

Educational Research I

EDUC 5263



Version 1.0.0

Southern Wesleyan University

Central, Charleston, Columbia, Greenville, Greenwood, Spartanburg, North Augusta
South Carolina

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Mission

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.



EDUC 5263

Educational Research I

Course Description

This course is a study of the methodology involved in the implementation of educational research and the use of basic statistics with practical application in a research project addressing a current issue in the field of education. Among the topics included are the vocabulary of research, major types of research, statistical techniques, research problems, the form of the research paper, and the use of technology.

During this course, students will

- read the entire course textbook, *Research Methods in Education*.
- participate in all sessions and provide regular oral reports on the progress of individual research projects.
- participate in learning team activities and assignments. This includes a particular emphasis on providing constructive, useful feedback to learning team members about research proposals and research papers.
- complete all course assignments.
- develop and complete an acceptable proposal for a research project.
- complete acceptable versions of the first half of a research paper (i.e., the introduction, review of related literature, and methodology Chapters of the research paper).

EDUC 5263 *Educational Research I* and EDUC 5463 *Educational Research II* are essentially one intensive course in research methods. The primary outcome of these courses is the completion of an entire research project which includes the writing of a research paper (a minimum of 25 p.s in length excluding cover p., table of contents, appendices, and any other ancillary sections) of the type that might be published in a professional journal. The student is also expected to complete a 15-minute oral presentation in a form that might be encountered at a professional conference.

The development of the research project occurs during these two courses. However, these courses are separated by four courses that encompass approximately 28 weeks. The research project will be planned in the first course with the completion of the research proposal. This proposal will consist of the initial Chapters of the research paper including the introduction, review of related literature, and methodology. Each student is expected to engage in the collection of data and complete the analysis of the data during the 28-week period separating the two research courses. Data analysis and the completion of the research paper, as well as an oral presentation on the project, are expected to occur during the final course.

The process of research is best learned by actually engaging in the process. The element of learning by doing combined with the compact nature of these courses places a reasonably high set of expectations in terms of work upon both the student and the faculty member. The importance of the timely completion of course work cannot be understated. A portion of course work must be submitted promptly so the instructor can offer comments and suggestions in order for revisions to be resubmitted punctually. The well-timed completion of work, along with timely feedback, forms a key aspect of the course.

Course Learning Outcomes

- Consider Christian perspectives on the philosophy of scientific research and knowledge.
- Define questions about educational issues into formats that permit empirical study.
- Describe different techniques for conducting research in an ethical manner.
- Interpret, in an accurate and valid way, the observations that may be drawn from the data.
- Communicate the findings of educational research to others.
- Comprehend and evaluate research reports.
- Develop and initiate a research project using one of the studied research design methodologies.

Course Learning Assignments and Assessments

Scoring Guides for Papers and Presentations

All scoring guides for papers and presentations for this course are contained on Chalk and Wire (www.chalkandwire.com/swu).

The faculty member will take the following into account when assigning a grade for the course:

- Attendance and participation in learning teams
- Attendance and participation (including oral reports) in sessions
- Course work completed in learning teams
- Individual course work
- Other requirements that may be stated by the faculty member

Course work may be evaluated according to a number of criteria. The specific course requirements and evaluation criteria will be distributed and discussed during Session One. The course work includes the following individual and learning team requirements:

Individual

Students will

- read Chapters 1–3 and 6–14 in *Research Methods in Education*.
- complete two partial research proposals for two possible topics AND complete a full research proposal (Appendix A) in draft and revised form.
- complete an initial literature search and analyze two research articles for presentation to the class.
- complete the introduction chapter of the research paper in draft and revised form.
- complete the review of the related literature chapter of the research paper in draft and revised form.
- complete the methodology chapter of your research paper.
- exhibit on-task behavior in sessions through oral reports and participation in discussion teams.

The grading of the first three chapters of the research project will follow the rubrics provided in the appendices.

Learning Team

Students will

- participate in presentations on selected issues, provide feedback about other student presentations, and participate in learning team discussions.
- complete individual research timelines.
- complete exercises at the end of each Chapter as assigned by the faculty member.

Textbooks

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association.

Wiersma, W., & Jurs, S.G. (2009). *Research methods in education* (9th ed.). Boston, MA: Allyn and Bacon.

