Methodology of pedagogical research and evaluation:

3. Pedagogical research

Methodological Concept for Effectively Supporting Key Competencies Using the Foreign Language ATCZ62 - CLIL as a Learning Strategy at the College





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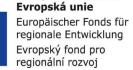
Clarifying the concept of research and pedagogical research

Research systematically and critically examines reality in order to confirm or disprove the findings of the past, or to discover and gain new knowledge.

"Pedagogical research is an activity aimed at creating an organized amount of scientific knowledge about the phenomena that pedagogues deal with."

By pedagogical research, we obtain practical data applicable in pedagogical theory.







Kinds of pedagogical research

according to the following factors (Průcha, Gavora):

- Degree of generality:
- · basic research, the aim is to enrich knowledge, solve key problems,
- · applied the aim is to use the results in practice, to solve specific problems of practice.
- Relationship to reality:
- *theoretical* –uses abstraction, analysis, synthesis, models, etc., does not work with specific data,
- · *empirical (practical)* –Connection with practice, reality, exact methods, specific knowledge.
- basic paradigm:
- · quantitative exact methods, hypothesis validation, statistical tools, number,
- qualitative description, experience bility, quality of the phenomenon.

Kinds of pedagogical research

Focusing Usage:

- · *Action* responds to a particular need, to a partial problem of practice; Direct to practice; They are addressed by teachers, directors; At school, in the county,
- · Strategic-conceptual the basis for decision-making and long-term planning, theoretical but based on empirical research, directed more generally and with a wider time horizon.

Complexity of clarification:

- · Monodisciplinary uses the theories and instruments of one discipline,
- · Interdisciplinary integration of knowledge and approaches of multiple disciplines
- · Transdisci Rakousko-Česká republika Evropský fond pro regionální rozvoj propiský fond propiský fon

Purposefulness:

Descriptive - characterizes, describes the state,

Diagnostic - characterizes the state (level, causes) and gives recommendations,

Explorative - heuristic, revealing of new,

Explicative - what is and why, verifying hypotheses,

Evaluation - evaluate.

Environment of research implementation:

- · Laboratory realized in laboratory conditions,
- · Terrain (natural) directly at schools, eg School Ethnography.

Duration:

- · Short-term
- · Long (long



Research approaches and methods:

Experimental - verifying scientific hypotheses,

Observational – observation,

Longitudinal - long-term,

Cross-sectional - long-lasting cross,

Comparative - comparative,

Historical - exploring the phenomenon in the past,

Prognostic - theoretical investigation,

Intercultural - intercultural.

Degree of subject disability:

Partial - in-depth, partial, special,

Complex - view from different perspectives, multidisciplinary.

Approach, procedure:

Ex post facto, experiment.



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Basic characteristics of pedagogical research

- > It is scientific activity,
- > The subject is an educational reality,
- > Includes different approaches and methods of exploration because of the complexity of educational reality,
- > Systematically describes and analyzes pedagogical reality,
- > Is organized and institutionalized,
- > Is based on a certain theory,
- > Has its ethical rules.









Pedagogical & Action Research

- **Pedagogical research** is focused on pedagogical reality, which is any situation or environment where certain educational processes and phenomena are taking place and functioning:
- · School education (pupils and teachers in education),
- · Sports training (trainer athlete, specific environment),
- · Learning mother tongue in small children (child, mother, other adults, ...).
- Action research builds on the immediate needs of practice and its results are immediately applied.





