

SYLLABUS							
Study cycle	Bachelor	Programme	English language and literature	Academic year	2019/20		
COURSE		Introduction to Scientific Research					
Year	IV	Status of the course	E	Code		ECTS	4
Semester	VIII						
Study weeks	15		Course classes		Lectures	Practice	
					2	2	
Methodology of teaching	Communicative Language Teaching (CLT)						
Consultations							
Professor	Sermin Turtulla		e-mail	zser@hotmail.com			
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			Tel.				

Course objectives	Student's benefits
<p>The course aims to offer basics in scientific research by gaining knowledge about essential research skills in education. It also aims to help students in achieving skills to construct a research draft, including research problem, question (hypothesis), ethics, outline, and literature review. Additional aim of the course is to build up basic knowledge which will serve as a foundation for future research at university and postgraduate studies.</p>	<p>By the end of the course students will be able to identify the most well-known basics in research in the field of education. Also they will be equipped with knowledge about how to draft a research article; to select the most appropriate question for a specific research; to define terms for research questions in the field of education; to locate and review literature, and to understand and address the ethical background of research in education.</p>

Teaching methodology:		
The course is taught through Communicative Language Teaching method incorporating motivating activities which help in mastering the course content successfully.		
Required tools:		
Coursebook, handout material for activities		
Evaluation criteria (in %):		
Participation Mid-semester paper Final exam	Evaluation in %	Final grade
	30 %	100-95 % – 10
	20 %	94 – 88 % – 9
	50 %	87 – 79 % – 8
		78 – 67 % – 7
		66 – 51 % – 6

Student obligations:			
Lectures: Students are required to attend classes, conduct properly during lectures and practice, and participate actively in them.		Practice: Students are required to attend and conduct properly during practice classes, and participate actively in them using knowledge gained during lectures.	
Course obligations:			
Activity	Hours	Days/weeks	Total:
Lecture	2	1/15	30
Practice	2	1/15	30
Homework	4	5/2	8
Study hours outside of class /library	3	2/6	18
Evaluation hours	1	1/3	3
Exam preparation hours	2	7/3	6
Teacher consultation hours	1	3/5	5
Remarks: 1 ECTS = 25 hours, i.e. if the course has 6 ECTS, the student has to have 150 hours of lectures attended during a semester			Total: 100 hrs

Wee k	Lectures	Hours	Practice	Hours
1.	Topic Introduction to basics in scientific research and overall course requirements and material to be used	2	Topic A discussion expressing students' knowledge related to scientific research gained in previous research courses	2
2.	The nature of research and its value to society Explain the meaning of the term "educational research" and its value to educators	2	Two examples of the kinds of topics that educational researchers might investigate	2
3.	Ways of knowing: sensory experience, agreement with others, expert opinion, logic, and the scientific method	2	Give an example of four ways of knowing other than the method used by the scientists	2
4.	The research problem and the research question Distinguish between researchable and non-researchable questions	2	Give some examples of potential research problems in education Formulate a research question	2

5.	Characteristics of good research questions: feasibility, clarity, significance, and ethics	2	Look at two examples for each of these characteristics	2
6.	Key terms to define in a research study Three common ways to clarify ambiguous or unclear terms in a research question	2	Analyze an example of an operational definition and compare how such definitions differ from other kinds of definitions	2
7.	Mid-term	2	Mid-term	2
8.	Locating and reviewing the literature The definition and the value of a literature review General reference tools, primary and secondary sources as types of sources	2	Compare the difference between a primary and a secondary source and give an example of each type	2
9.	Steps involved in a literature search Defining the problem, look through secondary sources, select the general reference tools, formulate search terms Doing a computer search: advantages and disadvantages	2	Analyze what is meant by the phrase "search term" and how it differs from the term "descriptor" and how both terms are used in literature searches	2
10.	Ethics and research A statement of ethical principles Protect from harm Ensure confidentiality Deception	2	Examine examples of unethical practice Analyze three examples involving ethical concerns	2
11.	Research with children Obtaining informed consent from parents Coercing children into participation Remunerating for child's services	2	Inspect an example of a consent form for minors	2

