

I. EDUC 594: Research Evaluation and Design

II. 3 Credit Hours

III. Course Description:

The evaluation of various forms of existing information, with emphasis on the ability to relate this information to personal professional growth. Development of skills in qualitative and quantitative research methods. This course is a required prerequisite for EDUC 595.

IV. Place of the Course in the Curriculum:

The course is required in all graduate programs in education.

V. Course Objectives:

A. General Objectives

1. Students will understand the theoretical principles underlying all research in education. (LD-K1, LD-S2, LR-K1, LR-S1, LR-D1)
2. Students will become informed consumers of information related to educational research. (T-S2, T-S3, LD-K1, LD-S3, LR-S1)
3. Students will engage in and demonstrate competence in the critical evaluation of educational research. (T-S2, T-S3, LD-K1, LD-S3, LR-S1)

B. Specific Objectives

4. Students will be able to identify, apply and evaluate various research methodologies. (LD-K1, LD-S3, LR-S1)
5. Students will be able to interpret and apply basic descriptive and inferential statistical measures. (LR-S1, LR-K1)
6. Students will be able to recognize and evaluate the appropriateness of research tools and methods as they are applied to a specific research problem. (LR-S1, LR-K1)
7. Students will make successful application of APA style to the written assignments required for this course. (LR-K1, LD-S3)

VI. Course Content: (LD-S3, LR-K1))

A. Introduction to the Educational Research

1. Selecting and refining a topic.
2. Review of the literature pertaining to the topic
3. Preparing and evaluating a research plan.
4. Sample selection.
5. Instrumentation.

B. Quantative Methodology

- 6. Surveys
- 7. Correlational research
- 8. Causal-comparative research.
- 9. True Experiments and derived forms

- C. Quantitative Data Analysis
 - 10. Descriptive Statistics
 - 11. Inferential Statistics

- D. Qualitative Research
 - 12. Data sources and collection techniques
 - 13. Validity and reliability in qualitative research
 - 14. Qualitative data analysis

- E. Action Research
 - 15. Characteristics
 - 16. Strategies and Techniques

- F. Preparing a research proposal

- G. Evaluating research

VII. Methodology (LD-S1, LD-S3, LR-S1)

- A. Lecture
- B. Discussions
- C. Presentations
- D. Textbook activities
- E. Written research evaluations.

VIII. Student Roles (T-S2; T-S3, T-D2, LD-S1, LD-S3, LR-K1)

- A. Attend class meetings
- B. Complete readings & related assessment activities
- C. Present group and individual projects
- D. Participate in small group discussions and activities
- E. Complete writing assignments

IX. Evaluation: (T-S2; T-S3, T-D2, LD-S1, LD-S3, LR-K1)

- A. Quizzes
- B. Written evaluation of existing research
- C. Class assignments.

Course Workload

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course

workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 45 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Course Participation

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

ADA

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Patrick Hargon, please call 402-643-7377 or 800-535-5494 ext. 7377 or e-mail Patrick.Hargon@cune.edu

Emergency Information

In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in “Banner Self-Service” on the connectCUNE portal (<http://connect.cune.edu>).

X. Bibliography

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Huck, S. (2011). Reading statistics and research. NY: Longman.

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Revised: Spring, 2012