

University of  
Lethbridge



Faculty of Education

THE UNIVERSITY OF LETHBRIDGE  
FACULTY OF EDUCATION

**ED 5400: THE NATURE OF EDUCATIONAL RESEARCH**  
**Fall, 2015**  
**Inclusive Education & Neuroscience Cohort (OLA)**

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<b>Instructor:</b>	Daniel Balderson, Ph.D.	<b>Secretary:</b>	Margaret Beintema/Jean Mankee
<b>Office:</b>	TH 310	<b>Office:</b>	TH321
<b>Phone:</b>	403-329-5180	<b>Phone:</b>	403-329-2732 / 403-329-2260
<b>Email:</b>	<a href="mailto:daniel.balderson@uleth.ca">daniel.balderson@uleth.ca</a>		
<b>Class Location:</b>	Online (Primary Site: <a href="https://moodle.uleth.ca">https://moodle.uleth.ca</a> ) On Campus Seminar: October 24 <sup>th</sup> , 2015, Room TBA		

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### **Course 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.

This online course 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.

### **Course Outcomes:**

Students will:

-  Demonstrate an understanding of educational research and how it relates to their professional lives (Module 2)
-  Demonstrate an understanding of action research and how it relates to traditional education research (Module 2)
-  Discover peer reviewed literature related to a topic of interest (Module 3)
-  Demonstrate an understanding of how to plan for action research (Module 4)
-  Develop a research plan (Module 4)
-  Demonstrate an understanding of how to effectively collect and analyze data (Module 5 & 6)
-  Develop a plan for Action (Module 7)
-  Discuss theoretical and practical issues related to action research (Module 1-7)
-  Demonstrate an ability to communicate effectively (Module 1-7)

***Each outcome will be formatively and summatively assessed in related assignments and discussions.***

**Text**

**Action Research: Improving schools and empowering educators, 4<sup>th</sup> Edition. Sage Publishing. Craig A. Mertler. ISBN: 9781412988896 (pbk).**

**Course Overview**

Module	DATE	TOPIC	INFORMATION TO REVIEW	ADDITIONAL INFORMATION/ LINKS	ASSIGNMENTS/ TASKS DUE
1	September 9 <sup>th</sup> -14 <sup>th</sup>	Welcome to the Course	<ul style="list-style-type: none"> <li>- Balderson: Overview of Education 5400</li> <li>- Course Syllabus</li> </ul>	<ul style="list-style-type: none"> <li>- Balderson Overview (Moodle)</li> <li>- Student Study Site <a href="http://www.sagepub.com/mertler3study/">http://www.sagepub.com/mertler3study/</a></li> <li>- Course Syllabus (Moodle)</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase Text Book</li> <li>- Review Course Materials</li> <li>- Profile Post</li> </ul>
2	September 14 <sup>th</sup> -27 <sup>th</sup>	Introduction to Action Research	<ul style="list-style-type: none"> <li>- Balderson: Overview of Module 2</li> <li>-Text Book Chapter 1 &amp; 2 pg. 1-50</li> <li>- PPT. by Mertler (Student Study Site)</li> <li>-Action Research Videos</li> </ul>	<ul style="list-style-type: none"> <li>- Balderson Overview (Moodle)</li> <li>- Podcast: On Moodle</li> <li>- PPT. by Mertler <a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a></li> <li>- Videos: <a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>- Discussion Topic: Topics of Interest Posts</li> <li>- Research Paper Review</li> </ul>
3	September 28 <sup>th</sup> -October 11 <sup>th</sup>	Planning for Action Research	<ul style="list-style-type: none"> <li>- Balderson: Overview of Module 3</li> <li>- Text Book Chapter 3 pg. 53-82</li> <li>- PPT. by Mertler (Student Study Site)</li> <li>-Action Research Videos</li> </ul>	<ul style="list-style-type: none"> <li>Balderson Overview (Moodle)</li> <li>- Podcast: On Moodle</li> <li>- PPT. by Mertler <a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a></li> <li>- Videos: <a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>-Discussion Topic Posts</li> <li>- Literature Review</li> </ul>
4	October 12 <sup>th</sup> - October 25 <sup>th</sup>	Developing a Research Plan	<ul style="list-style-type: none"> <li>- Balderson: Overview of Module 4</li> <li>- Text Book Chapter 4 pg. 83-116</li> <li>- PPT. by Mertler (Student Study Site)</li> <li>-Action Research Videos</li> </ul>	<ul style="list-style-type: none"> <li>Balderson Overview (Moodle)</li> <li>- Podcast: On Moodle</li> <li>- PPT. by Mertler <a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a></li> <li>- Videos:</li> </ul>	<ul style="list-style-type: none"> <li>-Discussion Topic Posts</li> <li>- Research Paper Introduction</li> </ul>

