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C&I 520.01: Educational Research

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CURRICULUM AND INSTRUCTION 520
EDUCATIONAL RESEARCH
Spring 2008

Instructor: Trent Atkins, Ph.D.

Class Meets: Wednesday 4:10p.m.7:00p.m. in Education 110

Contact Information: Office Phone: 406.243.4978

Email: trent.atkins@umontana.edu

Office Location: Education 302

Office Hours: Monday 1-2 p.m. and Wednesday 2-3

Course Purpose:

The purpose of this course is to assist students in acquiring the skills and knowledge required to be competent consumers and producers of educational research.

Course Objectives: Participants in this course will be able to:

1. Explain why research is essential to educational practice
2. Explain the research process with relevant terminology
3. Conduct a systematic literature review
4. Distinguish and categorize different types of research
5. Explain validity and reliability
6. Explain different sampling techniques
7. Explain samples and populations
8. Explain "ethical research."
9. Explain both qualitative and quantitative data analysis procedures
10. Conduct basic statistical procedures
11. Discuss the unique issues of working with vulnerable and diverse populations
12. Develop a research proposal consisting of all essential components
13. Write papers and cite references using APA 5th ed.

Instructional Methods:

Effective teaching methods will be modeled throughout the semester and will encompass a variety of formats including power-point facilitated lectures, small and large group problem-solving activities and student-led presentations and discussions. In addition, case studies will be utilized regularly for student reflection and inquiry-based learning. The use of email correspondence with the instructor is strongly encouraged as a means of individualizing instruction. Computer-mediated instruction in the form of email communication among students and internet research will also be encouraged.

The following website: <http://www.prenhall.com/gay> is an excellent resource to study for exams and for conducting research projects. I encourage you to visit this website and familiarize yourself with it within the first week of the semester.

Disability Statement:

If you have a disability for which accommodations are needed for you to perform to your highest potential in this course, arrange a meeting with me in the first week of the semester. During this meeting we will discuss what accommodations you need and will receive in this course. Please be sure to contact me within the first week of the semester.

Course Expectations:

All participants will be expected to comply with the academic honesty policies, as defined in the University of Montana Student Conduct Code. Any violation will result in a letter to the Dean recommending immediate expulsion, and a grade of "F."

It is expected that participants will attend all class sessions and will have read the assigned material prior to each session. Quizzes and exams will be based on assigned readings.

Required Text:

Gay, L.R. Mills G.E., & Airasian, P. (2005). *Educational research: Competencies for analysis and application* (8th ed.). New Jersey: Pearson Education Inc.

Evaluation Procedures:**INDIVIDUAL ASSIGNMENTS:**

| | | |
|---------------------------|-------------------------------|------------------|
| 1. | Literature Review: | 50 points |
| 2. | Quizzes (5 @ 10 points each): | 50 points |
| 3. | Research Proposal: | 50 points |
| 4. | Final Exam: | <u>50 points</u> |
| TOTAL INDIVIDUAL POINTS = | | 200 points |

GROUP ASSIGNMENTS:

| | | |
|----------------------|------------------------|------------------|
| 1. | Issues Seminar: | 50 points |
| 2. | Methodologies Seminar: | <u>50 points</u> |
| TOTAL GROUP POINTS = | | 100 points |

TOTAL POSSIBLE POINTS = 300 points

Literature Review (50 points, Due WEEK 7)

Conduct a literature review of the topic of your choice. The final product should be in table format and should summarize ten **research** articles. Be sure that you choose a topic that has a research base so you can fulfill these requirements. Include a reference page in APA format.

Quizzes (50 points, ongoing)

Semi-random quizzes will be given throughout the semester. These quizzes will cover the assigned reading material. The quizzes will consist of ten questions worth one point each. You will only have one chance to take each quiz, however, you will have another opportunity to get the answer correct. That is, the Final Exam will consist of the same questions that made up the five quizzes.

Research Proposal (50 points, WEEK 13)

Complete a research proposal that includes a corrected literature review. In total, the proposal should be approximately 15 pages and include all steps of a research project including a proposed (or assumed) *Findings* section and relevant *Discussion* section. Evaluation of APA style usage will be stringent. More specific guidelines for this assignment will be discussed throughout the semester.

