

EDFN 500: RESEARCH METHODS

Western Kentucky University

Winter 2018

General information

Instructor: Kimberlee Everson, Ph.D.

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Catalog Description

Introduction to research methods in education, information retrieval systems, basic types of research, research procedures, research designs, and discussions of methods of data analysis to facilitate the understanding of research journal in the student's field of study.

Course Objectives

- Practice research techniques, including use of electronic databases.
- Distinguish between types of journal articles and periodicals.
- Understand research design and how to read qualitative and quantitative design.
- Understand ethical issues when conducting research.
- Practice conceptualizing research studies.

Course Summary

As a graduate student, the skills that will serve you best relate to reading, understanding, and conducting research. This course is an introduction to those tasks. It is not designed to make you a researcher, and you will not get any practice in analyzing data to draw conclusions. There are no assignments that ask you to conduct inferential statistics or qualitative coding. The course is about being a good consumer of research and being able to conceive of the type of research that has the potential to move a scholarly conversation forward. This class is all about being an educated reader!

Required Resources

The following text focuses on research methods for educators. However, the research process is the same for other social sciences. The course will focus on material that is applicable to anyone doing or reviewing social science type research on humans.

Gall, M.D., Gall, J.P., and Borg, W.R. (2015). Applying Educational Research: How to Read, Do, and Use Research to Solve Problems of Practice, Pearson Loose-Leaf Version (7th Edition). Pearson.

The text is available as an e-text for \$58.99 (see link below), or you can get a hard copy + the e-text either at the WKU bookstore or using the link below. It makes no difference to me whether you have the e-text, the hard copy, or both:

Available at: <http://www.pearsonhighered.com/educator/product/Applying-Educational-Research-How-Read-Do-and-Use-Research-Solve-Problems-Practice-Pearson-eText-LooseLeaf-Version-Acces/9780133831573.page>

In addition, scholarly journal articles and internet readings will be assigned.

Grading






| | |
|--|-------------|
| Discussion Boards (5 @ 50 points each) | 250 points |
| Response Journals (5 @ 50 points each) | 250 points |
| Tests (5 @ 100 points each) | 500 points |
| Total | 1000 points |

Standard grading scale: 100%-90% - A; 89%-80% - B; 79%-70% - C; 69%-60% - D; 59%-0% - F

Description of Major Assignments






Discussion Boards

Discussion board questions will relate to the readings each week. You will be expected to not only respond to the prompt yourself but also to respond to other student comments. Essentially, you are expected to engage in a meaningful discussion. Each discussion board is worth fifty points and will be graded using the following rubric:

| Criteria | Levels of Achievement | | |
|---|---|--|---|
| | Novice | Competent | Proficient |
| Critical Thinking  Weight 20.00% | 0 % Rudimentary and superficial. No analysis or insight is displayed. | 50 % Thought and insight have taken place. However, information is commonplace. | 100 % Rich in content. Full of thought, insight, and analysis. |
| Connections  Weight 20.00% | 0 % No connections are made to real-life situations. | 50 % Connects to real-life situations but lack depth, relevance, or detail. | 100 % Clear, detailed, relevant connections to real-life situations. |
| Uniqueness  Weight 20.00% | 0 % Ideas are limited to rehashing or restating the postings of others or material from the text. | 50 % New ideas or connections are offered but with limited depth or detail. | 100 % New ideas or connections are offered with depth and detail. |
| Timeliness  Weight 20.00% | 0 % Some, or all, of required postings and responses are missing. | 50 % All required postings and responses to other students are made on time. | 100 % All required postings and responses to other students are made on time. Student engages in the discussion on at least 3 separate time-points. |
| Stylistics  Weight 20.00% | 0 % Grammar or stylistic errors interfere with understanding of content. | 50 % Several grammatical or stylistic errors, but the errors do not interfere with understanding of content. | 100 % Few grammar or stylistic errors. |

