

University of
Lethbridge



Faculty of Education

Education 5410

Graduate Seminar in Educational Research: Research in Curriculum and Assessment

Summer Session II: July 8 – 28, 2015

Room: L1170A

1:00 pm – 3:50 pm

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Calendar Description:

In-depth study of specific topics in and approaches to research design and methodology.

Statement of Purpose:

Increasingly, educators understand that reform initiatives related to curriculum and assessment must be grounded in evidence drawn from quality research studies. Whether these reforms target teachers' instructional practices or help educators make decisions about program effectiveness, the field is rife with claims about "data-driven" or "evidence-based" decision making. But what is quality research? How do we know if research claims are warranted? How do we assess the relevance of research findings for our particular professional contexts? Leaders in curriculum and assessment must be research literate, and able to think critically about educational research. They must be able to make reasoned judgments about the implications of quality research for educational policies and their work in curriculum and assessment.

Course Critical Inquiry Question:

To what extent should leaders in curriculum and assessment be critical consumers of research?

Course Outcomes:

Upon successful completion of this course, students will be able to:

1. Understand key principles 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 their understanding of the nature and quality of research studies to an exploration of research-based curriculum and assessment initiatives within their

professional contexts.

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 5400).

Other readings will be posted on our Moodle site.

Evaluation:

The course evaluation will consist of:

	Due Dates	Weights
1. Research Article Analysis	July 20	30%
2. Research Article Review	July 24	30%
3. Culminating Project	July 29	40%

Article Analysis

You will select a scholarly article that answers a research question and reflects the research methodology you are exploring for your presentation in ED 5400. Your paper of about 1500 words will analyze the elements of the author’s reasoning. Please use APA format.

Assessment Criteria

Your analysis will be assessed according to 1) the accuracy of the analysis; 2) the depth of the analysis; and, 3) the quality of the writing.

Article Review

You will select a scholarly article that answers a research question related to curriculum and/or assessment. Write a review of the article that identifies the study’s theoretical framework and methodology, and analyzes and evaluates the author’s (or authors’) reasoning. Your review must clearly answer the questions: To what extent is this high quality research? In what contexts might the findings of this study be helpful? Your review should be about 1500 words and follow APA format.

Assessment Criteria

Your review will be assessed according to 1) the quality of the analysis; 2) the accuracy and fairness of the critique; 3) connections to key course concepts; and, 4) the quality of the writing.

Culminating Project (combined with ED 5400)

The culminating project for the course gives you the opportunity to answer the course critical inquiry question in a way that is relevant for your professional context. For example:

- If your school district has a specific curriculum and assessment reform or improvement initiative based on the work of a particular researcher, you could complete a review of that researcher’s relevant scholarship;

- If you have gained significant insights about one particular research methodology, you could write an essay analyzing the strengths and weaknesses of that methodology and what it means to be a “critical” consumer of this kind of research;
- 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;
- You could also choose to write a paper answering the critical inquiry question directly, integrating insights gleaned from the course and making reference to course and other scholarly readings.

Consult with the instructors to select a focus for this project by July 17. Your essay should be about 2500 words and follow APA format.

Assessment Criteria

The project will be assessed according to 1) the clarity of its purpose and question at issue; 2) quality of argument made; 3) connections to key course concepts; and, 4) quality of the writing.

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.		
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