

# Methods of Educational Research

## MSED/MEDU-610

Spring 2022 Section All 3 Credits 01/10/2022 to 03/07/2022 Modified 12/30/2021

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## MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

## Meeting Times

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## Contact Information

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### Instructor: Joan Grupka

Email: [JoanGrupka@stfrancis.edu](mailto:JoanGrupka@stfrancis.edu)

Office: via Canvas online

Phone: N/A

### Office Hours

- Wednesdays
- 10:00 AM to 12:00 PM, Online in Canvas 'Conferences' or ZOOM

Please email instructor for an appointment. *Alternate times can be arranged based on individual needs and availability.* Click on Canvas 'Conferences' or ZOOM to meet.

## Description

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Provides candidates with the knowledge and skills to manage, interpret, and analyze research data. Candidates will also evaluate qualitative and quantitative educational research and explore the planning and conducting of P-12 action research for instructional improvement for regular and special needs students.

## Objectives

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### College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

#### Understanding Students

Candidates will demonstrate an understanding of the research process. They will construct research projects in order to improve learning for P-12 students.

### Serving the Community

Candidates will analyze the role of research in the educational community, share research findings with colleagues and constituencies, and become an advocate for research-based school improvement.

### Finding Our Professional Selves

Candidates will discuss the importance of utilizing ethically derived research-based practices for educational decision-making.

## Outcomes

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Access to standards referenced in this section can be found [HERE](#)

(<https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320>)

By the conclusion of the course, each participant will be able to:

1. explain the nature of scientific inquiry (including the role of various types of variables in a research design) and develop an appreciation of the relative strengths and limitations of various sources of knowledge. (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4a, 4e, 4f)
2. examine educational research and evaluate it in terms of strengths and limitations resulting from methods and design. (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4e, 4f)
3. identify and generate research questions. (InTASC 6, 9, 10; NBPTS 1, 3,4; Danielson 1f, 3d, 4a, 4d, 4e, 4f)
4. locate sources necessary to complete a comprehensive review of literature. (InTASC 9; NBPTS 1, 3,5; Danielson 4a, 4e, 4f)
5. design a plan to collect appropriate data in order to answer a research question. (InTASC 6, 9; NBPTS 1, 3, 4, 5; Danielson 1f, 3d, 4a, 4e, 4f)
6. use various methods to analyze research data, both quantitative and qualitative. (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4a, 4e, 4f)
7. draw appropriate conclusions and make appropriate recommendations based on research findings. (InTASC 6, 9, 10; NBPTS 1, 3, 4, 5; Danielson 1f, 3d, 4a, 4c, 4d, 4e, 4f)
8. explain the role of ethics in educational research and to incorporate ethical considerations into the design of a research study. (InTASC 9; NBPTS 1,3; Danielson 4e, 4f)

## Materials

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Hendricks (2017) *Improving Schools Through Action Research: A Reflective Practice Approach* (4th ed.) Pearson.

Nelson, C. (2019). *A Handbook for the Analysis of Educational Research Articles*. Joliet, IL: University of St. Francis. *Only available for purchase through the [University of St. Francis Barnes and Noble bookstore](https://stfrancis.bncollege.com/shop/stfrancis/home) (<https://stfrancis.bncollege.com/shop/stfrancis/home>)*

## Assignments

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### Assignment One: Research Report Critique

- Candidates explain the nature of scientific inquiry (including the role of various types of variables in a research design) and an appreciation of the relative strengths and limitations of various sources of knowledge. (Course Outcome 1) (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4a, 4e, 4f)
- Candidates examine educational research and evaluate it in terms of strengths and limitations resulting from methods and design. (Course Outcome 2) (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4e, 4f)

### Assignment Two: Research Report Critique Responses

- Candidates explain the nature of scientific inquiry (including the role of various types of variables in a research design) and an appreciation of the relative strengths and limitations of various sources of knowledge. (Course Outcome 1) (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4a, 4e, 4f)
- Candidates examine educational research and evaluate it in terms of strengths and limitations resulting from methods and design. (Course Outcome 2) (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4e, 4f)

### Assignment Three: Discussions

- Candidates explain the nature of scientific inquiry (including the role of various types of variables in a research design) and an appreciation of the relative strengths and limitations of various sources of knowledge. (Course Outcome 1) (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4a, 4e, 4f)
- Candidates identify and generate research questions (Outcome 3) . (InTASC 6, 9, 10; NBPTS 1, 3,4; Danielson 1f, 3d, 4a, 4d, 4e, 4f)
- Candidates draw appropriate conclusions and make appropriate recommendations based on research findings (Outcome 7) (InTASC 6, 9, 10; NBPTS 1, 3, 4, 5; Danielson 1f, 3d, 4a, 4c, 4d, 4e, 4f)