Response Journal

Weekly response journal entries will require you to thoughtfully reflect on your readings for the week. The response journal will be graded after each unit. The response journal will be graded as follows:

| Criteria | Levels of Achievement | | |
|--|--|---|---|
| | Novice | Competent | Proficient |
| Critical Thinking  Weight 20.00% | 0 % Rudimentary and superficial. No analysis or insight is displayed. | 50 % Thought and insight have taken place. However, information is commonplace. | 100 % Rich in content. Full of thought, insight, and analysis. |
| Connections  Weight 20.00% | 0 % No connections are made to real-life situations. | 50 % Connects to real-life situations but lack depth, relevance, or detail. | 100 % Clear, detailed, relevant connections to real-life situations. |
| Uniqueness  Weight 20.00% | 0 % Ideas are limited to rehashing or restating material from the text or other readings. | 50 % New ideas or connections are offered but with limited depth or detail. | 100 % New ideas or connections are offered with depth and detail. |
| Completeness/Understanding  Weight 20.00% | 0 % Significant errors of understanding are evident and/or major parts of the assignment are missing. | 50 % Minor errors of understanding are made or minor parts of the assignment are missing. | 100 % All parts of the assignment are complete, and the response reflects understanding of the readings. |
| Stylistics  Weight 20.00% | 0 % Grammar or stylistic errors interfere with understanding of content. | 50 % Several grammatical or stylistic errors, but the errors do not interfere with understanding of content. | 100 % Few grammar or stylistic errors. |

Tests

Tests will be given online three times during the semester. Each test is worth 100 points. You will be able to refer to your book and notes. Test items will be based on the learning objectives for each unit (listed on Blackboard) and include multiple choice and short answer items.

Late Assignments - Late assignments will NOT be accepted **unless** a doctor's note or similar evidence of a verifiable emergency is submitted.

Make up policy – Note the quizzes will NOT be made up without written documentation of a medical emergency or other excused university absence.

Plagiarism (Important)

It is expected that each student will do his/her own work. Academic dishonesty, including any form of plagiarism or cheating will not be tolerated. Be advised that student work may be checked using plagiarism detecting software. Our department (EALR) requires the following:

Before receiving a grade in this course students will be REQUIRED to verify in writing (send me an email certifying compliance) that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules:

<http://sites.harvard.edu/icb/icb.do?keyword=paraphrasing>

Or, Indiana University's Plagiarism and Academic Integrity tutorial:

<https://www.indiana.edu/~istd/>

Student Policies:

The following sections are taken from the 15th Edition of WKU's Faculty Handbook:

Plagiarism:

To represent ideas or interpretations taken from another source as one's own is plagiarism.

Plagiarism is a serious offense. The academic work of a student must be his or her own. One must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is referenced, is also plagiarism.

Cheating:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project, which is submitted for purposes of grade determination.

Disposition of Offenses:

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

Other Types of Academic Dishonesty:

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of the Dean of Student Life for disciplinary action.

Accommodation of Disabilities:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Affirmative Action:

Western Kentucky University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation or military service. Inquiries or comments regarding these issues should be directed to the Director of Equal Opportunity/504/ADA Compliance, Western Kentucky University, 1906 College Heights Blvd., Bowling Green, KY 42101, Telephone (270) 745-5121, TTY (270) 745-3030.

Extra Help:

The instructor will be available as need is indicated. Students are encouraged to discuss any questions or problems with the instructor.

Course Adjustments:

The instructor reserves the right to modify the course requirements, schedule, and syllabus. The syllabus and schedule for this course are subject to change in the event of extenuating circumstances. No change will occur, however, *unless* proper and prior notice is given to students.

Date Prepared and by Whom:

Course syllabus prepared October 21, 2016 by Kimberlee Everson

Course Timetable

| Unit of Study: | Forum, Journal, and Test Due Date: |
|--|------------------------------------|
| Introduction | Friday, January 5*, 11:59pm |
| Quantitative Methods & Statistics | Monday, January 8*, 11:59pm |
| Quantitative Research Designs | Friday, January 12*, 11:59pm |
| Qualitative Methods & Designs | Monday, January 15*, 11:59pm |
| Mixed Methods, Action Research, and Evaluation | Friday, January 19**, 11:59pm |

***Given the unique shortness of winter term, assignments have been spaced to spread out the workload optimally.** Students with scheduling conflicts requiring adjustments to due dates should negotiate with the instructor for revised dates.

****Note** Winter term officially ends Friday, January 19, but assignments received by Sunday, January 21 at 11:59 pm will receive full credit.