Course Syllabus

Course Description:
This course is designed to present a general overview of the methods and procedures of research in education. The goal is to provide learning experiences that help the student understand, apply, and interpret a variety of research designs and methods commonly used in educational research. Emphasis will be placed on understanding “ways of knowing” and exploring various methodological approaches for conducting research to advance our knowledge base and inform practice. Emphasis will also be placed on how to evaluate and utilize published research. The student will learn how to choose a research problem and design a study to address the problem. Upon approval of the research plan, the student will complete the capstone project in EDU 602.

Learning Outcomes:

Students will demonstrate the following learning outcomes:

1. Understand and utilize terminology related to research;
2. Synthesize and interpret information through the use of online databases, class readings, and other scholarly books and articles;
3. Evaluate quantitative and qualitative research studies;
4. Make decisions regarding the adequacy of methods for investigating different types of research questions;
5. Develop the critical thinking skills necessary to become informed consumers of research literature.
6. Complete a research plan for approval of the Capstone Project (EDU 602)
Required Texts


Supplemental:
American Psychological Association (APA) guidelines, most recent edition.
The Little Brown handbook (12th Edition)

Course Requirements

**Participation (LO 1-5)**
Since knowledge is constructed in a social context, class discussions will be the vehicle for much of the course content. Thus, the following are required and essential to success in EDU 601: meetings with the facilitator, regular class attendance, and completion of readings for assessing and using information effectively.

**Response Assignments (LO 1, 2)**
Individuals and support groups will be assigned response activities to help develop collaborative relationships and further students’ thinking about the research process. Such responses help formulate students’ thinking as researchers.

**Research Critique (LO 3, 4, 5)**
Students will submit a detailed methodological analysis of an academic paper of their choice.

**Capstone Proposal (LO 6)**
A detailed research plan and a timetable for the completion of the capstone project will be submitted and approved by the end of the semester. As part of the research proposal, candidates will identify a capstone advisor (faculty member at Carroll University) and an additional second reader to support the completion of the capstone project. Both individuals and the EDU 601 instructor must approve the Capstone Proposal for the candidate to successfully complete EDU 601.
Course Evaluation and Grading

Semester grades will be determined by the following criteria:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
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<tr>
<td>Response Assignments</td>
<td>25%</td>
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<tr>
<td>Research Critique</td>
<td>25%</td>
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<tr>
<td>Capstone Proposal</td>
<td>25%</td>
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**A  95-100**
An “A” represents a professional judgment that the student’s accomplishment is superior. This work stands out in its quality of independent, critical, and creative thinking. Written work is very organized and well written. Oral presentations are effectively organized and delivered in an interesting, informative fashion. The researcher clearly grasps the salient and subtle aspects of the course content.

**AB  90-94**
An “AB” represents a professional judgment that the student’s accomplishment was close to superior but was lacking slightly in terms of understanding and presentation. It denotes a high quality of work just short of the highest level of achievement.

**B  80-89**
A “B” represents a professional judgment that the student’s accomplishments satisfy the criteria established for the course. It demonstrates competence and understanding of the course content; however, the student shows less depth, critical, and creative thinking in his or her work. Written work is satisfactory and oral presentations are effective.

**C  70-79**
A “C” represents a professional judgment that the student’s accomplishment minimally satisfies the criteria for awarding graduate credit. It denotes inaccuracies in understanding the course content and an inability to indicate independent, creative thinking about the issues presented in the course. It is indicative of work that is at a basic level of performance in the graduate program.
Statement on Academic Integrity
The Carroll University Academic Integrity Policy is located in the Carroll University student handbook. If a student violates this policy in any way, the instructor reserves the right to impose a sanction of failure on the assignment/assessment or failure in the course.

Plagiarism of any nature will not be accepted. This includes work (totally or in part) from former students such as annotations and projects, materials from the Internet not properly cited, or any teacher materials not cited as someone else’s work. All outside resources you consult must be cited in any project. If you have questions about appropriate citations, please ask.

Services for Students with Disabilities
Students with documented disabilities that may need accommodations, or any student considering obtaining documentation should make an appointment with our Carroll University disabilities coordinator by calling 262.524.7335. Any student who has any emergency medical information the instructors should know of, or who need special arrangements in the need of evacuation, should make an appointment with an instructor no later than the first week of class.