#### Assignment Four: Learning Activities

- Candidates explain the nature of scientific inquiry (including the role of various types of variables in a research design) and an appreciation of the relative strengths and limitations of various sources of knowledge. (Course Outcome 1) (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4a, 4e, 4f)
- Candidates examine educational research and evaluate it in terms of strengths and limitations resulting from methods and design. (Course Outcome 2) (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4e, 4f)
- Candidates design a plan to collect appropriate data in order to answer a research question (Outcome 5). (InTASC 6, 9; NBPTS 1, 3, 4, 5; Danielson 1f, 3d, 4a, 4e, 4f)
- Candidates use various methods to analyze research data, both quantitative and qualitative (Outcome 6). (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4a, 4e, 4f)

#### Assignment Five: Action Research Project

- Candidates identify and generate research questions (Outcome 3). (InTASC 6, 9, 10; NBPTS 1, 3,4; Danielson 1f, 3d, 4a, 4d, 4e, 4f)
- Candidates locate sources necessary to complete a comprehensive review of literature (Outcome 4) (InTASC 9; NBPTS 1, 3,5; Danielson 4a, 4e, 4f)
- Candidates design a plan to collect appropriate data in order to answer a research question (Outcome 5). (InTASC 6, 9; NBPTS 1, 3, 4, 5; Danielson 1f, 3d, 4a, 4e, 4f)
- Candidates use various methods to analyze research data, both quantitative and qualitative (Outcome 6). (InTASC 6, 9; NBPTS 3,4; Danielson 1f, 3d, 4a, 4e, 4f)
- Candidates explain the role of ethics in educational research and to incorporate ethical considerations into the design of a research study (Outcome 8). (InTASC 9; NBPTS 1,3; Danielson 4e, 4f)

## ✓ Evaluation

The percentages noted in the Grading Scale will be used and equated to a final grade. Scoring rubrics for discussions, assignments, and final project (if applicable) will be provided in Canvas or on limited occasions, by the instructor as a handout.

- Candidates are required to complete assigned readings, written assignments, viewing of videos, posting of discussions, and projects on the scheduled due dates.
- Candidates are also expected to inform the instructor of known absence in advance and complete any work that may be required.
- Missing/late work may be completed and submitted for credit at the discretion of the instructor.
- Candidates are responsible to ensure that appropriate steps are taken for timely submission of all assignments.

## Breakdown

### GRADING SCALE

Grade	Range	Notes
A	100 - 93%	291 - 268 points
B	92 - 85%	267 - 247 points
C	84 - 77%	246 - 224 points
F	76 - 0%	223 - 0 points

## Criteria

Type	Weight	Topic	Notes
Research Report Critique	32 points		
Online Discussions	72 points		<ul style="list-style-type: none"> <li>• RRC Responses - 3 at 8 points each = 24</li> <li>• Other Responses - 6 at 8 points each = 48</li> </ul>
Learning Activities	72 points		6 activities at 12 points = 72
Action Research Project Section Drafts	15 points		3 sections at 5 = 15
Action Research Proposal	100 points		

## \* Course Policies

Policies for the College of Education at University of St. Francis

[CLICK HERE \(https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320\)](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320) (active student account required) for policies, including but not limited to:

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing
- Computer and Digital Information Literacy Skills

## Course Evaluations | Surveys

Information gathered through course evaluations and surveys is an important part of maintaining quality and continuous improvement in courses, and it is the University's expectation that students will thoughtfully participate in this evaluation process.

## Institutional Policies

Students should use the USF portal as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the *For Students* section of the USF portal.

- A complete listing of university policies and procedures can be found in the [University of St. Francis Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) and Student Handbooks. Students are expected to follow all policies in the USF Catalog and Student Handbook, both of which can be found in the student portal.
- Students are expected to be familiar with and follow the various procedures and guidelines regarding USF's COVID-19 Response, including the USF Preparedness Plan and other materials incorporated in the Saints United resource hub (<https://www.stfrancis.edu/saints-united/>).
- Policies not covered in this document will be handled in accordance with the USF Catalog, Student Handbook, and Program Handbook as applicable.

## Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the [University of St. Francis Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) for further clarification and information on grievance procedures.

## Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at [815-740-3631](tel:815-740-3631) or [ODS@stfrancis.edu](mailto:ODS@stfrancis.edu). The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

## Technology Support

If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support:

1. **24x7 Live Canvas Support.** Canvas has a 24 hour support by clicking on ? Help while in Canvas. You can **Chat with Canvas Support, Report a Problem**, or call the **Canvas Support Hotline**. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day seven (7) days a week through the Canvas help menu. From the help menu; select **Report a Problem** to send an email support request, select **Chat with Canvas Support (Student)** for a "live" text-based click-to-chat session, or to speak to someone directly use the toll-free number listed under the **Canvas Support Hotline (Student)**. **NOTE: Responses to Canvas' email based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.**
2. **Online Self-Service Help Resources.** A student user guide and other resources for solving issues related to Canvas can be found at [techsupport.stfrancis.edu](https://techsupport.stfrancis.edu)
3. You can phone the Technology Support Center for personal help at (815) 768-8324 or (866) 337-1497 (toll-free) between 8:00 AM and 4:30 PM Central Standard Time, Monday through Friday or [fill out a Technology Support Center ticket \(https://techsupport.stfrancis.edu/help/\)](https://techsupport.stfrancis.edu/help/) and select Canvas/Online courses as the component.