12.	Ethics in qualitative research including choice of place, length of interviews, participant's privacy, and form of ensuring confidentiality Exempt from confidentiality and plagiarism	2	Investigating the revised regulations for research with human subjects of the Department of Health and Human Services	2
13.	Variables and Hypotheses Research aims and relationships in research Definition and types of variables including	2	Compare the difference between categorical and quantitative variables Work on examples of moderator and extraneous variables	2
14.	Definition of hypotheses Strengths and weaknesses of formulating hypotheses Directional and non-directional types of hypotheses	2	Compare examples of directional and non-directional hypotheses Formulate two hypotheses that might be investigated in education	2
15.	Consolidation of lessons learned and exam practice	2	Exam practice	2

LITERATURE

Fraenkel, J. R., Wallen, N. E. & Hyun, H.H. (2015). How to design and evaluate research in education (9thed.). New York: McGraw-Hill Education.
Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6th ed.). New York: Routledge.

REMARKS

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Remarks to the student:

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PROGRAMI MËSIMOR – SYLLABUS							
Niveli i studimeve		Bachelor	Programi	Gjuhë dhe letërsi angleze	Viti akademik	2019/20	
LËNDA		Hyrje në hulumtimin shkencor					
Viti	III	Statusi i lëndës		Kodi		ECTS kredi	4
Semestri	V					Ligjërata	Ushtrime
Javët mësimore		15	Orët mësimore		2	2	
Metodologjia e mësimit		Mësimi komunikues i gjuhës					
Konsultime							
Mësimdhënësja		Sermin Turtulla		e-mail	zser_@hotmail.com		
				Tel.	+383 44 116 347		
Asistenti				e-mail	sermin.turtlla@uni-prizren.com		
				Tel.			

Qëllimi studimor i lëndës	Përfitimet e studentit
Lënda synon t'i zhvillojë shkathtësitë e hulumtimit duke u njohur me njohuritë themelore në hulumtimin shkencor në fushën e edukimit. Lënda gjithashtu ka për qëllim të ndihmojë në përfitimin e shkathtësive të hartimit të një punimi hulumtues, përfshirë strukturën, planin, dhe kërkimin e të dhënave. Qëllimi dytësor i lëndës është ndërtimi i njohurive elementare që do të formojnë themelin e dijes së duhur për hulumtimin e mëtejshëm në fakultet dhe në studimet pasuniversitare.	Në fund të lëndës studentët do të jenë në gjendje t'i identifikojnë njohuritë bazë më të rëndësishme në hulumtimin shkencor në fushën e edukimit. Gjithashtu do të pajisen me njohuri për hartimin e një punimi hulumtues; të përzgjedhin mënyrën më të përshtatshme për planifikimin e hulumtimit; të dallojnë termet e veçanta në hulumtim; si të ndërtojnë bazën etike të punimit me fëmijë; dhe t'i shfletojnë e t'i analizojnë ndryshoret në hulumtimet në fushën e edukimit.

Metodologjia për realizimin e temave mësimore:		
Lënda mësohet përmes metodës komunikuese të gjuhës angleze (Communicative Language Teaching) duke shfrytëzuar aktivitetet e ndryshme që nxisin motivimin dhe përvetësimin e suksesshëm të lëndës.		
Kushtet për realizimin e temës mësimore:		
Libri shkollor, materialet shtesë për aktivitete		
Mënyra e vlerësimit të studentit (në%)		
Studenti vlerësohet si në vijim:	Vlerësimi në %	Nota përfundimtare
Pjesëmarrja në klasë	30 %	100-95 % – 10
Punimi mes-semestral	20 %	94 – 88 % – 9
Provimi me shkrim	50 %	87 – 79 % – 8
		78 – 67 % – 7
		66 – 51 % – 6
Obligimet e studentit:		
Ligjërata Vijueshmëria, mirësjellja në orë si dhe angazhimi në orë janë disa nga obligimet e studentëve që kanë për qëllim të marrin njohuritë për lëndën.	Ushtrime Vijueshmëria, mirësjellja në orë si dhe angazhimi në orë janë disa nga obligimet e studentëve që kanë për qëllim të zbatojnë njohuritë për lëndën.	

