

Master in Education (M.Ed.)

Title of the Course: R 1: Introduction to Research in Education (Semester: I)

Credits: 4
MM: 100 (External: 70 Internal: 30)
Contact Week 15

Introduction of the Course

The word research is used in multiple learning contexts. There can be two broad ways of addressing this. In one case research refers to collecting information/data to ascertain the content being learnt and two, where the research by itself is the focal point. The first one is popular from school education itself wherein the information is searched through online and offline data to substantiate the contents and related queries. The second one requires problematizing an observation and planning a study to drive theoretical insights into the issue under focus. It is beyond the process of information collection and requires fundamental skills like questioning, planning, organizing, analyzing, interpreting and theorizing. In many circumstances, most specifically in higher education programmes, the students' admissions to the course symbolizes that they have all the skills essential for conducting a research. The information seeking skills are certainly valuable but not sufficient to plan and conduct an independent research. This course is planned to facilitate the process of transition to acquire a researcher's mind.

Learning Outcomes

After completion of the course, student will be able to:

1. Explain the need and significance of developing research acumen.
2. Differentiate between the purpose of various research-based activities.
3. Describe the process of knowledge construction and role of research in it.
4. Discuss the specifics of working with and as human subject.
5. Apply the skill acquired in planning, conducting and documenting the research.

Number of Units: 4

Weeks 15 = 60 hours

Unit 1: Introducing Research in Education

(4 weeks = 16 hours)

- Epistemological Frames in Research
- Demystifying Research Perspectives and Practices in Education
- Spacing Research Ideas in Education
- Interdisciplinary Perspectives and Practices across Educational Research



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Unit 2: Researching, Knowledge and Education (3 weeks = 12 hours)

- Understanding Research Project, Dissertation and Research Thesis
- Sources of Knowledge: Social Construction of Knowledge Rooting through Research
- Understanding Others: An Imperative for Educational Research

Unit 3: Research and Academic Writing (4 weeks = 16 hours)

- Reading and Writing Critically: Assumptions, Methodology, Substantive, Critique, Extension and Furthering
- Working with Human Subjects; Understanding Subjectivity and Biases
- Theoretical Framework: With or Without; Possibilities and Challenges
- Academic Writing: Purpose, Structure and style

Unit 4: Nurturing Research Abilities with Reference to... (4 weeks = 16 hours)

- Leveraging Technology for Educational research
- Perspectives on sampling and Tool Development
- Managing and interpreting Data and Field Notes
- Developing data literacy skills
- Referencing and in-text citation

Practicum/ Suggested Projects / Assignments (Any Two)

1. Students maintain a reflection journal (10 entries) where they analyze everyday scenarios (a school policy discussion, Important ongoing educational issue or debate etc.) from different epistemological viewpoints (example "Through a positivist lens, the solution here would be...."). The goal is to understand how our beliefs about knowledge shape our approach to problems.
2. Students will be provided with short research summaries (purpose, key findings) from diverse education studies. Students would then identify and justify the probable methodology used (qualitative, quantitative, mixed-methods), encouraging them to explain why this method was suitable.
3. Observe a specific educational setting (classroom, tutoring session, even a public event focused on learning). Task is 1) Record objective observations, 2) Analyze those observations through the lens of a course-covered social theory.
4. Select one peer-reviewed article that's connected to your interests. Write a critical response, identifying the article's methodological strengths/limitations and then propose a logical extension for future research that addresses gaps you have identified.

5. Develop a basic research question relevant to your interests. Your task is to outline a study design, including proposed sampling method, data collection tools, and a basic data analysis plan (qualitative themes or quantitative measures).

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Alvesson, M. & Deetz, S. (2021). *Doing critical research*. USA: Sage.
- Berger, P. L. and T. Luckmann (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. NY: Anchor Books
- Bryman, A. (2012). *Social research methods* (4th ed.). Oxford University Press.
- Carter, J. A., & Littlejohn, C. (2021). *This is epistemology: An introduction*. John Wiley & Sons. <https://www.wiley.com/en-gb/This+Is+Epistemology:+An+Introduction-p-9781118336823>
- Creswell, J. W. (2014). Ethical considerations in conducting qualitative research (Chapter 17). In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications
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- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. SAGE Publications. <https://us.sagepub.com/en-us/nam/the-foundations-of-social-research/book207972>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE Handbook of Qualitative Research* (Chapter 3).
- Eatough, V. & Smith, J. A. (2009). Interpretative Phenomenological Analysis. In C. Willig & W. Stainton-Rogers (ed.) *The SAGE Handbook of Qualitative Research in Psychology*. 193-211.
- Gettier, E. L. (1963). Is justified true belief knowledge? *Analysis*, 23(6), 121-123. <https://doi.org/10.1093/analys/23.6.121>
- Gray, D. E. (2004). *Doing research in the real world*. Sage Publications. <https://us.sagepub.com/en-us/nam/doing-research-in-the-real-world/book224992>
- Kuhn, T. S. (1963). The Function of Dogma in Scientific Research. In A. C. Crombie (ed.). *Scientific Change (Symposium on the History of Science)*. New York and London: Basic Books and Heineman. pp. 347-369
- Kumar, S. (2018). Framework to Theorization: A Ray of Hope in Qualitative Research. *HIGHBROW Bi-annual Multidisciplinary Journal of Research*, Satya Sai College for Women, Bhopal. Vol 5(2), (84-89). ISSN: 2350-1154.

- Kumar, S. (2019). *Action Research and Grounded Research: Evidence Based Practices in Education*. India: Kanishka Publication. 978-81-8457-862-1
- Kumar, S. (2023). Research and Innovation in the Context of the NEP 2020. In Mandal, Dutta and Pritam (Eds.). *National Education Policy 2020: Policy Reforms and Perspective*. Delhi: Atlantic Publication. (255-275). ISBN: 9-788126-935550
- Kumar, S. (2024). *Strengthening Qualitative Research*. India: Muktibodh Publication
- Lester, J. D., & Lester, J. D. (2005). *Writing research papers: A complete guide*. New York: Longman.
- Nyamubi, G. J. (2021). Reflecting on a personal doctoral study experience: A journey to academic and professional maturity. *Higher Education Research*. 6(3), 72-77.
- O’Gorman, K. and MacIntosh, R. (2015). “Mapping research methods”. in: O’Gorman, K. and MacIntosh, R. *Research methods for business and management*. Oxford: Goodfellow Publishers Ltd
- Robert, G. Burgess (2005). *The Ethics of Education Research*. USA: Taylor and Francis.

Teaching Learning Process

The course will be taught using interactive pedagogic methods, such as classroom discussions, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through the end-semester examination.

Key words: Research, Education, Knowledge, Academic Writing

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