

**Faculty of Philosophy / Pedagogija (2017) /**

Prerequisites	There are no pre-conditions for the attendance of this course.
Aims	Introducing the students to the relevance and the role of methodology of pedagogical research within the process of the complex educational problems research. Making students competent to master the basic theoretical-methodological logic, scientific paradigms as well as pedagogical rules and regulations.
Lecturer / Teaching assistant	Prof. Nikola Mijanović, PhD Sanja Čalović, MA
Method	Lectures and debates; individual work of students, consultations, regular assessment in efficient preparation for the final exam.
Week 1, lectures	The concept and the essence of methodology of pedagogical research.
Week 1, exercises	Analysis of the key terms in methodology of pedagogical research; definition of science and its constituent elements. Making an agreement on the preparation of homework and planning the time framework for its presentation.
Week 2, lectures	Historical development of methodology of pedagogical research
Week 2, exercises	The group level discussion; two fundamental periods in development of methodology of pedagogical research (the period of experiential research in pedagogy and the period of the beginning of the systemic scientific research).
Week 3, lectures	The relation between methodology, pedagogy and logic.
Week 3, exercises	Analysis of the relation between methodology and pedagogy, methodology and logic (the group work).
Week 4, lectures	The relation between methodology, pedagogy, gnoseology and epistemology.
Week 4, exercises	The group work: analysis of the relation between methodology, pedagogy and gnoseology; methodology, pedagogy and epistemology; gnoseology and epistemology; discussion and making conclusions.
Week 5, lectures	The development of methodology of pedagogical research after the constitution of pedagogy as science.
Week 5, exercises	The concept and the essence of Herbart's scientific research paradigm (the group work grounded in the beforehand prepared questions); making conclusions and discussion. The application of polling in pedagogical research - the group work grounded in the be
Week 6, lectures	Positivistic-empirical determination of methodology of pedagogical research.
Week 6, exercises	Analysis of influences of other sciences methodology on the development of methodology of pedagogical research. The essential definitions of the positivistic methodological paradigm (the group work grounded in the beforehand prepared questions; making co
Week 7, lectures	The pedagogical-subject specific qualities of cognition in education.
Week 7, exercises	Specific qualities of cognition in education (the group work grounded in the beforehand prepared directional questions); making conclusions and discussion. Practical work: making the questionnaire and the interview protocol - Methodological practicum.
Week 8, lectures	Mid-term exam 1
Week 8, exercises	Mid-term exam analysis. Homework presentations.
Week 9, lectures	The aims and tasks of scientific pedagogical cognition.
Week 9, exercises	The group level discussion about the reasons of study of pedagogical problems and the purpose of scientific pedagogical study. Practical work: Instruments of observation (Methodological practicum).
Week 10, lectures	Comprehension and revelation of rules and regulations in education.
Week 10, exercises	Differences between pedagogical rules and regulations (the group discussion and making conclusions). Scaling and the scale of valuation - the group work grounded in the beforehand prepared material. Practical work: the scale of valuation (Methodological p
Week 11, lectures	Classification of pedagogical research
Week 11, exercises	Stating the key characteristics of different types of research (fundamental, applied, action, small, comparative, ex-post-facto, futuristic, longitudinal, transversal, sociometrical). Practical work: Instruments in sociometrical research - Methodological
Week 12, lectures	Methodological paradigms in education.
Week 12, exercises	Definition of the term paradigm. Explanation of the following: rational-deductive, empirical-inductive, mathematical-statistical and historical-comparative paradigms. Homework presentations.

Week 13, lectures	Scientific research variables and hypotheses in pedagogical research.
Week 13, exercises	Pointing the essence of variables and differences between the independent and dependent variables. Types of hypotheses: explanations based on specific examples. Distinction of variables - work on the beforehand prepared material. Definition of the type of
Week 14, lectures	Possibilities and limitations of methodology of pedagogical research
Week 14, exercises	Possibilities and limitations of methodology of pedagogical research - discussion in small groups; making conclusions and discussion. Preparations for the mid-term exam. Homework presentations.
Week 15, lectures	Mid-term exam 2
Week 15, exercises	Mid-term exam analysis.
Student obligations	Students are obliged to attend the lectures, take part in discussions and take two tests. Students are supposed to prepare homework (a written assignment) and take part in discussions after its presentation.
Consultations	Tuesday, 14:00
Workload	Weekly 7 credits x 40/30 = 9 hours 20 minutes Structure: 3 hours of lectures 2 hours of practical work 4 hours 20 minutes of individual work
Literature	
Examination methods	Forms of assessment: two mid-term exams - 20 points each (40 points total), regular class attendance and activity - 4 points; homework on a given topic - 6 points; final exam - 50 points. The passing grade is awarded for the cumulative number of least 51
Special remarks	
Comment	Students will be given the realization plan of the program of instruction at the beginning of the semester.
Learning outcomes	After passing the exam, the student will be able to: - Describe the interdisciplinary character of the methodology of pedagogical research; - Explain the basic methodological concepts; - Analyze the relationship between relationship methodology, logic and gnoseology; - Identify the characteristics of pedagogical knowledge; - Master the scientific law and legality, correlative and causal relationships in pedagogy; - Define the pedagogical problems, hypotheses and variables; - Estimate and use different research approaches.