Module/Course Handbook

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<tr><td colspan="7">Educational Research Methodology</td></tr>
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Module/Course Title 8820302052	Student Workload 119	Credits 4.77 ECTS	Semester Odd	Frequency 42CU	Duration 14 Meetings

1	**Types of courses** a) Direct meeting b) Structured work c) Self-study	**Contact hours** 5.5	**Independent Study** 3 hours	**Class size** 30 students

2	**Prerequisites for participation (if applicable)** None

3	**Learning outcomes**
	PLO
	   5. Conduct research about English learning
	   7. Apply critical thinking and analytic skills in solving problems in English instructions.
	   10. Demonstrate skills in leadership and collaboration
	
	CLO
	   1. Demonstrate thorough understanding about concepts on educational research methodology.
	   2. Conduct research on the teaching and learning of English as a foreign language.
	   3. Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language.
	   4. Demonstrate the awareness of the values, ethical issues and norms in conducting research.

4	**Subject aims/Content** This subject explores types and characteristics of various research methods for education field. This covers: (1) the nature of quantitative and qualitative approaches: process of conducting research and the difference between quantitative and qualitative approaches; (2) the steps in the process of research: from collecting data up until reporting and evaluating data; (3) research design: types and their characteristics. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.
5	**Teaching methods** Lectures, Discussions, Practice
6	**Assessment methods** A student is competent when he/she passes the exams with a minimum score of 56, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P).

		The Final Score (NA) is computed using the following formula: $$NA = \frac{(2xP)+(3xT)+(2xUTS)+(3xUAS)}{10}$$ The score conversion 0-100 to scale 0-4 is according to the following table: Letter Scale Interval A 4,00 85 ≤ A < 100 A- 3,75 80 ≤ A- < 85 B+ 3,50 75 ≤ B+ < 80 B 3,00 70 ≤ B < 75 B- 2,75 65 ≤ B- < 70 C+ 2,50 60 ≤ C+ < 65 C 2,00 55 ≤ C < 60 D 1,00 40 ≤ D < 55 E 0,00 0 ≤ E < 40
7		**This module/course is used in the following study programme/s as well** None
8		**Module Coordinators** Kusumarasdyati, Ph.D. Syafiul Anam, Ph.D.
9		**References**

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7. Burns, A. 2010. Doing Action Research in English Language Teaching: A Guide for Practitioners. New York: Routledge
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