

UDC 378

TYPES OF RESEARCH IN EDUCATION
ТИПЫ НАУЧНЫХ ИССЛЕДОВАНИЙ
В ОБРАЗОВАНИИ

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Ключевые слова: сущность исследования в образовании, типы исследований, экспериментальные исследования, сравнительные исследования, исторические исследования.

Abstract. Our report deals with research problems and explains why knowledge of various types of research can be of value to educators as research is but one way to obtain knowledge, we describe several other ways and compare the strengths and weaknesses of each. We also give a brief overview of several research methodologies used in education.

Аннотация. В нашем докладе дается обзор сущности исследования в образовании, представлены способы получения знаний, объясняется необходимость постановки проблемы научного исследования. Таким образом, рассмотрев сущность исследования в образовании, его типы, можно сказать, что в зависимости от цели, предмета, объекта научного исследования, мы используем соответствующий тип изучения.

How can educators, parents, and students obtain the information they need? Many ways of obtaining information, of course, exist. One can consult experts, review books and articles, question or observe colleagues with relevant experience, examine one's own experience in the past, or even rely on intuition. All these approaches suggest possible ways to proceed, but the answers they provide are not always reliable. Experts may be mistaken; source documents may contain no insights of value; colleagues may have no experience in the matter; one's own experience or intuition may be irrelevant or mistaken.

This is why knowledge of scientific research methodology can be of value. The scientific method provides us with another way of obtaining information – information that is as accurate and reliable as we can get.

All of us engage in actions that have some of the characteristics of formal research, although perhaps we do not realize this at the time. We try out new methods of teaching, new materials, new textbooks. We compare what we did this year with what

we did last year. Teachers frequently ask students and colleagues their opinions about school and classroom activities. Counselors interview students, faculty, and parents about school activities. We observe, we analyze, we question, we hypothesize, we evaluate. But rarely do we do these things systematically. Rarely do we observe under controlled conditions. Rarely are our instruments as accurate and reliable as they might be. Rarely do we use the variety of research techniques and methodologies at our disposal.

The term "research" can mean any sort of "careful, systematic, patient study and investigation in some field of knowledge, undertaken to discover or establish facts and principles. In scientific research, however, the emphasis is on obtaining evidence to support or refute proposed facts or principles. There are many methodologies that fit this definition.

Some of the most commonly used scientific research methodologies in education are experimental research, correlational research, causal-comparative research, survey research, qualitative research, and historical research.

Experimental research involves manipulating conditions and studying effects.

Causal-comparative research involves the comparison of already known groups which have had different experiences to determine possible causes or consequences of group membership.

Correlational research involves studying relationships among variables within a single group.

Survey research involves describing the characteristics of a group by means of such instruments as interview schedules, questionnaires, and tests.

Qualitative research involves obtaining a holistic picture of what goes on in a particular situation or setting. Three of the most common forms of qualitative research are ethnographic research, case studies, and content analyses.

Historical research involves studying some aspect of the past.

Each of the research methodologies described constitutes a different way of inquiring into reality and is thus a different tool to use in understanding what goes on in education.

Individual research methodologies can be classified into general research types. Descriptive studies describe a given state of affairs. Associational studies investigate relationships. Intervention studies assess the effects of a treatment or method on outcomes.

Critical research raises basic questions about the assumptions and implications of educational research.

Almost all research plans include a problem statement, an exploratory question or hypothesis, definitions, a literature review, a sample of subjects, instrumentation, a description of procedures to be followed, a time schedule, and a description of intended data analyses.

The research problem. A research problem is the focus of a research investigation. It is exactly what its name implies – a problem that a researcher wishes to investigate.

Research problems are frequently stated as research questions. A problem can be anything that a person finds unsatisfactory or unsettling, a difficulty of some sort, a state of affairs that needs to be changed, anything this is not working as well as it might. Problems involve areas of concern to researchers as educators, conditions they want to improve, difficulties they want to eliminate, questions for which they seek answers.

The essential characteristic of a researchable question is that there is some sort of information that can be collected in an attempt to answer the question. Good research questions have four essential characteristics: they are feasible, clear, significant, and ethical. An additional characteristic of good research questions is that they often (but not always) suggest a relationship to be investigated. Three commonly used ways to clarify ambiguous or unclear terms in a research question involve the use of constitutive (dictionary-type) definitions, definition by example, and operational definitions. A constitutive definition uses additional terms to clarify meaning. An operational definition describes how examples of a term are to be measured or identified. The term "relationship", as used in research, refers to a connection or association between characteristics.

The problems touched upon in the report are of great importance. There are many different ways of obtaining information, including sensory experience, agreement with others, expert opinion, logic and the scientific method.

The scientific method is considered by researchers the most likely way to produce reliable and accurate knowledge. The scientific method involves answering questions through systematic and public accumulation of knowledge. The description of some of the most commonly used scientific research methodologies in education was given. They are experimental research, correlational research, causal-comparative research, survey research, qualitative research, and historical research. Individual research methodologies can be classified into general research types. Descriptive studies describe a given state of affairs. Associational studies investigate relationships. Intervention studies assess the effects of a treatment or method on outcomes.

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