

Special Issue

Teaching Research Methods in Education

Message from the Guest Editors

A shift across most OECD countries toward decentralizing decision making in education and giving more responsibility and mandating powers to local authorities has recently become apparent. Therefore, the role of research in evidence-informed policy in education has increased in importance. However, research in education is mainly carried out by academics in higher education institutions where research methods courses are included in the study plans in a variety of Master and Doctoral programs. In parallel, it is not a controversial fact that solid preparation on research methods provides students with important knowledge and skills to undertake better research and thus significantly contribute to the educational community. Quality teaching in research methods requires developing a clear understanding of the complex relationships between the explicit syllabus guidelines of the courses, the previous competences of students, and the pedagogical options. The teaching of research methods in education is becoming a critical issue also because of the changing nature of data and the ways they can be used in research..

Guest Editors

Dr. João Piedade

Institute of Education, University of Lisbon, 1648-013 Lisboa, Portugal

Dr. João Filipe Matos

Institute of Education, Universidade Lusófona de Humanidades e Tecnologias, 1749-024 Lisboa, Portugal

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Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, Belfast BT7 1NN, UK

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