

“RESEARCH SKILLS” SYLLABUS

Basic data of the subject			
Academic Unit:	FACULTY OF PHILOLOGY		
Course title:	RESEARCH SKILLS		
Program:	ENGLISH LANGUAGE AND LITERATURE		
Level:	BACHELOR		
Course status:	MANDATORY		
Study year:	IV		
Number of hours per week:	2+3		
Credit value – ECTS:	7		
Time / location:	WINTER TERM/PRIZREN		
Lecturer:	SERMIN TURTULLA		
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Course description:	Research skills form the foundation of basic knowledge related to scientific research for the needs of students at the university studies.		
Course objectives:	<p>The course aims to develop research skills by gaining knowledge about basic methods and data collection in research.</p> <p>It also aims to help students in achieving skills to construct a research paper, including structure, outline, and data collection. 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>		
Learning outcomes:	By the end of the course students will be able to identify the main parts of research structure in the field of education. Also they will be equipped with knowledge about how to draft a research paper; to select the most appropriate method for a specific research; to distinguish specific structures and functions of research methods in the field of education; to construct questionnaires and plan interviews; and collect data through different methods.		
Contribution on student load (must correspond with learning outcomes)			
Activity	Hours	Days/week	Total
Lecture	2	1/15	30

Practice	3	1/15	45
Homework	5	1/4	20
Study hours outside of class /library	4	2/14	56
Evaluation hours	2	1/2	4
Exam preparation hours	2	7/3	6
Teacher consultation hours	1	2/14	14
Total			175 hours (7 ECTS)
Teaching methods :	The course is taught through interactive lecture and directed discussions incorporating instructions, offering opportunities for asking questions, demonstrating and modeling techniques, giving structured outlines, motivating activities and handouts which help in mastering the course content successfully.		
Evaluation methods:	The course is evaluated according to criteria as follows: Participation 30 % Creativity 10 % Mid-term paper 20 % End-term paper 40%		
Literature			
Basic Literature:	Griffee, D. T. (2012). An Introduction to Second Language Research Methods: Design and Data. TESL-EJ Publications. Cohen, L., Manion, L. & Morrison, K. (2007). Research Methods in Education (6th ed.). New York: Routledge.		
Additional Literature:	Fraenkel, J. R., Wallen, N. E. & Hyun, H.H. (2012). How to Design and Evaluate Research in Education (8th ed.). New York: McGraw-Hill Company, Inc.		

Designed study plan:		
Week	Lectures	Exercises
<i>First week:</i>	Introduction to research skills in education	A writing task expressing students' views on the importance of research in education
<i>Second week:</i>	How to get started in your research project	Looking at the type of research design we are attracted to by answering the questionnaire on

		research
<i>Third week:</i>	Structure of a research paper – levels of heading, title, abstract, introduction and literature review	Looking at two scenarios of getting started
<i>Fourth week:</i>	Introducing research designs – how to select one	Analyzing the table of research design types
<i>Fifth week:</i>	Survey research design (SRD) - historical roots and beliefs, and - key components.	Looking at a brief scenario, and reflecting on survey research design
<i>Sixth week:</i>	Experimental research design (EXD) - historical roots and beliefs, - key components, and - threats	Three examples of EXD
<i>Seventh week:</i>	Case study design (CSD) - historical roots and assumptions, - key components, and - threats	Looking at a sample of CSD
<i>Eighth week:</i>	Mid-semester evaluation paper Review of past lessons	Mid-semester evaluation paper
<i>Ninth week:</i>	Action research design (ARD) - historical roots and beliefs, - key components, and - advantages/ disadvantages	Creating a plan for ARD
<i>Tenth week:</i>	Introduction to data collection instruments (DCI)	Analyzing the examples of data collection instruments
<i>Eleventh week:</i>	Data from questionnaires -advantages and disadvantages	Constructing your own questionnaire
<i>Twelfth week:</i>	Data from interviews - types of interviews, - advantages and disadvantages,	Issues to consider: whom to interview, what questions to ask, where to have the interview, how to begin and end an interview.
<i>Thirteenth week:</i>	Data from observation - classroom observation, - advantages and disadvantages	Comparing eleven observation techniques
<i>Fourteenth week:</i>	Data from dairies and journals	Analyzing data from dairies and journals

	- advantages and disadvantages, - types of journals,	
<i>Fifteenth week:</i>	Consolidation of lessons learned and end-term paper practice	End-term paper practice
Academic policies and rules of conduct:		
Students are required to attend classes, conduct properly during lectures and practice classes, and participate actively in them.		