

University of
Lethbridge



Faculty of Education

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF EDUCATION

ED 5400: THE NATURE OF EDUCATIONAL RESEARCH
Fall, 2016
Educational Leadership Cohort (OL)

Instructor:	Daniel Balderson, Ph.D.	Secretary:	Margaret Beintema/Jean Mankee
Office:	TH 310	Office:	TH321
Phone:	403-329-5180	Phone:	403-329-2732 / 403-329-2260
Email:	daniel.balderson@uleth.ca		
Class Location:	Online (Primary Site: https://moodle.uleth.ca)		










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, 5th Edition. Sage Publishing. Craig A. Mertler. **ISBN: 978-1-4833-8905-9 (pbk).**

Course Overview

Module	DATE	TOPIC	INFORMATION TO REVIEW	ADDITIONAL INFORMATION/ LINKS	ASSIGNMENTS/ TASKS DUE
1	September 7 th -11 th	Welcome to the Course	- Balderson: Overview of Education 5400 - Course Syllabus	- Balderson Overview (Moodle) - Student Study Site https://edge.sagepub.com/mertler5e - Course Syllabus (Moodle)	- Purchase Text Book - Review Course Materials - Profile Post
2	September 12 th -25 th	Introduction to Action Research	- Balderson: Overview of Module 2 -Text Book Chapter 1 & 2 pg. 1-50 - Student Study Site	- Balderson Overview (Moodle) Student Study Site Resources - Quiz - eFlashcards - Chapter Summary - SAGE Journal Article - Web Resources - Video Resources - Discussion Questions	- Discussion Topic: Topics of Interest Posts - Research Paper Review
3	September 26 th - October 9 th	Planning for Action Research	- Balderson: Overview of Module 3 - Text Book Chapter 3 pg. 53-84 - Student Study Site	Balderson Overview (Moodle) Student Study Site Resources - Quiz - eFlashcards - Chapter Summary - SAGE Journal Article - Web Resources - Video Resources - Discussion Questions	-Discussion Topic Posts - Literature Review
4	October 11 th - October	Developing a Research Plan	- Balderson: Overview of Module 4	Balderson Overview (Moodle)	-Discussion Topic Posts

	23 rd		<ul style="list-style-type: none"> - Text Book Chapter 4 pg. 87-126 - Student Study Site 	<p>Student Study Site Resources</p> <ul style="list-style-type: none"> - Quiz - eFlashcards - Chapter Summary - SAGE Journal Article - Web Resources - Video Resources - Discussion Questions 	<ul style="list-style-type: none"> - Research Paper Introduction
5	October 24- November 6	Collecting Data	<ul style="list-style-type: none"> - Balderson: Overview of Module 5 - Text Book Chapter 5 pg. 129-169 - Student Study Site 	<p>Balderson Overview (Moodle)</p> <p>Student Study Site Resources</p> <ul style="list-style-type: none"> - Quiz - eFlashcards - Chapter Summary - SAGE Journal Article - Web Resources - Video Resources - Discussion Questions 	<ul style="list-style-type: none"> - Discussion Topic Posts - Data Collection Assignment
6	November 7 th -20 th	Analyzing Data	<ul style="list-style-type: none"> - Balderson: Overview of Module 6 - Text Book Chapter 6 pg. 171-216 - Student Study Site 	<p>Balderson Overview (Moodle)</p> <p>Student Study Site Resources</p> <ul style="list-style-type: none"> - Quiz - eFlashcards - Chapter Summary - SAGE Journal Article - Web Resources - Video Resources - Discussion Questions 	<ul style="list-style-type: none"> - Discussion Topic Posts - Data Analysis Assignment
7	November 21 st December 4 th	<ul style="list-style-type: none"> -Developing an Action Plan -Writing an Action Research Report -Sharing & Reflecting 	<ul style="list-style-type: none"> - Balderson: Overview of Module 7 - Text Book Chapter 7, 8, & 9 pg. 217-280 - Student Study Site 	<p>Balderson Overview (Moodle)</p> <p>Student Study Site Resources</p> <ul style="list-style-type: none"> - Quiz - eFlashcards - Chapter Summary - SAGE Journal Article - Web Resources - Video Resources - Discussion 	<ul style="list-style-type: none"> - Discussion Topic Posts - Action Plan Development and Write Up

				Questions	

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 6th 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

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

**Research Journals in Educational Leadership/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. Urban Education) may exist.

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs). Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

ATA Code of Professional Conduct

[http://www.teachers.ab.ca/About the](http://www.teachers.ab.ca/About%20the)

[ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the/ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

Academic Honesty

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

Privacy and Confidentiality

Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.

The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

Withdrawal from an Online Course

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.