

University of
Lethbridge



Faculty of Education

Education 5400

Nature of Educational Research

Curriculum and Assessment Cohort

Summer Session II: July 4 – 22, 2016

Room: L1170A 1:00-4:00 p.m.

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Calendar Description:

“An introduction to the paradigms of educational inquiry, the framing of research questions, and research processes and methods as they relate to a variety of educational settings.”

Statement of Purpose:

Education 5400 is a course focussed on the structures, content, and ways we think about research and study practice educational realities and experiences. This course is an opportunity to study ways that people think about and conduct research, including theories and methods to answer our compelling and significant questions about education. We will survey a sampling of frequently used methods and study the theorists and key researchers associated with these methods. In conjunction with 5410, there is opportunity to address issues such as research design, development, implementation, and evaluation (including research data gathering, analysis, and conclusions). Seven main research methodologies will guide our discussions and work over the next 3 weeks, but your own research interests are also critical to the time and space we will spend on these and others may be added. You will be asked to explore your research question(s) from multiple lenses as you consider knowledge building, problem solving, and decision making, as well as ways to disseminate research. You may even extend the work you began in previous classes like 5200, if that topic is still of compelling interest to you. This is for a curriculum and assessment cohort and focus.

Course Critical Inquiry Questions:

What is the range, nature, structure, and function of educational inquiry?
Why does research matter? What is it like to think like a researcher?

What paradigms and ways of seeing educational experience guide research methods, analysis and findings? What methodologies are “best” for your own research interests and questions?

Course Outcomes:

Upon successful completion of this course (and ED 5410), students will be able to:

1. Understand key principles and methods of effective education research design.
2. Analyze and assess the reasoning of quantitative, qualitative, mixed methods research methodologies, and educational research grounded in the humanities.
3. Evaluate the quality of educational research studies.
4. Apply understanding of the nature and quality of research studies to an exploration of research-based curriculum and assessment initiatives within professional contexts and document that understanding.
5. Experiment with different methods and engage in multiple methodologies as modes and processes of authentic and significant research from quantitative, qualitative, and mixed methods.
6. Articulate your learnings from both courses with respect to your own inquiry.

Required Resource:

Creswell, J. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research, 5th ed.* Boston: Pearson. (Note this is also required for ED 5410).

Other readings will be posted on our Moodle site.

Evaluation:

The course evaluation will consist of 3 assignments (with full attendance & participation):

	Due Dates	Weights
1. Research Method Poster Presentation	July 12	30%
2. Research journal	July 19	30%
3. Culminating Project (with ED 5400)	July 25	40%

1. Research Method Poster Presentation (Pairs) – 30% - letter grade will be assigned

Please select a research methodology from the list provided below, read the **text** related to your topic as well as other sources of information and exemplars and present to the class central research questions related to curriculum or assessment, that utilize the methodology you have selected for your presentation. Your poster/postcard can be two sided with a visual concept map on one side and more related information on the back or you can fit all on one side of a larger poster if you choose. (One pair per topic)

- a. Ethnography
- b. Hermeneutics
- c. Grounded theory
- d. Phenomenology
- e. Experimental design
- f. Arts-based research
- g. Narrative inquiry

If you have a strong need to study a different methodology or presentation format, please consult with me first to discuss your plans.

Assessment Criteria

Your poster and presentation will be assessed according to 1) the clarity, quality, and accuracy of the description of a research method design, process, data gathering, analysis, and samples of conclusions and knowledge dissemination; 2) the scholarly lineage of that research methodology (key researchers associated); and, 3) the quality and richness of information of your writing, visual accessibility, and cogent content, including key questions and theoretical frames that inform your chosen process of research.

2. Research Journal (individual work, 30%)

Part of being an excellent researcher is the documentation of your process from beginning to end, dating your entries, recording thoughts, summaries and your own crafted synopses of research and researchers that speak to your research interests. This is a pilot or apprenticeship to keeping field notes that record your thoughts, questions, hunches, connections, insights, ravings, rants, observations, diagrams...in short an accurate record of your thinking, work, and learning around your research questions. The notes later can become part of your final paper, your capstone, your project or your thesis. Your research notes are central to your trustworthiness as a reliable researcher and public intellectual. You will want keep a bibliography in APA format of all your readings and your notes from those readings. It saves hours in the writing and final process, and it helps other researchers interested in the same topics and scholars as you. Please keep track of your responses to class discussions, presentations, ideas, and information that matters to you, concepts that invite further thought from you. It is a detailed scrapbook or commonplace journal of your intellectual work. (It will only be read by me for this course and your honesty in your actual process is important.) Guidelines and prompt will be provided in class but you are welcome and invited to initiate your own of course.

