Réflexion du cours LLED573

**Gall, M. D., Gall, J. P., & Borg, W. R. (2015). *Applying educational research: How to read, do, and use research to solve problems of practice* (7 ed.). Boston, MA: Allyn and Bacon**

*mots clés :* Quantitative, qualitative, ethnography, case study, critical theory, critical pedagogy

The course LLED500 id s basic introduction into how to interpret research papers and articles, and how to effectively analyse and evaluate their process and results. We began by reviewing the importance of evidences based practice in the field of education. Basic research vocabulary was introduced allowing the class to become familiar with the parts of research design and the steps involved. There was a brief description of a literature review, which will be very useful as we continue through the master’s program

The UBC Librarian joined the class for two lectures, and gave us invaluable information on searching for materials through the library and through online search engines.

We reviewed the aspects of quantitative and qualitative research in-depth. Assignments and discussion questions were supportive of this learning. There was a basic explanation of the application of descriptive statistics using a doctoral research project as reference, but I believe that that particular lecture would be more beneficial to students if basic, step by step examples and exercises were used. The assignment expected a competence with these concepts, but student were left to use outside resources to learn the math.

The discussions on ethnographies and case studies examples will be invaluable to us in this program, as much of our research will involve such sources. In the same way, the discussions of Critical Theory and Critical Pedagogy is applicable not only to our studies, but to our classrooms now,

References

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