

# Deconstructing the Teaching and Learning about Research Methods in Education at Master's Level in the Algerian Universities

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## ABSTRACT

The poster aims to provoke discussion around the teaching and learning about educational research methods provision and practice. All Algerian universities introduced research methods module as a core module at master's level in education to expose students to the world of research. However, Idri (2015) and Riche (2011) conclude that the module does not adhere to the required standards set by the Algerian Ministry of Higher Education and Scientific Research. Consequently, the module is reduced to irrelevant pedagogical practices (Riche, 2011). The aim of this current project is to explore master's students' perceptions and understanding of research methods in education and how they negotiate their learning and preparation of their dissertation. In addition, the research explores teachers' decision making of what and how the content is taught to students during classes. The project is in its early stages (i.e. data still to be collected) but the researcher will use the poster presentation to share some of the project's research questions, the theoretical underpinnings drawn on postcolonial theory, the suggested methodology based on Postcolonial Indigenous research framework, decolonised research methods (interviews and participant-observation), the research context, the research participants and the data which the researcher hopes to generate in the project. The researcher wishes to summarise ways in which this project might be able to inform education practice in different contexts around the world to support students' development of research skills and dissertation experience.

**Key words:** master's dissertation; master's students; postcolonial theory in education; research methods teaching; research methods learning