



SYLLABUS OF COURSE “DATA ANALYSIS IN EDUCATION SCIENCES”

Basic information of the course			
Academic unit:	Faculty of Education		
Course name:	Data Analysis in Education Sciences		
Study program:	Education Sciences		
Level:	Master		
Course status:	Mandatory		
Study year:	Second year, third semester		
Number of hours per week:	2+0		
Credit value - ECTS:	4 ECTS		
Time / location:	To be announced!		
Lecturers:	Asoc. Prof. Dr. Ismet Temaj		
Contact details:	ismet.temaj@uni-prizren.com		
Course description:	The course <i>Data Analysis in Education Sciences</i> aims to provide students with a deep understanding and specialized knowledge in the use of data analysis in the context of education sciences. Through this course, students will develop advanced analytical skills and will be able to use data analysis techniques to understand, interpret, and assess various phenomena in the field of education.		
Course objectives:	The aim of the course <i>Data Analysis in Education Sciences</i> is to enable students to acquire knowledge and skills related to qualitative research, to conduct research using qualitative research methods, and to report it appropriately.		
Learning outcomes:	• Apply the fundamental concepts of data analysis in education sciences, including statistical and software tools for data analysis. • Develop analytical skills in using data analysis tools to address challenges and questions in the field of education. • Develop data models to explain and predict phenomena in the context of education sciences and use appropriate tools for the analysis of these models. • Apply methodologies for the analysis of quantitative and qualitative data in education sciences, using an integrated approach. • Evaluate the quality of educational services and be critical of various assessments of educational quality. • Explain the role of data analysis in the development and evaluation of educational policies, using case studies and different scenarios.		
Contribution on student load (must correspond with learning outcomes)			
Activity	Hours	Day/week	Total /hours
Lectures	2	15	30
Exercise theoretical/laboratory			
Practice work			
Contact with lecturer/consultations	2	5	10
Field exercises			

Midterms, seminars	1.5	2	3
Laboratory exercises	1	3	3
Individual time spent studying (at the library or home)	2	10	20
Final preparation for the exam	2	15	30
Time spent in evaluation (tests, quiz, final exam)	2	1	2
Projects, presentations, etc.	1	2	2
Total			150 hours (6 ECTS)
Teaching methods:	The course is a combination of lectures, group discussions, individual and group projects, the use of specialized software for data analysis, and applicable case studies.		
Assessment methods:	• <i>Attendance in lectures and exercises: 5% + 5%.</i> • <i>Semestral project: 10%.</i> • <i>Midterm 1: 30%.</i> • <i>Midterm 2: 40%.</i> • <i>Or final exam: 100%.</i>		
Literature			
Basic Literature:	Creswell,J.W.(2008).Educational research, planning, conducting, and evaluating quantitative and qualitative research (3rd ed.). Upper Saddle Creek, NJ: Pearson Education Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2018). Multivariate Data Analysis. Pearson. Kocani, A.(2009). Metodatat e kërkimit sasior në shkencat sociale – Doracak, Ufo University Press, Tiranë. Kumat, R.(2014). Metodologjia e hulumtimit.CIEDR Muijs, D (2006). Doing Quantitative Research in Education ëith SPSS. SAGE Publications, United Kingdom. Field, Andy.(2009).“Discovering Statistics Using SPSS.” 3rd Ed, Sage Publishers.		
Additional Literature:	Boudett, K. P., City, E. A., & Murnane, R. J. (Eds.). (2013). Pallant, Julie.(2010).“SPSS Survival Manual.” 4th Ed, McGraë-Hill. Cronk, Brian. “Hoë to Use SPSS: A Step-By-Step Guide to Analysis and Interpretation.” 5th Ed. 2008.		

Study plan:	
Week	Lectures
<i>First week:</i>	• Informing students about the assignments, goals, objectives, and literature of the course. • Basic Guidelines for Data Analysis.
<i>Second week:</i>	• Fundamental concepts of data analysis. • Utilization of statistical and software tools for data analysis.
<i>Third week:</i>	• Data Modeling in Education Sciences.



	Development of data models in the context of education.
<i>Fourth week:</i>	Utilization of regression and classification techniques.
<i>Fifth week:</i>	- Analysis of Quantitative and Qualitative Data. - Methodologies for the analysis of quantitative and qualitative data in education sciences.
<i>Sixth week:</i>	Use of software for data analysis.
<i>Seventh week:</i>	First midterm.
<i>Eighth week:</i>	Analysis of Quantitative and Qualitative Data.
<i>Ninth week:</i>	Methodologies for the analysis of quantitative and qualitative data in education sciences.
<i>Tenth week:</i>	Assessment of the Quality of Educational Services
<i>Eleventh week:</i>	Development of indices and methods for assessing the quality of educational services.
<i>Twelfth week:</i>	Interpretation of analysis results in the context of the quality of education.
<i>Thirteenth week:</i>	- Applications of Data Analysis in Educational Policies. - The role of data analysis in the development and evaluation of educational policies.
<i>Fourteenth week:</i>	Case studies on the use of data analysis in educational decision-making.
<i>Fifteenth week:</i>	Second (final) midterm.
Academic policies and rules of conduct:	
- The student must be conscious and respect the institution and the Code of Ethics. - The student must adhere to the schedule of lectures and exercises and be attentive. - The student should possess and present the ID card during mid-term and final exams. - While working on course projects, the student must follow the instructions provided by the instructor. - The use of mobile phones is prohibited during exam hours.	