Purpose of the course

EDU 508 is an introductory course in educational research. It is designed to provide students with a general introduction to the theory and practice of research as utilized in educational setting. The course presents multiple research designs, procedures and techniques that will assist students in understanding and evaluating both quantitative and qualitative research methodologies in education.

Course goals

This course has the following goals:

- To understand quantitative and qualitative research methodologies in education.
- To understand fundamental principles and practices associated with both quantitative and qualitative research in education.
- To be able to use basic concepts and terminology of research when critically reading professional literature.
- To be aware of ethical concerns involved in educational research.
- To be familiar with resources (library, computer) for the conduct of research.
- To be able to participate in Threaded Discussion

Course Objectives/Expected Outcomes

By the end of this course, the students will have:

- Written a research proposal related to educational research in APA format.

General course requirements

All work in this course must be typed and APA formatted. All assignments should be double spaced on letter-size format, with at least one-inch margin on all sides. All of the assignments must be submitted through the WebCT Assignments page by the specific due dates. Please note that the online system does not accept any late assignments.

Student Evaluation

Final grades in this course will be determined on total points earned out of 100 in the following way:

95–100 A  90–94 A-  87–89 B+  84–86 B  80–83 B-
There will be a total of four assignments in the course:

1. **Problem statements and questions/hypotheses** [10 points]
   This is a one-two-page statement of your research problem. Your statement should include what the problem is and why you are interested in selecting that particular problem. You should also include your research questions or hypotheses depending on the kind of study you are planning to propose. Any comments or questions provided by the instructor on this assignment should be addressed in your final research proposal.

2. **Literature review and research design** [15 points]
   This assignment consists of two parts: a) Literature Review and b) Research Design.
   
   a) **Literature Review**
   Find two to four readings related to your research problem (Assignment 1) and analyze what the authors have reported and how the readings are related to your problem. The literature review should not exceed 2 pages.
   
   b) **Research Design**
   For your research design, write one- to two-page description on the following:
   (i) What is your population (research participants/subjects)?
   (ii) How will your sample be drawn or selected?
   (iii) What instrument(s) will you develop or use in collecting your data?
   (iv) What methodology will you adopt?
   (v) How will you analyze your data?
   Remember your research design must be feasible (actually doable). Any comments or questions provided by the instructor on this assignment should be addressed in your final research proposal.

3. **Crafting a research proposal** [45 points]
   The research proposal has two major parts. The first part should include a background and statement of the problem, research questions or hypotheses, and key literature in the area. The second part is a detailed research design tailored to answer the research questions. Clarity of the problem statement and fit of the research design to the research questions are central to my evaluation. Students should carefully look at their assignment #1 and #2 and refine their problem statement, literature, and research design in crafting this proposal. **The proposal should not exceed 10 pages excluding title page, references, and appendices.**

4. **Online participation, discussion, and disposition reflection** [30 points]
Each week during the course, the instructor will assign a topic (or topics) for threaded discussion. You are expected to participate in each of these discussions. Although your frequency of participation will be counted, it is more important that you participate in a qualitative manner by demonstrating your understanding of the text and research issues. **Remember to cite the text from time to time in these discussions.**

As a part of this online participation and discussion, you also need to reflect on your dispositions in this course. For more detail information, see the disposition reflection rubric at the end of this course outline.

**Course Texts**


Further readings as assigned by the instructor.

**Use of WebCT**

Course handouts and reading guides for each chapter can be downloaded from WebCT before class. Questions can be asked via WebCT email. You should monitor WebCT frequently to see any announcement.
### Tentative Course Schedule

The schedule of topics given below is tentative and is subject to change.

<table>
<thead>
<tr>
<th>Session</th>
<th>Course readings/assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (May 20-24)</td>
<td><em>An Introduction to Educational Research</em>  &lt;br&gt;Course introduction, fundamentals of educational research, types of educational research  &lt;br&gt;<em>The Steps in the Process of Research</em>  &lt;br&gt;Identifying a research problem, reviewing the literature, research purpose and questions, variables and hypotheses  &lt;br&gt;<em>Read text chapters 1-5</em>  &lt;br&gt;<em>Read Online Reading Guidelines and Notes</em></td>
</tr>
<tr>
<td>Week 2 (May 27-31)</td>
<td><em>The Steps in the Process of Research (Continued)</em>  &lt;br&gt;Collecting, analyzing, and interpreting data, reporting and evaluating research  &lt;br&gt;<em>Read text chapters 6-10</em>  &lt;br&gt;<em>Read Online Reading Guidelines and Notes</em>  &lt;br&gt;<em>Problem statement due (June 1)</em></td>
</tr>
<tr>
<td>Week 3 (June 3-7)</td>
<td><em>Research Designs</em>  &lt;br&gt;Experimental, correlational, survey, grounded theory, narrative research, mixed method, and action research designs  &lt;br&gt;<em>Read text chapters 11-18</em>  &lt;br&gt;<em>Read Online Reading Guidelines and Notes</em>  &lt;br&gt;<em>Literature review and research design due (June 8)</em></td>
</tr>
<tr>
<td>Week 4 (June 10-14)</td>
<td>Research Designs continued  &lt;br&gt;<em>Read text chapters 11-18</em>  &lt;br&gt;<em>Read Online Reading Guidelines and Notes</em></td>
</tr>
<tr>
<td>Week 5 (June 17-21)</td>
<td>Preparing research proposals and reports  &lt;br&gt;<em>Read text chapters 11-18</em>  &lt;br&gt;<em>Read Online Reading Guidelines and Notes</em></td>
</tr>
<tr>
<td>Week 6 (June 24-27)</td>
<td>Preparing research proposals and reports, research proposal workshop (ask questions related to your research proposal and get feedback from the instructor and your peers), conclusions, questions/comments  &lt;br&gt;<em>Research proposal due (June 28)</em>  &lt;br&gt;<em>Disposition reflection due (June 28)</em>  &lt;br&gt;<em>Read different chapters of books and online units as needed</em></td>
</tr>
</tbody>
</table>
DISPOSITION RUBRIC

At the end of this course, you must submit a 1-2 page reflection describing your strengths and challenges with respect to target or acceptable dispositions as explained in the rubric. Grades will be determined by carefully comparing your reflection with my notes. Although you will write your disposition reflection at the end of the course, you will have opportunities to demonstrate required dispositions throughout this course. If needed, online meetings will be conducted with individual student(s) to discuss how dispositions can be improved.

<table>
<thead>
<tr>
<th></th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (0-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Submitted all assignments by their due dates and was actively engaged in all threaded discussions and group activities.</td>
<td>Submitted all assignments by their due dates and was engaged in almost all threaded discussions and group activities.</td>
<td>Some of the assignments were not submitted in time and/or was inactive in threaded discussion/group activities.</td>
</tr>
<tr>
<td>Respect</td>
<td>Displayed professional and ethical behavior in the class and threaded discussion, always paid attention to peers and the instructor of the class with respect, and often responded thoughtfully and appropriately to the ideas of peers and the instructor.</td>
<td>Displayed professional and ethical behavior in the class and threaded discussion, and always paid attention to peers and the instructor of the class with respect.</td>
<td>Did not display professional and ethical behavior in the class and threaded discussion and/or did not pay attention to the ideas of peers and the instructor of the class.</td>
</tr>
</tbody>
</table>