

EDUCATION 5400oI
AN INTRODUCTION TO EDUCATIONAL RESEARCH
Spring 2015

***Admittance restricted to students registered in the
Master of Education Leadership Specialization.***

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Course Description

This online course (through Moodle) introduces students to the concept of research and its application in educational leadership settings. Students will be introduced to a wide range of qualitative and quantitative methods within the action research framework.

Topics include:

-  An overview of educational research
-  An introduction to action research
-  An overview of the action research process
-  Planning for action research
-  Developing a research plan
-  Collecting data
-  Analyzing data
-  Developing an action plan
-  Sharing and reflecting
-  Writing up action research

Required Reading

Action Research: Improving Schools and Empowering Educators (4th edition, 2014) by Craig A. Mertler. Sage Publications. ISBN: 978-1-4522-4442-6 (pbk). Available from the University Bookstore.

I look forward to working with all of you this term. Working our way through Moodle may pose some challenges for us but with a little patience I am sure we can solve whatever comes our way. This course aims to provide you with knowledge and skills in action research planning and implementation. Along the way, you will learn about qualitative and quantitative methods that could support action research design. Always feel free to message me if anything we do needs clarification.

Marks for forums in chapters 1-7 are 10 marks for each chapter (7 X 10 = 70%).

The final assignment for this course -- Developing Your Own Action Plan -- is worth 30 marks. 70% + 30% = 100%.

The procedures for modules 1 to 7 are the following:

- 1) Listen to my mp3s while you are looking at Mertler's power point for that chapter. Start with my opening remarks before you begin to read. Consider this an advanced organizer exercise. Be sure to include some quotes from my mp3s for modules 1-7. Show me that you have listened (these are worth marks)!

- 2)) On several of the chapter sites I have posted additional sources of information about AR--please consult them.
- 3) Read the chapter.
- 4) Complete ALL the questions on Mertler's check lists which are on the last page of the power points for CH 1-7. 200-300 word range for each chapter, APA 6th when necessary. I encourage critical thinking. PLEASE POST TO THE FORUM FOR THE SPECIFIC CHAPTER AND THE ASSIGNMENTS PAGE (THE LATTER CALCULATES YOUR MARKS!)
- 5) Visit the Forum and read your colleagues remarks --- you do learn from each other! If you want to message anyone on the Forum page please do so, voluntarily.

Schedule

INTRODUCTION – OPENS JAN. 7 CLOSSES JAN. 14 (ALL CLOSE TIMES AT MIDNIGHT)

CH1 – OPENS JAN. 14 CLOSSES JAN. 23

CH2- OPENS JAN. 23 CLOSSES FEB. 1

CH3- OPENS FEB. 1 CLOSSES FEB. 10

CH4 OPENS FEB. 10 CLOSSES FEB. 19

CH5 OPENS FEB. 19 CLOSSES FEB. 28

CH6 OPENS FEB. 28 CLOSSES MAR. 9

CH 7 OPENS MAR. 9 CLOSSES MAR. 18

AR PLAN DUE APRIL 18

PROTECTION OF PRIVACY: Although this program places an emphasis on the use of authentic school settings, practices and data, it is imperative to refrain from the use of personal identifying information in course dialogue and writing. Towns and schools should be disguised and real names kept confidential.

PLAGIARISM: All material and ideas included in class assignments must be properly acknowledged to give credit to the originator in keeping with APA style requirements. The University of Lethbridge Student Conduct Policy considers plagiarism as an academic offence and states: “No student shall represent the words, ideas, images or data of another person as his or her own.”