



المدرسة العليا للتربية والتكوين - أكادير
+ΕΙΣΗ +Α.ΧΗΗ.+ Ε +ΧΣΕ Λ %ΘΣ%++Χ - .Χ.ΛΞΟ
ECOLE SUPERIEURE DE L'EDUCATION ET DE LA FORMATION - AGADIR

Higher School of Education and Training– Agadir

Bachelor's Degree in Education
Secondary Education – English Language



For further details, visit our website: www.esefa.uiz.ac.ma
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Module Title: Educational research

Institution:	Higher School of Education and Training, Agadir
Cycle:	Bachelor's Degree in Education
Module Code :	M33
Semester:	5
Language of Instruction :	English
Nature of Module:	Disciplinary
Total Hours :	50 hours (40 in-person, 10 Online)
Nombre de credits :	4
Mode of Study :	In-person and Online (Hybrid)

1. MODULE SYLLABUS

1.1. Competencies to be acquired

Educational research is designed to introduce students to the practice of empirical research within the context of foreign language education. By the end of the course the students will be able to:

- Design an educational research project proposal
- Write a relevant literature review
- Design research objectives, questions, and hypotheses
- Design data collection instruments
- Collect the data from relevant sources
- Conduct appropriate analyses on the collected data
- Report the study

1.2. Knowledge to be acquired

By the end of the course, the students will have acquired the following areas of knowledge:

- The concepts and techniques used in educational research with special emphasis on research in language learning

- English language teaching problems worthy of study in the Moroccan secondary school context
- The various methodological options in data collection and analysis
- Quality insurance measures for diverse research types

1.3. Hourly Distribution by Teaching and Evaluation Activity:

(Tutorials and practical sessions are mandatory in disciplinary and vocational modules when required by their disciplinary nature. Practical work, excluding educational actions within a school, constitutes at least 20% of the total module hours.)

Component of the Module	ECTS	Hourly volume (VH)						Total VH
		Courses	TD	TP	Activities	Personal Work	Evaluation (assessment and final exam)	
	4	16	20			10	4	50
ECTS/VH global du module	4	16	20			10	4	50
% VH		32%	40%			20%	8%	100%

Hourly Distribution by Mode of Instruction:

Mode of Instruction	Face-to-face	Distance Learning	Alternating	Total VH
Volume Hour	40h	10h		50h
% of Total Volume	80%	20%		100%

1.4. Detailed Module Content Description

Week	Topics
Week 1	<i>Introduction to Educational Research</i> <ul style="list-style-type: none"> • Purpose of research in education • Overview of quantitative and qualitative approaches
Week 2	<i>The Research Process</i> <ul style="list-style-type: none"> • Key stages in conducting empirical research • Comparing research paradigms
Week 3	<i>Identifying a Research Problem</i> <ul style="list-style-type: none"> • Characteristics of a good research problem • Examples from English language teaching in Morocco

Week 4	<i>Reviewing the Literature (Part I)</i> <ul style="list-style-type: none"> • Purpose and process of a literature review • Sources and search strategies
Week 5	<i>Reviewing the Literature (Part II)</i> <ul style="list-style-type: none"> • Organizing and summarizing sources • Avoiding plagiarism
Week 6	<i>Formulating Research Questions and Hypotheses</i> <ul style="list-style-type: none"> • Types of research questions • Writing good hypotheses
Week 7	<i>Designing Research Instruments (Part I)</i> <ul style="list-style-type: none"> • Questionnaires: structure and types of questions • Validity and reliability basics
Week 8	<i>Designing Research Instruments (Part II)</i> <ul style="list-style-type: none"> • Interview and observation tools • Piloting instruments
Week 9	<i>Collecting Data</i> <ul style="list-style-type: none"> • Sampling methods • Data collection procedures (quantitative and qualitative)
Week 10	<i>Action Research Design</i> <ul style="list-style-type: none"> • Features of action research • Planning a simple action research project
Week 11	<i>Analyzing and Interpreting Data</i> <ul style="list-style-type: none"> • Basic methods for analyzing qualitative and quantitative data • Ethical issues in reporting results
Week 12	<i>Students' Oral Presentations (1)</i> <ul style="list-style-type: none"> • Presenting research proposals and tools
Week 13	<i>Students' Oral Presentations (2)</i> <ul style="list-style-type: none"> • Presenting research proposals and tools
Week 14	Evaluation

1.5. Teaching Methods and Pedagogical Resources

- Interactive lectures
- Discussions
- Presentations

- Group-work
- Project work
- Hands-on applications

1.6. Distance Learning Modalities (If applicable)

Moodle, Google Classroom, and other platforms depending on the pedagogical team's choice and resource availability.

1.7. Description of Personal Work (If applicable):

- Library research
- Evaluation of research projects
- Piloting of research instruments

2. EVALUATION PROCEDURES

2.1. Evaluation Methods

- **Final Exam 60%** : written, presentations, projects
- **Continuous Assessment 40%**: tests, assignments, projects, presentations.

2.2. Module Grade

1. A module is **validated** if the student obtains a grade equal to or greater than **10 out of 20**.
2. A module is **acquired through compensation** if the student passes the semester to which the module belongs, provided that the grade for the module is **not lower than 7 out of 20**.

3. BIBLIOGRAPHY

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.

For further information on the module and the program, Please refer to the overall bachelor program description on the official website or through this link :

<https://drive.google.com/file/d/1Suzn0cWKQuinYe0jpFzAq4MQ7s2I-EP2/view>