EDUC 5263 – SESSION ONE

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none">• discuss the research method as a way to explore knowledge or truth within a Christian context.• describe the steps in the research process and apply them to a research project.• define a problem statement in research vocabulary.• identify and propose research problems.	<p>Individual</p> <ol style="list-style-type: none">1. Read Chapter 1 and Chapter 2 in the Wiersma textbook.2. Decide on two possible topics/issues/general subject areas in education about which you might like to conduct research. Complete items 1–4 of the proposal form (Appendix A) for each possible piece of research. <p>Learning Team</p> <ol style="list-style-type: none">1. Discuss the differences between qualitative and quantitative research.2. Discuss each team member’s research topic and give feedback about possible problems with the topic. Discuss possible statements of the problem and hypotheses that may be tested in the study.3. Each team member must have his/her research topic read and critiqued by at least two other team members.

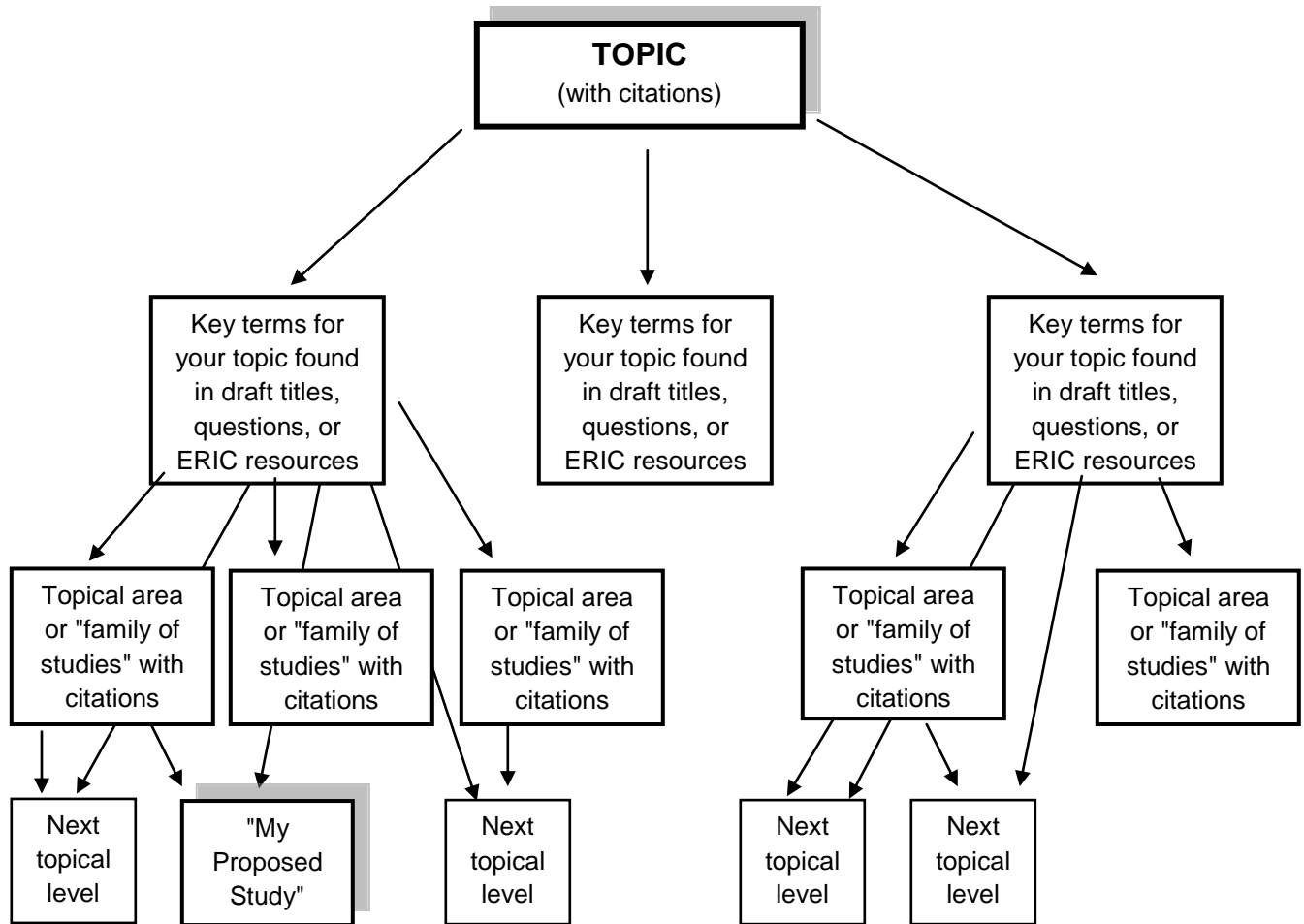
EDUC 5263 – SESSION TWO

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none">• describe the systematic process of research.• distinguish between quantitative and qualitative approaches to research and discuss the functions, strengths, and weaknesses of each type of research.• describe the general methods of research.• describe the process involved in specifying the purpose and research questions for research and identify these in research articles.• describe the parts of the first Chapter of the student's research project.	<p>Individual</p> <ol style="list-style-type: none">1. Review Chapter 1 and Chapter 2 in the Wiersma textbook.2. Select a research topic and complete items 5–10 of the research proposal as part of your submission of the entire research proposal. <p>Learning Team</p> <ol style="list-style-type: none">1. Discuss and provide feedback about items 5–10 of the research proposal with other team members. Each student should have his/her proposal read by at least two learning team members.2. Discuss Chapter 2 of the textbook with other team members. After the discussion, team members should discuss the justification item on the Research Proposal form (Appendix A) for each learning team member.3. Respond to Exercises 2.1 and 2.2 on p. 49. Be prepared to discuss your responses in the next session.