For any technical support issues that are not related to Canvas, you can also contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: [techsupport@stfrancis.edu](mailto:techsupport@stfrancis.edu)
- Web: [techsupport.stfrancis.edu](https://techsupport.stfrancis.edu)
- Or visit them on the first floor of Marian Hall

## Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

## Schedule

The syllabus for this course is an outline of the requirements for this course.

- Dates, projects, and activities may be changed or altered as needed.
- Due dates will be reflected in Canvas (with limited exception in instances where Canvas may not be used for a specific course section).
- The purpose of projects and assignments are 1) to allow candidates the opportunity to apply theory and synthesize course

material, 2) to facilitate the assessment of individual student progress towards desired outcomes, and 3) to help the instructor determine whether adjustments are needed to ensure that course outcomes are met.

When	Topic	Notes
<b>Module 1</b> 1/10-1/16	Introductions and Overview	<ul style="list-style-type: none"> <li>• Read Nelson, Chapter 1</li> <li>• Discussions 1.1</li> <li>• Complete Carousel Activities</li> <li>• Discussion 1.2</li> </ul>
<b>Module 2</b> 1/17-1/23	Reading and Interpreting Quantitative Research	<ul style="list-style-type: none"> <li>• Read Nelson Chapters 2, 3, &amp; 4</li> <li>• Research Report Critique for Groups 1 and 2</li> <li>• Discussions 2.1 and 2.2 (For all four groups)</li> </ul>
<b>Module 3</b> 1/24-1/30	Reading and Interpreting Qualitative and Action Research	<ul style="list-style-type: none"> <li>• Read Nelson Chapter 5 &amp; 6</li> <li>• Read Hendricks Chapter 1</li> <li>• Research Report Critique for Groups 3 and 4</li> <li>• Discussions 3.1 and 3.2 (For all four groups)</li> </ul>
<b>Module 4</b> 1/31-2/6	Action Research: Getting Started	<ul style="list-style-type: none"> <li>• Read Hendricks Chapters 2 and 3</li> <li>• Discussion 4.1</li> <li>• Action Research Proposal Section 1 draft</li> </ul>
<b>Module 5</b> *2/7-2/16	Action Research: Data Collection Plan	<ul style="list-style-type: none"> <li>• Read Hendricks Chapters 4 and 5</li> <li>• Learning Activities 1, 2, and 3</li> <li>• Action Research Proposal Section II draft</li> </ul>
<b>Module 6</b> *2/16-2/27	Action Research: Data Analysis	<ul style="list-style-type: none"> <li>• Read Hendricks Chapter 6</li> <li>• Discussion 6.1</li> <li>• Learning Activities 4, 5, and 6</li> <li>• Action Research Proposal Section III draft</li> </ul>
<b>Module 7</b> 2/28-3/4	Action Research: Sharing Your Findings	<ul style="list-style-type: none"> <li>• Read Hendricks Chapter 7</li> <li>• Discussion 7.1, 7.2</li> </ul>
<b>Module 8</b> March 7	Wrap Up	Action Research Proposal

## Additional Items

### Course References

Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative research in education: An introduction to theories and methods* (5th ed.). Boston: Pearson Education, Inc.

Cresswell, J. (2012). *Qualitative research and inquiry design: Choosing from among 5 approaches* (3rd ed.) Thousand Oaks, CA: Sage Publications, Inc.

Holly, M.L., Arhar, J. & Kasten, W. (2005). *Action research for teachers: Traveling the yellow brick road* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Jones, W.P. & Kottler, J.A. (2006). *Understanding research: Becoming a competent and critical consumer*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Leedy, P. D. & Ormrod, J. E. (2001). *Practical research: Planning and design* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

McMillan, J. H. & Wergin, J. F. (2010). *Understanding and evaluating educational research* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Sagor, R. (2000). *Guiding school improvement with action research*. Alexandria, VA: Association for Supervision and Curriculum Development.

Simon, Y. (2012). Differences between formal research and action research. Open Ph.D. Exploration Blog. Retrieved from:  
<http://openphd.blogspot.com/2012/01/differences-between-action-research-and.html>  
(<http://openphd.blogspot.com/2012/01/differences-between-action-research-and.html>)