ARGOSY UNIVERSITY

Department of Education
Multiple and Single Subject
Teacher Credential Prep Program

COURSE SYLLABUS

<u>E6100</u>   <u>Research in Education</u>
COURSE NUMBER   **COURSE TITLE**

<u>Summer I</u>   <u>Blended – Argosy SF Bay Area</u>
TERM   **DAY/TIME   SITE**

Mission Statement

Argosy University is a private institution of higher education whose mission is to facilitate high quality learning in the practitioner's field of study. Within the Department of Education that charge is manifested in providing high quality professional programs at the graduate level including credentialing programs and courses of study leading to masters and doctoral degrees in education. Each program offered within the Department of Education is designed to install knowledge and skills related to the professional practices associated with the learner's career aspirations. At the same time, programs are infused with the values of higher education, including those of social responsibility and ethical conduct. Aspects of socio-economic, community and cultural diversity are embedded as topics within course dialogues and presentations.

Required Text

Charles, C. A. & Mertler, C. M. (2005). *Introduction to educational research (*5th

ed.). Boston, MA: Allyn & Bacon. ISBN: 0-205-41412-5

Instructor

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Hours: M-Th 4-8pm or by appointment

1. Course Description

This course provides an introduction to the theory and practice of research in the field of education. Both design and analysis issues are discussed. The student is involved in both research review and design relevant to his or her professional level of

certification. Action and evaluation research will be the research designs of major focus.

2. Purpose of the Course

The purpose of this course is to help the educator comprehend the principles and practices of action and evaluation research strategies.

3. Course Objectives

The student will demonstrate achievement of the course performance objectives by completing all required assignments. By the end of the course, the student will be able to:
- Identify the rules of operation for educational research.
- Develop an understanding of the types of educational research possible and the corresponding sources of data.
- Develop the skills required to conduct educational research.
- Evaluate the research published in the field of education.
- Analyze the process for conducting an educational research project.
- Explain the procedures and exemplars in the eight types of research.
- Know the nature and uses of statistics.
- Analyze the calculation and interpretation of descriptive statistics.
- Analyze the relative standings associated with the normal curve.

These skills will be evaluated by evidence in the student's:
- Participation in online and in-class discussions and activities
- Completed outside class assignments and activities
- Final paper

4. Course Requirements

During the sequence of college coursework, students should strive to move from pupil (other directed) to scholar (self-directed). At the same time, however, students have the responsibility to others in the class to share in mastering the concepts and content of the class. Expectations for this course will include advanced preparation for class and consistent, thoughtful participation in class activities. Written work should be of professional quality. Regular online attendance is expected and work should be turned in on time.

Quizzes will be administered to test understanding of assigned readings, lectures, and other course materials, as well as ability to understand and critique research reports.

5. Learning Needs

It is the policy of Argosy University/SF Bay Area to make reasonable accommodations for qualified students with disabilities, in accordance with the

Americans with Disability Act (ADA). If you are a student with a disability and need accommodations to complete your requirements, please make an appointment with the course instructor as soon as possible to discuss your request. Information disclosed after completing the final exam cannot be considered in terms of your evaluation. So, please make this an optimal experience by letting the instructor know of accommodations needed at the outset of the course. All information will be held in confidence.

6. Statement on Diversity

Argosy University provides access through its services and programs to students of any social, geographic and cultural background and strives to prepare them to work with and provide services to diverse populations; Argosy demonstrates its commitment to diversity through the development and support of a diverse educational community.

7. Academic Dishonesty/Plagiarism

Academic dishonesty or plagiarism will be reported and will result in an F in the class. Note the University Policy on Academic Dishonesty/Plagiarism: The University seeks to foster a spirit of honest and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of a work produced for one course in a subsequent course of the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from the University.

Note: All quotations should be in quotation marks or parallel-indented and single spaced and borrowed ideas should be attributed to their original source.

8. Grading

Work will be evaluated for adherence to accepted research standards and for clarity, relevance, and appropriateness of content. The course grade will be assigned as follows:

Online and in-class discussion participation	30%
Article critiques	20%
Online exercises	10%
Vocabulary quizzes	10%
Final paper	30%

9. Student Assessment

Assessment for this course will include the following:
- Online exercises and quizzes. This gives the instructor an indication of the individual student's personal understanding of the material. These assignments become part of the Research Journal
- Online and in-class participation and interaction. Each student is expected to respond to discussion questions and give reflective insights into the text material online and in class.
- Critiques of educational research will allow students to demonstrate their understanding of the different ways researchers present their findings and make judgments on the validity and reliability of their research.
- The Final paper is designed to allow students an opportunity to articulate their deeper understanding of the concepts presented in the course. This will be completed as a part of their Research Journal.

10. Important Terms

The student is expected to master the following theories, terms, and concepts as they are applied to research in education. A minimum depth of knowledge is classified as (A) Awareness: recognize the term or concept and know where to seek out more information; (F) Familiarity: be able to define or describe the term or concept and explain its meaning; (U) Understanding: be able to apply the underlying concept(s) with minimal review or reference to texts; (C) competency: be able to integrate the concepts with other knowledge.

Analyzing (A)	Generalizability (U)	Qualitative research (C)
Accurate disclosure (A)	Honesty (U)	Quantitative research (C)
Action research (C)	Hypothesis (C)	Range (F)
Beneficence (A)	Mean (C)	Replicability (U)
Bias (U)	Median (C)	Random (F)
Central Tendency (C)	Mode (C)	Research (F)
Chi square (F)	Normal curve (C)	Research question (C)
Conclusions (C)	Null hypothesis (C)	Researchability (C)
Confidentiality (F)	Operating rules of	Rival explanations (C)
Control group (F)	research (C)	Scientific method (F)
Correlation (C)	Parsimony (A)	Significance (U)
Credibility (F)	Participants (F)	Skew (U)
Data (C)	Positivism (F)	Standard deviation (U)
Educational research (C)	Probability (F)	Stanine (F)
Evaluation research (C)	Problem (U)	Statistic (U)
Experiment (U)	Procedures (C)	Variable (U)
Experimental group (F)	Protection (F)	Variance (U)
Findings (F)		

11. Course Schedule

Module 1	5/8-14	Overview of Research	Chapters 1-2
Module 2	5/15-21	Research Problem and Previous Research	Chapters 3-5
Module 3	5/23-26	Designing a Study; Qualitative Research	Chapters 6-9 (skim) Chapters 10 & 12
Session I	5/27-28	The Research Process Qualitative Methods	
Module 4	5/29-6/4	Planning a Research Study	Chapter 6 **Qualitative Critique Due**
Module 5	6/5-11	Data Collection and Analysis	Chapters 7-8
Module 6	6/12-18	Reporting Research Findings	Chapter 9
Module 7	6/19-23	Correlational, Survey, and Experimental Research	Chapters 13-14 **Quantitative Critique Due**
Session II	6/24-25	Quantitative Methods Action Research	
Module 8	6/26-28	Action Research	Chapter 11 **Final Paper Due**

12. Writing Assignments

With the exception of informal discussion submissions, all assignments must be typed, double-spaced and written in appropriate formal style. Assignments should be free from spelling and grammatical errors and be representative of graduate academic work. All work must be submitted using the Publication Manual of the American Psychological Association, 5th Edition (2001). Washington DC: American Psychological Association (APA) format. Students are referred to Appendix A in the Publication Manual of the American Psychological Association, 5th Edition for thesis and paper format.

Further details on the specific requirements for the writing assignments can be found on the class web site. A comprehensive grading rubric for each assignment can also be found on the course web site.