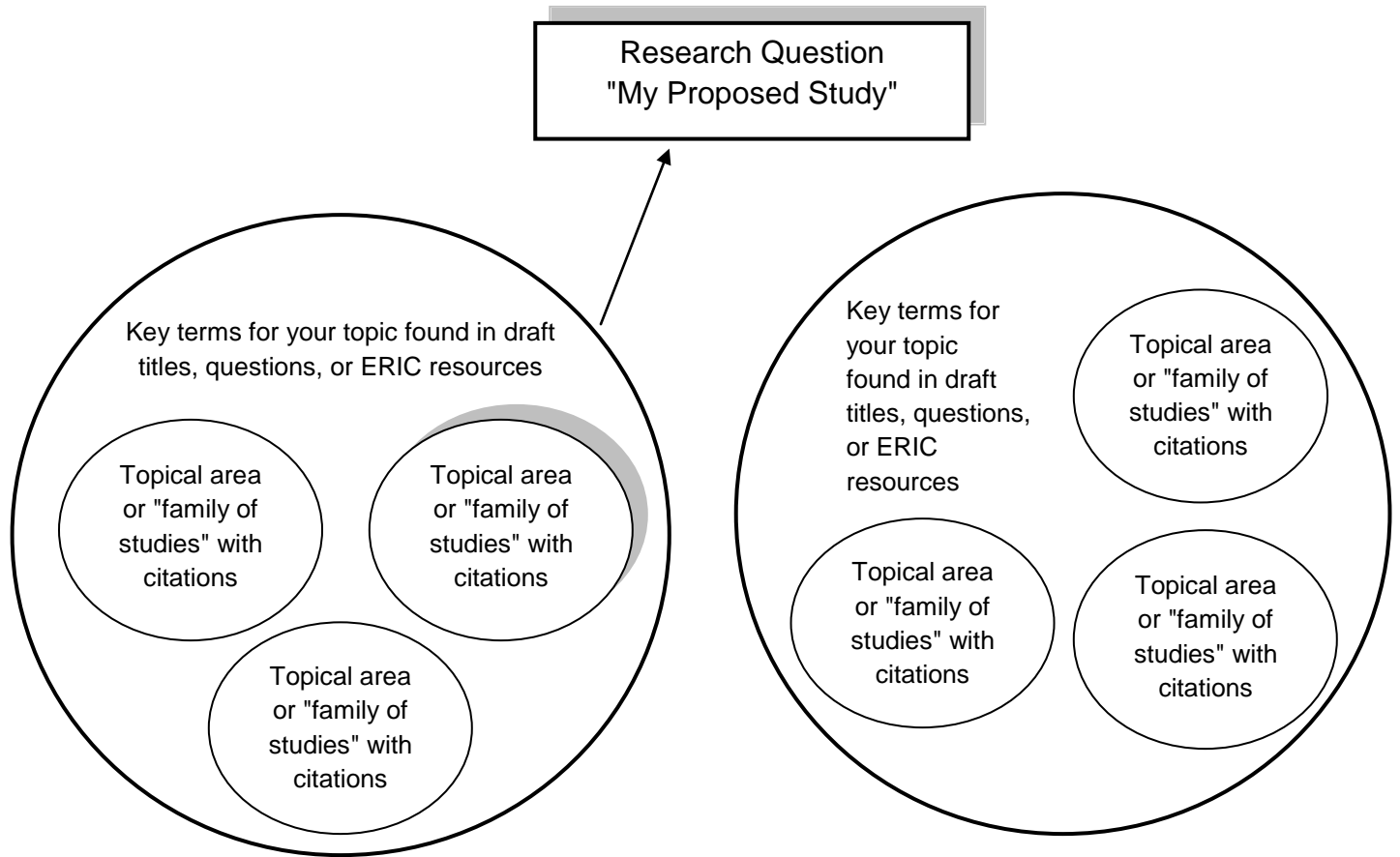
EDUC 5263 – SESSION THREE

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none"> • describe the purpose and format of literature reviews for qualitative and quantitative research. • discuss and develop the structure of qualitative and quantitative research literature. • describe the different types of research reports and proposals. • evaluate research reports. 	<p>Individual</p> <ol style="list-style-type: none"> 1. Read Chapter 3 in the Wiersma textbook. 2. Prepare the first draft of Chapter 1 (Introduction) to be submitted at the end of Session Three. Upload this chapter to Chalk and Wire. 3. Conduct an initial search for literature related to your topic and bring in the search results (the results could be a bibliography/list of articles). Include a minimum of 15 articles in the final version of your "Review of the Literature" chapter. 4. Begin to develop a "literature map" that displays the research literature in a figure or drawing using either a hierarchical or circular design. <ol style="list-style-type: none"> a. Insert your topic in the top box with citations. b. Identify the key terms for your topic and place them at the top of the map. These key terms are found in draft titles, questions, or ERIC resources. c. Sort the information you have found into teams of related topical areas or "families of studies." Think in terms of three or four teamings because these teams will likely be major sections in the written literature review. d. Provide a label for each box and provide specific citations to studies that illustrate the content of the box. e. Develop the literature map on as many levels as possible. Some branches in the drawing will be developed in more detail than others because of the extent of the literature or because it is the primary focus of your research topic. f. Include a box toward the bottom of the figure that says, "My Proposed Study," "A Proposed Study," or "My Study." Draw lines connecting the proposed study to other branches of the literature, indicating graphically how the proposed study adds or extends existing information. In this box, you could state a proposed title, a research question, or the problem to be studied. <p style="text-align: center;">Use one of the templates provided at the end of Session Three as a guide to construct your literature map.</p> <p>Learning Team</p> <ol style="list-style-type: none"> 1. Discuss and provide feedback about the initial literature search results with other team members. Offer suggestions as to how each team member will arrange the articles and research results in the summary of the literature review chapter of the research project. 2. Collect and evaluate two research articles for presentation to the class, particularly focusing on presenting the basic elements contained in the research proposal form in Appendix A. 3. Discuss Chapter 3 of the textbook with other team members, especially how the review will be presented in your research projects. Review the literature map of each member and discuss the rationale.

