ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*"Preparing students to serve as effective, reflective and caring teachers."*

COURSE SYLLABUS

EDF 4490

Research in Educational Studies

*This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDF 4490 |
| **Section #:** | 3728 |
| **Credit Hours:** | Three Credits |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to Educational Studies BS |

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| **Day, Time and Campus:** | Online | Online | | Online |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Meg Delgato | | | |
| **Office Hours:** | Online | | Click here to enter text. | |
| **Office Location:** | Clearwater | | Online | |
| **Office Phone:** | 727.341.4433 | | | |
| **Email Address:** | Delgato.Meg@spcollege.edu | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

**Welcome to Class! I look forward to working with you this semester. Please let me know if you need anything – I am here to help you find success.**

1. **COURSE DESCRIPTION**

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| This course is designed to provide an introduction to the process of reviewing, evaluating, conducting and disseminating education research. 47 contact hours. |

1. **MAJOR LEARNING OUTCOMES**

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| 1. The student will synthesize the research process in education by:    1. formulating a research question that is feasible, clear, significant and ethical.    2. distinguishing between researchable and non-researchable questions.    3. creating an operational definition of a research question.    4. describing the literature review process, including types of sources, types of search engines, types of databases, and meta-analysis.    5. analyzing differences between qualitative and quantitative research methods, including development of hypotheses, instrumentation, statistical analyses.    6. describing the differences in philosophical assumptions of qualitative and quantitative research in order to create a ration as to why both research methods are pertinent to the field of education. 2. The student will explain the statistical principles used in educational research by:    1. describing the characteristics of variables including categorical or quantitative and independent or dependent.    2. identifying the four types of measurement scales used for qualitative and quantitative variables.    3. identifying the null and alternative hypotheses related to a particular research question.    4. describing the process for data collection, including instrumentation, classification of data collection instruments, and types of scores including raw and derived.    5. differentiating between norm-referenced and criterion referenced instruments.    6. interpreting the validity and reliability of instruments to determine whether or not certain instruments should be used in various educational contexts.    7. describing descriptive statistical methods commonly used in educational research.    8. describing inferential statistical methods commonly used in educational research.    9. describing correlational statistical methods commonly used in educational research. 3. The student will discuss the qualitative research methods and their application in educational research by:    1. identifying the major characteristics of qualitative research.    2. describing the process for conducting a qualitative research project.    3. summarizing the results of a published qualitative research study, including results and limitations. 4. The student will discuss the quantitative research methods and their application in educational research by:    1. identifying the major characteristics of quantitative research.    2. identifying the design methods used in quantitative research, including sampling, true experiments, quasi-experiments, and single-subject research designs.    3. summarizing the results of a published quantitative research study, including results and limitations. 5. The student will evaluate the ethical issues encountered in educational research by:    1. identifying the principles to be followed when designing an educational research study.    2. describing methods to ensure confidentiality of research data.    3. identifying key elements of an informed consent for research subjects.    4. identifying issues specific to research involving children as research participants.    5. describing the regulation of research by the federal government and the role of the Institutional Research Board (IRB). 6. The student will evaluate the research proposal process by:    1. describing the main sections of a research proposal and research report.    2. analyzing the major differences between a research proposal and a research report.    3. a typical research proposal and research report using standard criteria. |

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| Textbook(s) | Required :   * *How to Design & Evaluate Research in Education*, 9th Edition, Author: Fraenkel, ISBN: 9780-0-07-811039-9 |
| Recommended: None |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. Additionally, students are expected to be familiar or familiarize themselves with PowerPoint presentation methods.  The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students. |
| All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf) |

1. **Supplies**

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1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours Course Requirements**

This course DOES NOT require school-based hours.