Final Exam (50 points, FINALS WEEK)

The Final Exam will be given Wednesday May 7th, at 4:10p.m. and will consist of the same questions from the five quizzes. Therefore, it will consist of 50 questions worth one point each. It is expected that the struggles (i.e. possible low scores) from the quizzes will be offset with demonstrated proficiency and a high score on the Final Exam.

Issues Seminar (50 points, WEEKS 5 and 6)

Groups consisting of two members will present information regarding a particular issue pertinent to educational research. The presentation should be no longer than 25 minutes. The presentation should provide (a) an overview of the issue, (b) existing current research, and (c) future implications. Provide a one page handout for classmates and send an electronic version to the instructor.

Methodologies Seminar (50 points, WEEKS 14 and 15)

Groups consisting of two members will present information regarding a research method used in educational research. The presentation should be no longer than 25 minutes. The presentation should consist of (a) explanation of the method, (b) published examples of the methodology, and (c) the strengths and weakness of the methodology. Provide a one page handout for classmates and send an electronic version to the instructor.

*Though attendance is not included as part of the grade for this course, attending and taking part in the class discussions is essential. Extra credit quizzes and assignments along with sign-in sheets will be used to promote attendance. If irregular attendance is found to be an issue with an individual student, I will request a meeting to address the problem. If you expect to receive a grade higher than a "B", I suggest you do not miss the class more than two times. I reserve the right to adjust grades to reflect poor attendance and/or participation. Please keep in mind that a "C" will not earn you graduate credit.

Grading Scale:

| Letter Grade | Percentage |
|--------------|---------------|
| A= | 93%-100% |
| B= | 85%-92% |
| C= | 77%-84% |
| D= | 76% and below |

| Activities & Assignments/Readings | | |
|--|---|--|
| Date | Class Activities | Assignments and Readings for Following Week |
| Week 1 1.23 | Introduction to the course | Read Chapters #1 and 2 |
| Week 2 1.30 | #1 PandD The ongoing debate: Qualitative Vs. Quantitative Research #2 Guest Speaker Kate Zoellner , Education Librarian, University of Montana. Topic —Systematic Electronic Literature Reviews for Educational Research (at 5:00 we will go to MLIB 283/SLC—2nd floor of the Library: enter the Library, turn to your left and head downstairs one floor). | Read Chapter #3 |
| Week 3 2.6 | #1 PandD continued Qualitative Vs. Quantitative Research #2 Small group discussion on “How we Know” #3 PandD Preparing a Research Plan #4 Quiz #1 | Read Chapter #22 |
| Week 4 2.13 | #1 Issues Seminar | Read Chapters #4 and #5 |
| Week 5 2.20 | #1 Issues Seminar #2 PandD Variables, Validity and Reliability #3 Quiz #2 | Read Chapters #14 and #15 |
| Week 6 2.27 | #1 Guest Speakers Researcher Roundtable | Chapter #18 |
| Week 7 3.5 | #1 QUIZ#3 #2 Wrap-up Qualitative Research | Read Chapters #7 |
| Week 8 3.12 | #1 PandD Surveys and Correlational Research LITERATURE REVIEW IS DUE | Read Chapters #8 and #9 |
| Week 9 3.19 | #1 PandD Causal Comparative and Experimental Research | Read Chapters #10 and #21 |
| Week 10 3.26 | NO CLASS | |
| Week 11 4.2 | #1 Guest Speaker Dr. Ann Garfinkle , Chair and Associate Professor, University of Montana. Topic —Single Subject Research. #2 Class Discussion of Research Proposals | Read Chapters #11 and #12 |
| Week 12 4.9 | #1 QUIZ#4 #2 PandD Descriptive and Inferential Statistics | Visit and Review: http://www.umn.edu/research/ |
| Week 13 4.16 | RESEARCH PROPOSAL DUE #1 QUIZ#5 #2 PandD Research Ethics and how it All Fits Together | Prepare for presentations |
| Week 14 4.23 | #1 Methodology Seminar | Prepare for presentations |
| Week 15 4.30 | #1 Methodology Seminar | Prepare for Final Exam |
| Final | Final Exam Wednesday May. 7 th at 4:10 in 110 Education | |