FCE 3900

EDUCATIONAL RESEARCH

DESCRIPTIVE RESEARCH
EDUCATIONAL RESEARCH DESIGN

- History Research
- Descriptive Research
- Exploration Research
- Experimental Research
- Ex Post Facto Research
- Evaluation Research
HISTORY RESEARCH

• History provides an understanding about the origins of an event of education and educational perspective on the situation.

• An historical event took place following the interaction of many factors or variables.

• Study of the events, developments or educational experiences have occurred in an objective and systematic in order to provide a new perspective on an event, development or education experience.
• Important to collect and determine the facts and evidence in a systematic and objective conclusions about specific events based on the facts and the evidence gathered.

• Researchers are not directly involved with events, developments or experiences examined.

• Researchers simply define the problem, sources of evidence, and make conclusions about the incident.

• There are no problems between the researcher and the influence of the subjects.
• Researchers do not have control over the behavior and sampling events, developments or educational experience.

• Event has occurred, the object and the individuals involved are dedicated and determined, and the researchers did not have a chance to repeat the events that have occurred.
STEP TO RESEARCH HISTORY

• Identify the problem
• Collect evidence.
• Criticized the evidence.
• Form a "hypothesis".
• Interpret and report.
DESCRIPTIVE RESEARCH

- Aims to explain a phenomenon that is taking place. Suitable for exploratory research.
  No treatment; researchers just assume and do not specify the factors the prior study.
  Not aim to test the hypothesis
STEP TO DESCRIPTIVE RESEARCH

1. State the problem concisely and clearly.
2. Determine population and variables associated with accurate and clear.
3. Identifying information should be used to solve the problem.
4. Designing or selecting a tool to gather information.
5. Method of designing the most effective collection of information to achieve research objectives.
6. Collect research data
7. Analyze data and information and to make administrative or inference.
8. Report the findings and results of the study.
TYPES OF DESCRIPTIVE RESEARCH

- Case Study
- Review of study (survey)
- Development studies
- Follow-up study
- Correlation study
- Document analysis
- Tendency analysis
CASE STUDY

- Intensive study of small social units.
- Review various aspects of the phenomenon in detail.
- View to solving the problem.
- Emphasis: understanding the question of why social units be like now, and how changes in behavior caused by related variables.
- Advantages: deep study.
- Weaknesses: inferences may be biased and cannot be made inferences on the population effectively.
• Obtain general information and a detailed description of the phenomena that occur in order to use data to prove the situation and practices that exist, or to plan better.
DEVELOPMENT STUDY

- Two types of longitudinal studies of development and interoperability. Aims to observe and interpret social unit development (process development & education system). The important factor is the time (more and more authentic evidence) and the cooperation of all parties involved in the study.
FOLLOW UP STUDY

- Follow-up survey conducted on the development of the social unit after a treatment imposed on the subject after a treatment is given for a certain period.
  To evaluate the effectiveness of the program or treatment
  example: evaluate effectiveness after five years of implementation KBSR
- Unlike the longitudinal method of research in terms of time
• Explain a phenomenon that is taking place based on information in relevant documents. Example: financial needs analysis, the arrival. Effectiveness depends on the ability to select and analyze documents valid and appropriate. Similar to historical research, by the advantages and disadvantages of historical research.
TENDENCY ANALYSIS

• Aims to determine the rate and direction of change phenomena (process or system of education) to estimate and anticipate behaviors or changes that will occur in the future. Example, the educational needs of 2020.
• As more and more data is collected for a long time, the more authentic or established expectations.
• Estimates of the phenomenon (education needs).
• Process of obtaining data for a different period can be done by using time series analysis.
CORRELATIONS RESEARCH

- Identify the relevance and strength of variables to explain the phenomenon. Correlation refers to any type of relation between the phenomena. Emphasis: determination of the extent or degree of relationship between the variables.
- Enable the researcher to determine the variations that occur between a variable and its relation with the variation that occurs in one other variable.

Data analyzed using correlation index (relationship between the variables of variation determined by the correlation coefficient).