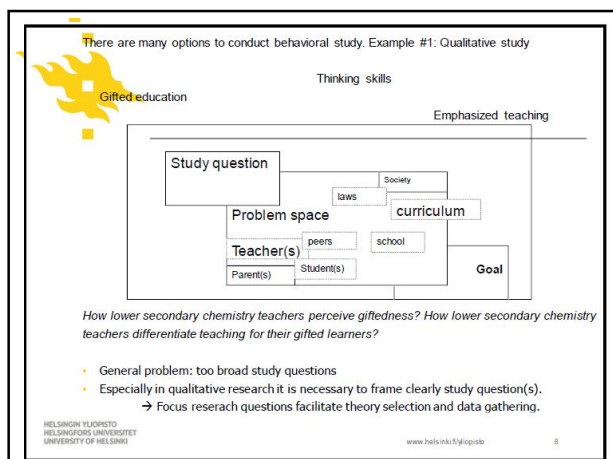
B) Qualitative researchers generally operate from different epistemological perspectives:

→ E.g., constructionism which assumes that knowledge is created by interaction between people and their world (working hypotheses)

→ Interaction is described and accordingly analyzed and interpreted

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Some guidelines for the research plan

1. Background
2. Procedure
3. Timetable
4. Methodology
5. Ethical issues
6. Dissemination

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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. 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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