				<a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a>	
5	October 26- November 8 <sup>th</sup>	Collecting Data	- Balderson: Overview of Module 5 - Text Book Chapter 5 pg. 119-154 - PPT. by Mertler (Student Study Site) -Action Research Videos	Balderson Overview (Moodle) - Podcast: On Moodle - PPT. by Mertler <a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a> - Videos: <a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a>	-Discussion Topic Posts - Data Collection Assignment
6	November 9 <sup>th</sup> -22 <sup>th</sup>	Analyzing Data	- Balderson: Overview of Module 6 - Text Book Chapter 6 pg. 155-199 - PPT. by Mertler (Student Study Site) -Action Research Videos	Balderson Overview (Moodle) - Podcast: On Moodle - PPT. by Mertler <a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a> - Videos: <a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a>	-Discussion Topic Posts - Data Analysis Assignment
7	November 23 <sup>rd</sup> - December 6 <sup>th</sup>	Developing an Action Plan	- Balderson: Overview of Module 7 - Text Book Chapter 7 & 8 pg. 203-239 - PPT. by Mertler (Student Study Site) -Action Research Videos	Balderson Overview (Moodle) - Podcast: On Moodle - PPT. by Mertler <a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a> - Videos: <a href="http://www.sagepub.com/mertler3study/chapter.htm">http://www.sagepub.com/mertler3study/chapter.htm</a>	-Discussion Topic Posts -Action Plan Development and Write Up

**Course Assessment & Evaluation:**

Professional Participation (discussion posts, profile posts, assignments on time)

Research Paper Review: 10%

Literature Review: 20 %

Research Paper Introduction: 10%

Data Collection Assignment: 20%

Data Analysis Assignment: 10%

Action Research Plan 30%

- Assignments given during each module (e.g., literature review) may be included where appropriate in the major assignment. Hopefully you will update, revise, and fine-tune what you

submitted earlier based on the feedback you have received and include portions in your final research plan.

## **Major Assignment Detailed Description**

### *Action Research Plan*

- 1) Title Page (title, your name, my name, date)
- 2) Introduction (1-2 pages). Why is it important to you and your school/district? You should help the reader feel like this is an important/timely topic. The section should end with a statement of your research problem(s). 5 pts.
- 3) Literature Review (use what you have done previously). Edit and make it flow together. Go from larger, more general topics and progress to your narrow topic. End this section with a review of the research problem and your specific research question(s). 5 pts.
- 4) Methodology (use what you have done previously). 5 pts.
  - a. Data Collection Plans- how did you collect data, tell us the process (who, what why, when, where).
  - b. Ethical Considerations
- 5) Results (Use what you have done previously) 3 pts.
  - a. Data Analysis- what did the results say. Remember, no opinions- just state the facts, describe the numbers/trends in a non biased way.
- 6) Conclusions (Use what you described in Module 6 under “what did you learn”. Add any more conclusions as you see fit. Make it flow together. 3 pts.
- 7) Action Plan (Use your timeline to let the reader know where you are at in the process and where you are going, what are your expectations going forward, how did the current study assist in this process). 5 pts.
- 8) Reference Page (APA 6<sup>th</sup> Edition) 4 pts.
- 9) Appendix A (Raw Data)

Paper should be no more than 12 pages total (not including references and raw data)

### Grading Schedule for Graduate Classes

<b>Numeric Value</b>	<b>Letter Grade</b>	<b>Grade Point</b>
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

#### \*\*Examples of Research Journals in Education

Canadian Journal of Action Research  
Educational Administration Quarterly  
Educational Leadership  
Educational Policy  
School Leadership and Management  
Journal of Educational Research  
Canadian Journal of Educational Administration and Policy  
Canadian Journal of Education  
School Leadership in Canada  
Journal of Teaching and Learning  
Education Evaluation and Policy Analysis  
Alberta Journal for Educational Research  
Phi Delta Kappan  
Journal of Education  
International Journal of Educational Policy and Leadership  
Academic Leadership  
International Journal of Leadership in Education  
Comparative Education

\*\* These are just a few examples. Other journals that are more specific to your research interest (e.g. Special Education, Inclusion, etc.) also exist.

**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.”