

University of
Lethbridge



Faculty of Education

Education 5410

Graduate Seminar in Educational Research: Research in Curriculum and Assessment

Summer Session II: July 4 – 22, 2016

Room: L1170A

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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 (and ED 5400), 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 12	30%
2. Research Article Review	July 19	30%
3. Culminating Project (with ED 5400)	July 25	40%

Article Analysis

You will select a scholarly article that answers a research question related to curriculum and/or assessment, and that utilizes the methodology you have selected for your presentation (see 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 clarity and 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 Paper (combined with ED 5400)

The culminating paper for the course gives you the opportunity to answer the course critical inquiry question:

- 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 curriculum and assessment, 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 the instructors to select a focus for this paper by July 15. Your essay should be about 2500 words and follow APA format.

Assessment Criteria

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:

Mon. July 4	Tues. July 5	Wed. July 6	Thurs. July 7	Fri. July 8
ED 5410 will begin at 10 am pm: ED 5400	am: ED 5410 pm: ED 5400	am: ED 5410 Library presentation 12-1:30 MEd BBQ 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	Challenge day	Reading day	ED 5410 all day
Mon. July 18	Tues. July 19	Wed. July 20	Thurs. July 21	Fri. July 22
ED 5400 all day	M.Ed muffin morning am: ED 5410 Review Assignment due pm: ED 5400	ED 5410 all day 11:30-1 GSA BBQ	Reading day	am: ED 5410 pm: ED 5400 Bring draft of final paper
Mon. July 25				
Final paper due (Email to instructors)				

Student Conduct

I am obliged to remind you that students at the University of Lethbridge are subject to the Student Discipline Policy for Academic and Non-Academic Offenses in accordance with the University Calendar for Graduate Students (<https://www.uleth.ca/ross/academic-calendar/2016-17>). Additionally, in the Faculty of Education graduate programs, students are expected to adhere to the conduct expectations as stipulated in Standards of Professional Conduct for Master of Education Students (<http://www.uleth.ca/graduate-studies/master->

education/resources/beginning-your-program/professional-conduct), and the Alberta Teachers' Association Code of Professional Conduct (<http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf>).

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