



Fall 2018 – EDUC 601 – Course Outline
Educational Research Design and Methodology

OVERVIEW

Course Times: Tuesdays, 5:30 pm to 8:20 pm
Course Location: 10-4072

First Class: Tuesday, September 5, 2018
Last Class: Tuesday, November 27, 2018

Instructor: Dr. Christine Younghusband	Office Hours: Tuesdays, 8:20 pm
Email: younghusb@unbc.ca	Office Location: 10-4048
Office Phone: 250-960-6313	Cell Phone: 604-741-3876

DESCRIPTION

Calendar Description:

An introduction to quantitative and qualitative paradigms of educational inquiry, the formulations of research questions, the consideration of ethical issues, the principal types and methods of educational research, the preparation of research proposals, and the reporting of research results. Students will be encouraged and assisted to utilize the course to develop either a thesis or project proposal that will satisfy the research requirements of the MEd degree program.

Course Details:

Students will explore quantitative and qualitative approaches to educational research and design. In doing so, students will review ethics considerations, identify and describe a problem from practice, compose a research question, practice writing a literature review, and select a methodology to collect data for analysis to address the research question. Educational research takes process and thoughtful design. Students will engage in student led, student directed learning; and, apply what was learned to compose a research proposal based on an area of interest.

Required Reading:

Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition, John W. Creswell, Pearson (2012)

<http://basu.nahad.ir/uploads/creswell.pdf>

Course-Level Educational Goals

By the end of the course, students should be able to:

- Describe and identify a research problem from practice.
- Be mindful of ethical considerations for educational research
- Differentiate between quantitative and qualitative approaches
- Compose a research question and select an appropriate methodology
- Design and write a research proposal for future research considerations

GRADING

Accumulated Chapter Summaries and Reflection	20%
Oral Presentation on Weekly Reading	20%
Annotated Bibliography	20%
Research Proposal	40%

**NOTE: There is no final exam for this course.*

ASSIGNMENTS

Accumulated Chapter Summaries and Reflection **20%**

Students will summarize the weekly readings as scheduled below. Within these summaries, students will ask key questions, make commentary, or reflect on how the Weekly reading connects to their future research question, topic, and investigation.

Oral Presentation on Weekly Reading **20%**

Students will sign up for one week to formally summarize the weekly reading and present their summary to the class. Students can present or facilitate a learning activity to help students deepen their understanding of the weekly reading and how it relates to research.

Annotated Bibliography **20%**

In preparation for the research proposal, students will research their topic of choice and summarize literature that supports their future research projects or inquiries. Students will also engage in APA formatting and collect literature relevant to their topic of interest. We will use open source tools like Zotero or Mendeley to track references for future use.

Research Proposal **40%**

Students will submit a “draft” research proposal in preparation for ethics approval and future engagement in their graduate studies. The research proposal process will be developed incrementally: first by identifying the problem, composing a research question, writing a literature review, selecting a methodology, and design a research study.

Grade Distribution for Graduate Studies at UNBC

Grade	% Range	Description
A+	95.5 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectations, goes beyond stated criteria and has an insightful grasp of the subject matter.
A	89.5 – 95.49	
A-	84.5 – 89.49	
B+	79.5 – 84.49	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a student who meets expectations or stated criteria and shows a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in another area.
B	74.5 – 79.49	
B-	69.5 – 74.49	
F	<69.50	Unsatisfactory performance. This grade indicates a student has failed to minimally meet expectations or stated criteria and demonstrates only a superficial grasp of the subject matter.
<i>Passing grade is B- for all courses taken towards a graduate degree and you must maintain a B (3.0) average in all courses for any given semester. Courses in which achievement is less than B- are assigned a letter grade of "F". See or Section 4.3.1 of the UNBC Graduate Calendar.</i>		

ACCOMODATIONS:

If there are students in this course who, because of a disability, may have a need for special academic accommodations, please come and discuss this with me, or contact Disability Services located in the Teaching and Learning Centre, Room 1048.

CHEATING OR PLAGIARISM:

Cheating or plagiarism will not be tolerated. For more information, please see: <https://www.unbc.ca/graduate-programs/plagiarism>

And, see UNBC Graduate Studies Regulations on “Academic Offences” (Regulation 24) and “Academic Sanctions” (Regulation 26):

<https://www.unbc.ca/calendar/graduate/regulations#academic-offenses>

PARTICIPATION AND ATTENDANCE:

Participation, completing weekly readings and reflections, and attendance play an integral role in your success in this course in addition to maximizing the learning experience. Your engagement and contribution to the co-construction of knowledge will support the development of our LEARNING COMMUNITY and our future work as researchers.

