



**AULA ABERTA
DOUTORAMENTOS
2018**

15 NOV

18:30H - 20:30H

SALA DE ATOS

**ENTRADA LIVRE
INSCRIÇÃO: UE@ISPA.PT**

Limitado à capacidade da sala

TOWARD A MEANINGFUL INTEGRATION OF QUANTITATIVE AND QUALITATIVE APPROACHES IN EDUCATION RESEARCH

In this lecture I am going to discuss strong and weak sides of quantitative and qualitative approaches in educational researches in terms of production of relevant knowledge for educational science, policy and practice. The quantitative approach is typically considered as the recommended way for producing sound and relevant scientific knowledge that can inform both education policy and education practice. It is especially the case with the randomized controlled trial that is considered as the golden standard. The strong side of the quantitative approach lay at the first place in the fact that it produce generalized and decontextualized knowledge on effectiveness of certain intervention or factors that are related to the success or fail of given intervention. However, the very same characteristic is related with its key shortcomings. Education policy and

practice are highly contextualized activity of different actors who are framed and mediated by different roles, institutional settings and socio-cultural context. Consequently, educational research need qualitative approaches in order to build more complete understanding of actors and processes that could significantly increase or decrease the impact of different interventions or policies. Therefore, the educational research should overcome current division on the methodological ground and improve its relevancy and quality through a meaningful integration of quantitative and qualitative approaches. In other words, the quantitative approach needs to be combined in different ways with the qualitative approach in order to be able to bring back contextual aspects of established general and decontextualized knowledge.



PhD

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COM O APOIO:
DOUTORAMENTO EM EDUCAÇÃO
DOUTORAMENTO EM PSICOLOGIA



**CENTRO
DE INVESTIGAÇÃO
EM EDUCAÇÃO**

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