Assessment Criteria

Your review will be assessed according to 1) the quality and content of your commentary; 2) the evidence of authentic engagement in recording your research thinking, reading, questioning and critique; 3) connections to key course concepts; and, 4) the quality of the writing, drawing, quotes, concept maps (the journal itself)

3. Culminating Paper (combined with ED 5410 (individual) 40%; due July 25)

The culminating paper for the course gives you the opportunity to answer the 5410 course critical inquiry question and experiment with 5400 research design and process:

- If you have a particular research question you would like to explore and answer through a thesis, your paper could focus on the principles of an effective research design (methodology and theoretical framework) that you would use to answer your question;
- Select a research topic related to your interest in a curriculum / assessment question, and find three research articles that address that topic using different theoretical frameworks and methodologies. Explain the strengths and limitations

of each design/methodological approach and what it can contribute to our understanding of that topic.

Consult with both instructors (Amy and me, Leah) to select a **focus** for this paper by July 15. Your essay should be about 2500 words and follow APA format. (posted on Moodle)

Assessment Criteria for Your Research Paper/Essay
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Purpose: *Is the purpose of the paper clear?*

Question: *Is the key question for the paper relevant and significant?
Are relevant related questions explored?*

***Information:** *Is the paper informed by relevant research studies representing a range of appropriate approaches?
Are assessments of research literature accurate, clear and fair?
Is information (research cited) sufficiently broad and/or deep?*

***Conclusions:** *Is the paper's key question clearly answered?
Is the answer (conclusion) supported with appropriate, detailed evidence?
Does the conclusion follow logically from the information provided?
Does the conclusion demonstrate fair-mindedness?*

***Concepts:**
*Does the paper demonstrate accurate understanding of course concepts, ie. Diverse research methodologies?
Are relevant course concepts clearly and accurately identified?
Are course concepts understood in adequate depth and detail?*

Implications: *Are the implications for educational practice/research clear?
Do they follow logically?
Are they significant for educators' or researchers' professional practices?*

Presentation: *Is it professionally presented?
Are writing conventions observed?
Is appropriate citation style used?
Is the format effective?
Is it well organized?*

*More weighting is given to these elements when assigning a letter grade.

Tentative Course Schedule dovetails with 5410 (Detailed 5400 guide provided in class)

Mon. July 4	Tues. July 5	Wed. July 6	Thurs. July 7	Fri. July 8
ED 5410 will begin at 10 am 1-4 pm: ED 5400	am: ED 5410 pm: ED 5400	am: ED 5410 Library presentation 12-1:30 MEd BBQ 1:30 pm: ED 5400	Reading day	9-10:30 ED 5410 10:30 – 4 ED 5400 Presentations
Mon. July 11	Tues. July 12	Wed. July 13	Thurs. July 14	Fri. July 15
ED 5400 all day Presentations	ED 5410 all day Article Analysis Assignment due [No 5400 class]	Challenge day	Reading day	ED 5410 all day [No 5400 class]
Mon. July 18	Tues. July 19	Wed. July 20	Thurs. July 21	Fri. July 22
ED 5400 all day	am: ED 5410 Review Assignment due 1-4 pm: ED 5400	ED 5410 all day	Reading day	am: ED 5410 pm: ED 5400 Bring draft of final paper Last F2F class
Mon. July 25				
Final paper due (Email to instructors)				

Final Letter Grades:

The Faculty of Education has a standardized grading schedule for graduate courses. This schedule will be used for determining final grades for graduate students in this course.

Numeric Value	Letter Grade	Grade Point
97 - 100	A+	4.00
93 - 96	A	4.00
90 - 92	A-	3.70
87 - 89	B+	3.30
83 - 86	B	3.00
80 - 82	B-	2.70

Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. Program. If your grade is less than that on the first assignment, please see me.
Here we go: let me know when I can help you.