LATE POLICY:

Late assignments are not accepted. Please contact the instructor for accommodations.

GRADING SCALE FOR WRITTEN ASSIGNMENTS:

Exceptional or Excellence Performance: Strong evidence of original thinking; excellent organization; demonstrated high capacity to analyze and synthesize information; outstanding grasp of subject matter with ability to provide sound critical evaluation; evidence of care and precise reading of required and other texts; ability to relate theory to practice; fluent and appropriate use of relevant concepts; careful and courteous consideration of ideas or others; clear, grammatically and stylistically sound writing; correct spelling.	A+ A A-
Very Good Performance: Clear use of relevant literature and background reading, appropriate use of relevant concepts; good organization; sound critical evaluation, clearly made links with wider issues; courtesy in dealing with other's ideas and opinions; good quality writing (i.e. clarity of expression largely good, basically sound grammatically, correct spelling)	B+
Good Performance: Reasonably accurate grasp of key concepts and issues relevant and appropriate analysis relevant and appropriate analysis and discussion; adequate organization, readings sensibly incorporated into arguments; accurate and sensible evaluative discussion; courtesy in dealing with others' opinions and ideas; reasonably clear expression of ideas, free of spelling errors	B B-
Satisfactory Performances to Minimal Standards: Little evidence of required reading or of understanding of required reading; limited grasp of concepts being discussed; divergence from main point to peripherally or superficially related items; largely dealing with anecdotal or concrete examples rather than principles and theories; largely descriptive writing with little analysis, though show some grasp of the main issues; poorly organized; problems with clarity of expression, grammar	C+ C
Marginal Performance	C- D
Fail (Unsatisfactory Performance)	F

**Please note: Any grade less than a B- is considered an "F" for UNBC graduate studies.*

ONGOING FORMATIVE ASSESSMENT:

The instructor will model and provide ongoing formative assessment and feedback. This feedback is provided in REAL-TIME to support the learner prior to final evaluation and/or during the demonstration of learning. Formative feedback may be verbal, written, or via email. The instructor will participate in student led learning activities as learner, teacher, and evaluator. Students are welcome to submit assignments in "draft form" for formative feedback prior to final submission or demonstration of learning.

SINGLE POINT RUBRICS:

Single point rubrics may be used in this course for one or more of the assignments as listed above. To be discussed further in class on Week 1. Students will compose criteria.

<https://www.cultofpedagogy.com/single-point-rubric/>

<https://www.edutopia.org/article/6-reasons-try-single-point-rubric>

COURSE FRAMEWORK

Week	Date	Weekly Reading	Topic
1	Sept. 5	N/A	<i>Introduction and Syllabus</i>
2	Sept. 11	Chapters 1 & 2	Research Process & Identifying Problem
3	Sept. 18	Chapters 3 & 4	Literature Review & Research Question
4	Sept. 25	Chapters 5 & 6	Collecting & Analyzing Quantitative Data
5	Oct. 2	Chapters 7 & 8	Collecting & Analyzing Qualitative Data
6	Oct. 9	Chapter 9	Reporting and Evaluating Research
7	Oct. 16	N/A	<i>Annotated Bibliography – Peer Review</i>
8	Oct. 23	Chapters 10 & 11	Experimental & Survey Designs
9	Oct. 30	Chapters 12 & 13	Correlational & Ground Theory Designs
10	Nov. 6	Chapter 14 & 15	Ethnographic & Narrative Designs
11	Nov. 13	Chapter 16	Mixed Methods Designs
12	Nov. 20	Chapter 17	Action Research Design
13	Nov. 27	N/A	<i>Research Proposal – Peer Review</i>

PLEASE NOTE: This is a general framework. Learning activities, readings, and videos are subject to change. Furthermore, this course may also use the flipped classroom concept where readings and videos are to be read and previewed prior to each class.

DUE DATES:

Accumulated Chapter Summaries and Reflection
 Oral Presentation on Weekly Reading*
 Annotated Bibliography
 Research Proposal

November 27, 2017
 Sept. 11th to Nov. 27th
 October 16, 2018**
 December 4, 2018

* Depends on sign-up on which week and which chapter.

** This is the halfway point through the course.