

I. EDUC 595: Research Design

II. 3 Credit Hours

III. Course Description:

The purpose of this course is to prepare the students to evaluate critically the various forms of existing information and be able to relate this information to her/his professional growth and competencies. (LR-S1, T-D1, LR-S1, LR-D1, T-K1)

IV. Place of the Course in the Curriculum: This course is required of all master level students. It is recommended that students take this course early in their program.

V. Goals and Objectives:

Student who successfully complete this course will be able to:

1. Understand the theoretical basis for research in education.(T-K1, LR-S1)
2. Become informed consumers of educational research.(LD-S1)
3. Evaluate educational research in terms of potential for effective application by writing acceptable resumes and critiques of at least three research reports. (T-K1, LR-S1, T-D1, LR-K1)
4. Identify the nature of a research problem. (T-K1, LR-K1)
5. Identify and correctly apply appropriate research tools to the solution of a problem. (T-K1, LR-S1, LR-K1)
6. Appropriate techniques to “action research” efforts to maximize validity. (LR-S1, LR-D1, LR-K1)
7. Write an acceptable research proposal. (T-K1, LR-S1, T-D1, LD-S3, LR-S1, LR-D1, LR-K1)

VI. Course Content

A. What is research? (LR-D1, LR-K1)

Concepts: The Scientific Method, the logic in research design, characteristics of the research process, steps in conducting educational research.

B. The Research Proposal (LR-S1, LD-SD3, LD-S1)

Concepts: Statement of the problem, purpose statement, research questions/hypothesis, definition of terms, assumptions, limitations, delimitations, significance of the problem, review of literature, methodology.

C. Research Design (T-D1, LR-S1)

Concepts: Quantitative designs, qualitative designs, methods of gathering data, data analysis.

- VII. Methodology: Including but not limited to lecture, small group discussion, format, individual meetings, email conferencing, WEB CT chats. (T-K1, LD-S3, LD-S1, LD-S2, LD-D1, LR-S1)
- VIII. Student Roles
- A. be involved in discussion concerning how to write a formal research proposal. (T-K1, T-D1, L-D1)
 - B. Read text using the sequence of chapters suggested by the instructor. (T-K1, LD-K1, LR-K1)
 - C. Review and write critiques of several research articles to be included in literature review (T-K1, LD-S3, LR-S1)
 - D. Write a formal proposal for a research project related to her/his area of professional interest using a prescribed style manual. (T-S2, T-K1, LR-S1, LD-S3, LR-K1)

IX. Evaluation :

Evaluation of the student's progress will be based upon the completion of a **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, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@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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Gay, L. & Airasian, P. (2000). Educational research: Competencies for analysis and application. NJ: Merrill.

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Leedy, P. & Ormrod, J. (2001). Practical research: Planning and design. NJ: Merrill/Prentice Hall.

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Merriam, S. (1998). Qualitative research and case study applications in education. San Francisco: Jossey-Bass Publishers.

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