LITERATURE MAP—HIERARCHICAL DESIGN GUIDE



LITERATURE MAP—CIRCULAR DESIGN GUIDE



EDUC 5263 – SESSION FOUR

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none"> • discuss the structure and format of Chapter 3, "Methodology," of the research project. • discuss the methodologies for collecting quantitative data. • discuss the methodologies for collecting qualitative data. • describe the possible methodology to be employed in the research project. 	<p>Individual</p> <ol style="list-style-type: none"> 1. Read Chapter 6 and Chapter 7 in the Wiersma textbook. 2. Students completing qualitative research projects should read Chapter 10, "Research Design in Qualitative Research." 3. Students completing survey research projects should read Chapter 9, "Non-experimental Qualitative Research." <p>Learning Team</p> <ol style="list-style-type: none"> 1. Develop timelines for data collection for each project. It is recommended that each team member bring a calendar showing the next seven months to this meeting. As a group, determine the time frame for data collection during the 28 weeks following this course. Data must be collected before the first workshop of EDUC 5463, <i>Educational Research II</i>. Be sure to consider holidays and other significant events as well as the availability of participants who will be involved in the research. For example, if you are gathering data from students or teachers, you will want to record the times when the school will be closed because you may not be able to gather data during those periods. 2. Indicate your expectations regarding data collection. For example, show when you will have 50% of your data collected so that you remain on track. If you are surveying teachers, indicate when you will distribute your surveys, when you anticipate collecting the surveys or receiving them back, and when you will do any necessary follow-up—redistributing surveys or collecting them from teachers who have not returned them. If you will be interviewing other individuals, you will need to determine the time frame during which you will be conducting interviews and organizing the interview data (from videotapes, tape recorders, or transcribed data). If you are collecting student data that is otherwise unavailable to you, you may need to schedule time for ethical considerations, such as obtaining permission from caregivers to allow their children to participate in the study. Keep in mind that collecting data often takes more time than is allotted, so provide a little insurance at the end of your timeline. 3. Respond to questions 6.2 and 6.3 on p. 131 in the Wiersma text. Be prepared to discuss your ideas in the next session.

