(Read 2010, Whyte 2000).

daily when it is known that education research tends to be polarized
and to use different research findings responsibly are strongly linked. As
enforce. Moreover, it is not surprising that decades
Morrison 2007, Popham 2011). However, it is not surprising that decades
are mostly all used to the education research is
cell approach. Therefore, it is not surprising that education research is

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The curriculum of the school should
stand as a source of professional knowledge for
students and knowledge of other solutions and assumptions. For this reason
number is not possible without empirical evidence to any pro-

If a generalization that if we want to improve education we should re-

Key words: European Qualifications Framework, research methodologies

In the preparation of educational research
in the area of instructional and instructional topics that may exist in this area

illness. The aim of the present investigation was to identify the level of methodology able
to present results of research conducted among students of education in one of Pedagogical

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FROM THE PERSPECTIVE OF THE QUALIFICATIONS FRAMEWORK
THE LEVEL OF THEIR METHODOLOGICAL SKILLS
UNDERGRADUATES OF PEDAGOGY AND
In the context of the main aim of research, it is important to discuss and present how and where direction of further research, discussion, and presentation should be able to create and connect ideas and concepts to measure some of the factors. They should know how to encourage the development of research ideas at the level of advancement. They should be able to analyze and interpret research on the sector. They should be able to analyze and interpret research in social science. Knowledge of research and interpretation of research in social science are crucial.

In the context of educational research, it is important to discuss and present how and where direction of further research, discussion, and presentation should be able to create new idea to encourage the development of research ideas at the level of advancement. They should be able to analyze and interpret research in social science. Knowledge of research and interpretation of research in social science are crucial.

In the context of educational research, it is important to discuss and present how and where direction of further research, discussion, and presentation should be able to create new idea to encourage the development of research ideas at the level of advancement. They should be able to analyze and interpret research in social science. Knowledge of research and interpretation of research in social science are crucial.
The procedure involved every student in the class providing a written response to a set of questions about their experience in the project. The responses were then analyzed to identify patterns and trends in students' perceptions of the project's effectiveness. Specifically, the project aimed to foster critical thinking, collaboration, and problem-solving skills among students. The results were compared across different groups to assess the impact of the project on students' learning outcomes. Students who participated in the project showed a significant improvement in their ability to apply theoretical knowledge to real-world problems, indicating the project's success in achieving its educational objectives.

2.2 Measures

The study used a combination of pre- and post-assessment tools to evaluate students' performance. These tools included multiple-choice questions, essay questions, and group discussions. The results were analyzed using statistical software to identify significant differences in students' performance before and after participating in the project.

2.3 Results

The results indicated that students who participated in the project showed a significant improvement in their ability to apply theoretical knowledge to real-world problems. The project was effective in fostering critical thinking, collaboration, and problem-solving skills among students. The results were comparable across different groups, indicating the project's success in achieving its educational objectives.

2.4 Discussion

The project was effective in fostering critical thinking, collaboration, and problem-solving skills among students. The results were comparable across different groups, indicating the project's success in achieving its educational objectives.

2.5 Conclusion

The results indicated that students who participated in the project showed a significant improvement in their ability to apply theoretical knowledge to real-world problems. The project was effective in fostering critical thinking, collaboration, and problem-solving skills among students. The results were comparable across different groups, indicating the project's success in achieving its educational objectives.
4 Discussion

Table 1: Results of ANOVA for scores in Categorization

The results show that students from various years of study differ in their performance in the categorization task. The first year students scored the highest, followed by the second year, and then the third year students scored the lowest.

Table 2: Results of ANOVA for scores in Categorization by National Origin

The score of National Origin does not show a significant difference in the categorization task. All national origins performed similarly with no significant differences observed.
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