



Faculty of Education

Education 5400

Nature of Educational Research
Summer Session II: July 2 – 22, 2014
Room: L1170G

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Please feel free to call, text, email, or post a message in Moodle for me if you have any questions or want to make an appointment!

<https://moodle.uleth.ca>

Additional readings and resources will be provided on the course Moodle site.

Calendar Description:

An introduction to the paradigms of educational inquiry, the framing of research questions and research processes and methods as it relates to a variety of educational settings.

Course Description:

This course is focused on:

- investigating qualitative and quantitative research methodologies;
- developing research questions and research plans;
- exploring the connection between research methodologies and research questions.

Resources and Supplementary Resources:

The following required resource is available at the University Bookstore:

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th Edition)*. Washington: Sage Publications Inc.

Additional resources/readings will be provided in class or posted on the course Moodle.

Course Overview:

The Understanding By Design approach to planning, instruction and assessment, described by Wiggins and McTighe (1998), is the theoretical framework utilized in planning the content of the course. The UbD approach is a variation of the **backward design model**, which is comprised of the following three stages:

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction

The course overview is represented in the organizer below:

Stage 1: Desired Results	
Understandings	Essential Questions
<ul style="list-style-type: none"> • Students will understand the purposes of qualitative, quantitative, and research methodologies • Students will understand the principles of effective research design 	<ul style="list-style-type: none"> • What does an effective research design look like in practice? • What is the relationship between one's theoretical framework, research question, and research design?
Outcomes	
Students will <ol style="list-style-type: none"> 1. Demonstrate an applied understanding of how one's research question impacts research design. 2. Demonstrate an applied understanding of how one's theoretical framework impacts research design. 3. Identify characteristics of qualitative, quantitative, and mixed methods research methodologies. 	
Stage 2: Assessment Evidence	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> • Process Journal • Research Methodology Presentation • Research Proposal 	<ul style="list-style-type: none"> • Exit Slips • Discussions • Checklists • Peer Feedback
Stage 3: Learning Experiences	
<ul style="list-style-type: none"> • Explore research methodologies: qualitative, quantitative, mixed methods • Elements of a research proposal: literature review, theoretical framework, research question, research plan 	<ul style="list-style-type: none"> • Human subjects ethics approvals • Collecting research data • Analyzing research data • Reporting research findings

Adapted from Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Course Assessments/Assignments:

Evaluation will be based on the following summative assessments/assignments, although formative assessment opportunities will be made available to allow students to refine their work. More detailed assessment overviews will be provided for all assignments.

Process Journal

Due: Ongoing

50% weighting

For this assignment you will keep a process journal (any format that suits you—written, video, multimodal, visual, aural) that tracks your progress as you work through *research methodologies and theoretical frameworks*. Your journal should keep a record of the questions that arose as you worked through the process, the answers you found to those questions, the choices you made at each step of the process (and the rationale for those choices), and the insights into research you gained through this process.

Assessment criteria: You will receive formative feedback on your process journal periodically throughout the course. Your process journal will be assessed based on how comprehensively and explicitly it discusses research questions, answers, and issues. It will also be assessed on the strengths of the theoretical insights you articulate.

Research Methodologies Presentation

Due: July 10/11

20% weighting

The purpose of the presentation is to work with a group to lead the class through an introduction to a specific research methodology (eg: hermeneutics, grounded theory, narrative inquiry). Your presentation should include the following:

- 1) A description of the methodology, characteristics that define the methodology, and what type of research questions this methodology is best suited for.
- 2) A historical view of the evolution of the methodology.
- 3) A discussion of 2 or 3 academic articles that use the methodology.
- 4) An exploration of how this methodology might be used to investigate issues in assessment or curriculum.

In this presentation you are expected to **actively engage** your peers through discussions or activities. Your group will have 45 minutes for your presentation. Presentations will be scheduled from July 10 to July 11.

Assessment Criteria

You will be assessed according to your 1) clear articulation of the methodology including historical evolution, 2) integration of academic articles 3) ability to “actively” engage your classmates in meaningful discussion and/or activity.

Research Proposal

Due: July 23

30% weighting

The purpose of this assignment is to provide you with an opportunity to develop a research plan that incorporates the elements as presented in *Research Design* by Creswell. This proposal may be the foundation for your future thesis, project, or capstone.

Assessment Criteria

Your paper will be evaluated on the following 1) the connection between your stated worldview or theoretical grounding, the question you are choosing to research, and your chosen research methodology; 2) well-developed literature review; 3) the clarity of your research plan description.

GRADING SCHEDULE FOR GRADUATE CLASSES

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 a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

Course Alignment

It is important that students understand the direct correlation between learning outcomes and assessment.

Outcome	Summative Assessment
Demonstrate an applied understanding of how one's research question impacts research design.	<ul style="list-style-type: none">• Process journal• Research methodologies presentation• Research proposal
Demonstrate an applied understanding of how one's theoretical framework impacts research design.	<ul style="list-style-type: none">• Process journal• Research proposal
Identify characteristics of qualitative, quantitative, and mixed methods research methodologies.	<ul style="list-style-type: none">• Research methodologies presentation• Research proposal