EDUC 5263 – SESSION FIVE

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none"> • discuss and evaluate non-experimental quantitative and quasi-experimental research designs. • discuss and evaluate correlational research designs. • discuss and evaluate survey research designs. 	<p>Individual</p> <ol style="list-style-type: none"> 1. Read Chapter 8 and Chapter 9 in the Wiersma textbook. 2. Complete Chapter 2, "Review of Related Literature," of your research paper. Upload this chapter to Chalk and Wire. 3. Begin developing the necessary protocols or procedures needed to conduct your research. For example, if you are employing a survey design for your research project, you should start developing the survey questions and format. If you are using a qualitative design that involves interviewing individuals, you should start developing the interview questions and the procedures you intend to follow for conducting the interviews. You should also start identifying the research participants (i.e., those you intend to survey or interview). 4. Begin the "Methodology" chapter of your research paper. <p>Learning Team</p> <ol style="list-style-type: none"> 1. Discuss and provide feedback on the "Introduction," "Review of Related Literature," and "Methodology" chapters of the individual research papers. 2. Discuss and plan the protocols and procedures that team members need to conduct research. 3. Respond to questions 8.2 and 8.7 (pp. 186–188) and 9.10 (p. 228) in the Wiersma text. Prepare to discuss your ideas in the next session.

EDUC 5263 – SESSION SIX

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none">• discuss and evaluate various statistical analyses used in educational research.• discuss and evaluate qualitative research designs.• discuss and evaluate historical research design.	<p>Individual</p> <ol style="list-style-type: none">1. Read Chapter 10 and Chapter 11 in the Wiersma textbook.2. Complete the third chapter, "Methodology," of your research paper. Upload this chapter to Chalk and Wire.3. Continue developing the necessary protocols or procedures needed to conduct your research. <p>Learning Team</p> <ol style="list-style-type: none">1. Discuss and provide feedback on the methodology Chapters of the individual research papers.2. Discuss and plan the protocols and procedures that team members need to conduct research.3. Respond to question 10.5 on p. 252 of the Wiersma text. Prepare to discuss your research design and its four components (refer to Figure 10.1, p. 239) in the next session.

EDUC 5263 – SESSION SEVEN

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none">• discuss and evaluate various statistical analyses used in educational research.• describe and present the methodology for your research project.• discuss the best statistical analyses for your research project.	<p>Individual</p> <ol style="list-style-type: none">1. Read Chapter 14 in the Wiersma textbook.2. Rewrite and revise the "Introduction" and "Review of Related Literature" chapters of your research paper.3. Bring in your timeline for review. <p>Learning Team</p> <ol style="list-style-type: none">1. Consider and discuss the data analysis and interpretation you expect or intend to perform with the data you collected. Discuss with the other group members your proposed procedures for analyzing the data and arriving at conclusions.2. Discuss and plan the protocols and procedures that team members need to conduct research.3. Respond to question 14.7 on p. 349 of the Wiersma text. Prepare to discuss your ideas in the next session.

Course Policies and Miscellaneous Information

Attendance Policy

Sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office. A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit. Any student who misses more than 25% of the sessions for any course will receive a grade of 0.0 or No Credit for that course and will be required to repeat the course at their expense.

Academic Integrity

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of 0.0 on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of 0.0 on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or 0.0 for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of 0.0 as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

Accommodations for Students with Disabilities

Accommodations are made for students with disabilities who document the disability and request accommodations. The documentation and a request for appropriate accommodations should be sent to the Associate Vice President for Student Services (AGS). The documentation and request are forwarded to Martha Mishoe (mmishoe@swu.edu) who coordinates services to students with disabilities for the university.

