

Course Syllabus

I. EDUC 594: Research Evaluation and Design

II. 3 Credit Hours

III. Course Description:

This course emphasizes the development of skills in qualitative and quantitative research methods, and the evaluation of various forms of existing information, with emphasis on the ability to relate this information to personal professional practice. 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.

X. Bibliography

Best, J. & Kahn, J. (2005). Research in education. Boston: Allyn and Bacon.

Creswell, J. (2007). Qualitative inquiry and research design: Choosing among the five traditions. Thousand Oaks: Sage Publications.

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Gay, L., Mills, J., & Airasian, P. (2009). Educational research: Competencies for analysis and application. NJ: Merrill.

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

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McMillan, J. & Schumacher, S. (2009). Research in education: Evidence based inquiry. NY: Longman.

Merriam, S. (2009). Qualitative research: A Guide to design and implementation. San Francisco: Jossey-Bass Publishers.

Pyrzczak, F. (2009). Success at Statistics: A worktext with humor. Glendale, CA: Pyrczak Press.

Pyrzczak, F. & Bruce, R. (2007). Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioral Sciences. Glendale, CA: Pyrczak Press.

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Revised: Spring, 2013