Modifications to the Syllabus and Course Calendar
The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.), as the curriculum and/or program require(s).
<table>
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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>DISCUSSIONS/RESPONSES</th>
<th>WEEK ACTIVITIES AND ASSIGNMENTS DUE</th>
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</table>
| Sept 13    | Introductions and Overview                  | **Discussion:** Introductions and syllabus overview  
**Response:** What inspires you and what intrigues you?                  | PP Presentation 1: Syllabus Overview  
Assignment: Read Creswell Chapter 1 (Process of conducting research . . .) |
| Sept 20    | What is Research?                           | **Discussion:** What is research? What is good research? How can we use research? What does the research process look like?  
**Response:** Identify possible research topics and consider what purpose do you want your research to serve? | PP Presentation 2: Creswell, Chapter 1  
Small group activity: Post-test (Chapter 1)  
Assignment: Write down 3 potential research topics; be prepared to discuss in class. Read Chapters 5 thru 8 (Creswell). |
| Sept 27    | Quantitative and Qualitative Methods        | **Discussion:** What methods fit your questions? What types of data will answer your questions? How will you analyze the data to answer your research questions?  
**Response:** Collect at least three quality peer-reviewed articles related to your topic. Label them as a qualitative or quantitative approach. Begin to identify specific methods. | PP Presentation 3: Chapter 5 (Collecting quantitative data) and Chapter 6 (Analyzing quantitative data)  
Chapter 7 (Collecting qualitative data)  
Chapter 8 (Analyzing qualitative data)  
Assignment: Collect a minimum of 3 peer-reviewed articles related to your topic. Complete “response” activity. |
| Date   | Week | Topic                        | Class Discussion (Continuation of chapters 5 thru 8) | PP Presentation 3 (Con’t): Chapters 5 thru 8  
|--------|------|------------------------------|------------------------------------------------------|------------------------------------------------------|
| 10/4   | Week 4 | Class Discussion             | Discussion of research questions and methods.        | PP: Concept maps and Vee diagrams (An Introduction)  
|        |      | (Continuation of chapters 5 thru 8) | Sharing of articles by students. Questions: What methods the researchers used? How can these articles support their own research? | Due: Response activities from week 3.  
|        |      |                              |                                                      | Assignment: Create either a Vee diagram or concept map. (Handouts provided)  
|        |      |                              |                                                      | Read Chapter 2 (Creswell) |
| 10/11  | Week 5 | Effective Research Questions | Discussion: How do you craft good research questions? What are primary and secondary research questions? How does existing literature inform your questions?  
|        |      |                              | Response: Identify a primary research question. Begin to draft secondary questions. | PP Presentation 4:  
|        |      |                              |                                                      | Creswell, Chapter 2  
|        |      |                              |                                                      | (Identifying a Research Problem)  
|        |      |                              |                                                      | Knowledge Check: Chapter 2: quantitative versus qualitative research  
|        |      |                              |                                                      | Example of Research Questions: Qualitative  
|        |      |                              |                                                      | Assignment: Read chapter 3: complete knowledge check questions; be prepared to discuss in class. Complete “response” activity. |
| 10/18  | Week 6 | Using Literature             | Discussion: How does literature inform an existing study? What is a research proposal? What are important elements of a proposal?  
|        |      |                              | Response: Using your peer reviewed articles, analyze the effectiveness of the research questions and alignment with research methods. | PP Presentation 5:  
|        |      |                              |                                                      | Creswell, Chapter 3  
|        |      |                              |                                                      | (Reviewing the Literature)  
|        |      |                              |                                                      | Discussion: Example of a Literature Review.  
|        |      |                              |                                                      | Knowledge Check: Group activity -  
<p>|        |      |                              |                                                      | Assignment: Complete a literature review of 6 articles related to your research topic. Read Chapter 4 (Creswell). |
| 10/25  | Research Plan Development | Identify primary research question for your capstone project. Choose research methods that best fit your research question(s). | PP Presentation 6: Creswell, Chapter 4 (Specifying a purpose) Example: Doctorate dissertation research questions; purpose statement; problem statement; methodology, etc. |
| 11/01  | Library: Using SPSS software for quantitative research | Introduction to using SPSS software. Design a survey related to your topic; collect data from 10 different participants. Apply data collected to SPSS software. | PP Presentation 7: (Intro to Statistics) Handout: Entering data using SPSS software. DUE: Literature review of six peer-reviewed articles. Assignment: Complete SPSS assignment. Handout provided. Read Chapter 9 (Creswell) |
| 11/08  | Reporting and Evaluating Research | <strong>Discussion:</strong> Identify how to structure your research report; list criteria for evaluating a research report, and ethics in research. <strong>Response:</strong> Complete the six steps of the research process cycle (figure 1.2 handout); due week 12 (11/29). Use APA formatting. | PP Presentation 8: Chapter 9 (Creswell) Defining the purpose of a research report. Small group activity: Knowledge check (Chapter 9) Assignment: See “response” assignment. |</p>
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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tr>
<td>11/22</td>
<td>11/29</td>
<td>No Class</td>
<td>Thanksgiving Break</td>
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<tr>
<td>11/29</td>
<td>Week 12</td>
<td>Presentations of individual research topics (Explanation of 6 steps of research process).</td>
<td><strong>Individual presentations.</strong> Present six steps of research based on students’ topics.</td>
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<tr>
<td>12/06</td>
<td>Week 13</td>
<td>High level overview of chapters 10 thru 17 (Creswell). Course Wrap Up</td>
<td>Overview of 8 different research designs.</td>
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<tr>
<td>12/13</td>
<td>Week 14</td>
<td>Research Plan Development</td>
<td>Peer presentations of Capstone Projects</td>
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<tr>
<td>12/20</td>
<td>Week 15</td>
<td>Individual Meetings</td>
<td>Individual appointments</td>
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**Due:** Six steps of research process paper due. 
(Working copy) 
**Presentations:** Defend research topic using the six steps of the research process cycle. 
**Assignment:** Finalize paper based on peer reviews and feedback from instructor.

**PP Presentation 10:** Examples of research designs: experimental, correlational, survey, grounded theory, ethnographic, narrative, mixed methods, and action research designs.

**Final papers due.**

**Due:** Capstone project proposal.

**Note:** The content of this syllabus is subject to change. In the event of a change to the syllabus you will be notified during class. All classes will begin promptly at 5:50 p.m. and a 10 minute break will be given at the top of each hour. Please use your break time to use your personal mobile device unless it is an emergency. Finally, I am looking forward to facilitating our discussions and I have designed this course for adult learners. This means I will be facilitating our weekly discussions using a constructivist approach where your prior knowledge and experiences will be welcomed during each weekly discussion. Thank you.

Dr. Jean Marie Pyzyk | Adjunct Instructor