Ngarkesa e studentit për lëndën			
Aktiviteti	Orë	Ditë/Javë	Gjithsej:
Ligjërata	2	1/15	30
Ushtrime/Punë praktike	2	1/15	30
Detyrat e shtëpisë	4	5/2	8
Koha e kaluar në mësimin në shtëpi/bibliotekë	3	2/6	18
Koha e kaluar në vlerësim	1	1/3	3
Përgaditja për provim	2	7/3	6
Këshillime me mësimdhënësen	1	3/5	5
Vërejtje: 1 ECTS kredi=25 orë angazhim,p.sh nëse lënda i ka 6 ECTS kredi student duhet të ketë angazhim gjatë semestrit 150 orë		Gjithsej ngarkesa:	100 orë

Java	Ligjërata	Orët	Ushtrime	Orët
1.	Tema Introduction to basics in scientific research and overall course requirements and material to be used	2	Tema A discussion expressing students' knowledge related to scientific research gained in previous research courses	2
2.	The nature of research and its value to society Explain the meaning of the term "educational research" and its value to educators	2	Two examples of the kinds of topics that educational researchers might investigate	2
3.	Ways of knowing: sensory experience, agreement with others, expert opinion, logic, and the scientific method	2	Give an example of four ways of knowing other than the method used by the scientists	2
4.	The research problem and the research question Distinguish between researchable and non-researchable questions	2	Give some examples of potential research problems in education Formulate a research question	2
5.	Characteristics of good research questions: feasibility, clarity, significance, and ethics	2	Look at two examples for each of these characteristics	2

6.	Key terms to define in a research study Three common ways to clarify ambiguous or unclear terms in a research question	2	Analyze an example of an operational definition and compare how such definitions differ from other kinds of definitions	2
7.	Punimi mes-semesteral	2	Punimi mes-semesteral	2
8.	Locating and reviewing the literature The definition and the value of a literature review General reference tools, primary and secondary sources as types of sources	2	Compare the difference between a primary and a secondary source and give an example of each type	2
9.	Steps involved in a literature search Defining the problem, look through secondary sources, select the general reference tools, formulate search terms Doing a computer search: advantages and disadvantages	2	Analyze what is meant by the phrase "search term" and how it differs from the term "descriptor" and how both terms are used in literature searches	2
10.	Ethics and research A statement of ethical principles Protect from harm Ensure confidentiality Deception	2	Examine examples of unethical practice Analyze three examples involving ethical concerns	2
11.	Research with children Obtaining informed consent from parents Coercing children into participation Remunerating for child's services	2	Inspect an example of a consent form for minors	2
12.	Ethics in qualitative research including choice of place, length of interviews, participant's privacy, and form of ensuring confidentiality Exempt from confidentiality and plagiarism	2	Investigating the revised regulations for research with human subjects of the Department of Health and Human Services	2

13.	Variables and Hypotheses Research aims and relationships in research Definition and types of variables including	2	Compare the difference between categorical and quantitative variables Work on examples of moderator and extraneous variables	2
14.	Definition of hypotheses Strengths and weaknesses of formulating hypotheses Directional and non-directional types of hypotheses	2	Compare examples of directional and non-directional hypotheses Formulate two hypotheses that might be investigated in education	2
15.	Consolidation of lessons learned and exam practice	2	Exam practice	2

LITERATURA

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