1. **ALL Course Assignments**

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| **Chapter Discussion Forums**  Students are required to participate in at least **23 weekly discussion forums** in the MYCOURSES Learning Management System. A question will be posted and students will have one week to respond to the question and to at least two classmates’ posts. Each discussion forum is worth no more than **10 points** and will be added to a running total. Your discussion postings should be between 250-400 words for each question. = 230 points  **Chapter Quizzes**  Students are required to take at least **23 quizzes** covering assigned reading material. Quizzes will be given using the MYCOURSES Learning Management System and the points for each quiz will range from **20 – 40 points** and will be added to a running total = 696 points.  **Research Exercises**  Research exercises are included in the first five (5) chapters. These exercises are related to the chapter material and guide students in designing a research project. Each research exercise will be worth **10 points**.  **=** 50 points  **Journal Article Critiques**  Students will be required to critique **two (2) journal articles**. Find an article that focuses on the positive and/or negative aspects of using a **qualitative research method** and summarize the article. The second article must be a **quantitative research study** in any area. Newspaper and magazine articles will NOT be accepted for these two critiques. The instructor will provide the format you must use for the quantitative critique. Each critique will be worth **10 points**. =20 points  **Research Proposal/Paper**  The Research Exercises are designed to assist the student in designing his/her own research proposal/paper. The student will identify his/her own research idea and use the format provided in for the research paper. The research paper will be worth **100 points**. |

**ALL assignments and the course must be passed at 75% (C).**

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

| **WEEKS** | **TOPICS** | **ASSIGNMENTS/DUE DATES** |
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| 1 | The Nature of Research  The Research Problem | Ch 1: Quiz  Research Exercise  Discussion Topic: Getting to Know Each Other  Ch 2: Quiz  Research Exercise  Discussion Topic: The Operational Definition  **Due Date: August 21, 2016** |
| 2 | Locating and Reviewing Literature  Ethics and Research | Ch 3: Quiz  Research Exercise  Discussion Topic: Literature Review  Ch 4: Quiz  Research Exercise  Discussion Topic: Ethics and Research  **Due Date: August 28, 2016** |
| 3 | Variables and Hypotheses  Sampling | Ch 5: Quiz  Research Exercise  Discussion Topic: Relationships in Research Questions  Ch 6: Quiz  Discussion Topic: Sampling  **Due Date: September 6**, **2016** |
| 4 | Instrumentation  Validity & Reliability | Ch 7: Quiz  Discussion Topic: Instrumentation  Ch 8: Quiz  Discussion Topic: Validity and Reliability  **Due Date: September 11, 2016** |
| 5 | Internal Validity | Ch 9: Quiz  Discussion Topic: Internal Validity  **Due Date: September 18, 2016** |
| 6 | Descriptive Statistics  Inferential Statistics | Ch 10: Quiz  Discussion Topic: Descriptive Statistics  Ch 11: Quiz  Discussion Topic: Inferential Statistics  **Due Date: September 25, 2016** |
| 7 | Experimental Research  Single-Subject Research | Ch 13: Quiz  Discussion Topic: Experimental Research  Ch 14: Quiz  Discussion Topic: Single Subject Research  **Due Date: October 2, 2016** |
| 8 | Correlational Research | Ch 15: Quiz  Discussion Topic: Correlational Research  **Due Date: October 9, 2016** |
| 9 | Causal-Comparative Research | Ch 16: Quiz  Discussion Topic: Causal-Comparative Research  **Due Date: October 16, 2016** |
| 10 | Survey Research | Ch 17: Quiz  Discussion Topic: Survey Research  **Due Date: October 23, 2016** |
| 11 | The Nature of Qualitative Research  Observation and Interviewing | Ch 18: Quiz  Discussion Topic: The Nature of Qualitative Research  Ch 19: Quiz  Discussion Topic: Observation & Interviewing  Qualitative Journal Article Critique  **Due Date: October 30, 2016** |
| 12 | Content Analysis Research | Ch 20: Quiz  Discussion Topic: Content Analysis Research  Quantitative Journal Article Critique  **Due Date: November 6, 2016** |
| 13 | Ethnographic Research  Historical Research | Ch 21: Quiz  Discussion Topic: Ethnographic Research  Ch 22: Quiz  Discussion Topic: Historical Research  **Due Date: November 13, 2016** |
| 14 | Mixed-Methods Research | Ch 23: Quiz  Discussion Topic: Mixed-Methods Research  Ch 25: Quiz  Discussion Topic: Research Proposals  **Due Date: November 22, 2016** |
| 15 | **Thanksgiving Break, November 23 – 27, 2015** | |
| 16 | Preparing Research Proposal | Research Paper  **Due Date: December 5, 2016 by 11:59pm** |

1. **UNIFORM CORE CURRICULUM ASSIGNMENTS**

There are no UCC assessment points/assignments in this course.