Appendix A

RESEARCH PROPOSAL

1. Name _____ 2. Employer _____

3. Topic _____

4. Research Problem _____

5. Justification _____

6. Purpose Statement _____

7. Research Questions _____

8. Proposed Research Design (List two possible research designs you might use.) _____

9. Explanation or Justification for Proposed Research Design (for your first choice) _____

10. Proposed Title _____

Approved by _____, course instructor

Appendix B

Using Rickman Library

A Webpage specifically designed for **AGS Students** will help you

- 1) learn about the library.
- 2) learn how to evaluate the materials you find.
- 3) learn how to access research materials, books, periodicals, etc.
- 4) learn how to request materials you need.

The screenshot shows a web browser window with the URL <http://swu.edu/library/agsinformation.htm>. The page title is "LIBRARY > AGS Students". The main heading is "INFORMATION FOR AGS STUDENTS".

AGS Undergraduate

- [Master of Business Administration](#)
- [Master of Science in Management](#)
- [Master of Ministry](#)
- [Master of Education](#)

Getting Started With Research

- [Introduction to Rickman Library](#) - A video overview of library services (Callout 1)

How to Evaluate Websites

- [Powerpoint](#) (Callout 2)
- [Rubric](#)

Borrowing Library Materials

- Look for items in [SWUcat](#) and [PASCALCAT](#).
- Use the [Request Materials](#) form to have items MAILED DIRECTLY TO YOUR HOUSE (Callout 4)
- Fill out the [Borrowing Card](#) to request borrowing privileges from any other college or university library within South Carolina.

Accessing Databases

- Use the passwords on the ORANGE SHEET to access databases FROM HOME.
- Only EBSCO and GALE/INFOTRAC databases may be accessed off-campus at present.
- ALL [Rickman Library databases](#) may be accessed from Learning Centers and the main campus in Central.

Research Assistance

- E-mail library@swu.edu Call 1-800-289-1292, ext. 5060 or 864-644-5060
- Click [here](#) to chat with a Rickman Library Librarian

At the bottom left, there are two award logos: "US News & World Report's Best Colleges 2010" and "A Best Southeastern College The Princeton Review".

Need help? Ask one of your reference librarians:

Erin Washington (ewashington@swu.edu) or Anita Gray (agray@swu.edu)

June 2010

Appendix C

Instructions for Using Smarthinking

Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

Note: To create your FREE account in Smarthinking, you must access MyCampus and follow the steps below.

Getting Started

1. Log on to <https://mycampus.swu.edu>.
2. Click on the **Tutoring** icon under Student Links to go to the Center for Transformational Learning (**CTL**) page.
3. Click the **Smarthinking** link in the blue sidebar on the left-hand side of the page.
4. Click on **New Smarthinking Web link** in the box on the bottom right-hand side of the screen.
5. When the Smarthinking page opens, create a personal account with your own login and password.
6. Use this login and password whenever you want to access Smarthinking.
7. Once you have created your own account, you may go directly to www.smarthinking.com.

Additional Information

There are many tutoring options available on the Smarthinking Website. Each option has a "Tell Me How" feature. Use the dropdown menu next to each option to choose what you would like to do.

The "Submit your writing" option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5327.

August 2010

Appendix D

Instructions for Using Turnitin

Turnitin is an Internet-based plagiarism detection service.

Follow the steps below to access Turnitin and submit an assignment.

- 1) Log on to www.turnitin.com.
- 2) Click "create a user profile" in the upper right-hand corner of the screen and provide the following information:
 - * a valid email address
 - * a 6-12 digit password
 - * your name, country, and state
 - * type of user (student)
 - * your agreement to the user license
- 3) Once your profile is created, click "start class enrollment wizard" in the lower right-hand corner of the screen.
- 4) When the enrollment wizard begins, you will need to enter a **Class ID** number and **Class Enrollment Password**. This information is different for each course and should be obtained from your instructor.
- 5) When the class information opens, locate the appropriate assignment and press the submit button. Browse your hard drive or portable memory device for the file you wish to submit. Select the file and submit.

Note: Assignments must be submitted by the date due or Turnitin will not accept the assignment.

If you have any problem using Turnitin, access a student tutorial using the **Student Help** button at the top of the page or contact Martha Mishoe at (864) 644-5327.

August 2010

