EDUC 5002G: Research Methods in Education
Course outline for July, 2010

1. Course Details & Important Dates
July 5 to July 23, 2010 9:15 – 11:15 a.m

2. Instructor Contact Information

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<tr>
<th>Instructor Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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<tr>
<td>Dr. Lorayne Robertson</td>
<td>EDU 537</td>
<td>905-721-8668 x 2881</td>
<td><a href="mailto:lorayne.robertson@uoit.ca">lorayne.robertson@uoit.ca</a></td>
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Office Hours: Available in the half hour before class online classes: Monday – Friday on Adobe Connect at this URL  https://admin.adobeconnect.com/_a767860974/educ5002g-201005-10496/ Otherwise, available online through WebCT email daily.

3. Course Description

EDUC 5002G Research Methods in Education.
This course is a general introduction to educational research methods. The epistemological assumptions about the nature of knowledge and the relationship between theory and evidence will be extensively examined across a broad range of approaches to research. Students will consider the types of questions that can be answered through research as well as the practical and ethical questions that arise in educational research. A central goal of the course is to instill a culture of disciplined inquiry for modern teaching professionals. As graduate students, they will become critical readers and consumers of research. There is, in addition, a praxis element to this course, as participants will be encouraged also to build capacity for engaging in research-driven practice. Technology has a significant role to play in the research process, but caution must be observed with respect to the ethics of collection of information. The importance of computer software packages for both quantitative and qualitative analysis will also be introduced. 3 cr. This course is required of all graduate students in the M.Ed program.

4. Course Outcomes
-On the successful completion of the course, students will be able to:
1. Demonstrate growth in understanding the purposes, benefits and limits of educational research.
2. Show growth in understanding education research paradigms such as: positivistic and scientific inquiry; naturalistic and interpretivistic; critical; and the emergent complexity/chaos theories.

3. Demonstrate an emergent understanding of the research methods paradigms, including key constructs such as: validity, reliability, generalizability and the need for sensitive, ethical approaches.

4. Use technology to support self-learning and collective learning in the course: build a wiki of research terminology: http://wiki.apa.uoit.ca/EDUC5001-JUL10

5. Measure and provide evidence of growth in mapping a broader educational landscape.

6. Demonstrate growth in a) becoming more critical consumers of educational research and b) metacognition.

5. Course Design

This class is conducted through 36 contact hours in Adobe connect, which requires synchronous participation. There are four learning modules provided in WebCT to support new scholars in this course. This course requires group work outside of scheduled course hours. Successful completion of this course requires that students will be available to their peers and professor online from Monday to Friday from July 5 to July 30, 2010.

6. Outline of Topics in the Course:

Week 1 (July 5 – July 9, 2010)
1) Learning how to access, analyze and store educational research using technology
2) The MEd in educational technology at UOIT – planning for the project and portfolios
3) Purpose of educational research
4) Mapping the educational research terrain in a topic of your choosing
5) Ongoing collaborative definitions of research terminology

Week 2 (July 12 – July 16, 2010)
1) Group to group collaboration to define research terminology and understandings
2) Assigned topics: Validity, reliability, triangulation, questionnaires, surveys, interviews, case studies
3) Exploration of terms: experimental design, action research, observations, qualitative data analysis, quantitative data analysis
4) Summary of terms and understandings to date

Week 3 (July 19 – July 23, 2010)
1) Narrowing the focus to topics of interest to specific participants
2) Expressing your view with clarity: APA style
3) Submission of a 1000 word literature review on your area of research interest

Week 4 (July 26 – 30, 2010)
1) Preparation and research on seminar topics and project proposals
2) A-synchronous work with teams to prepare portfolio and project proposals
3) Project proposal/portfolio presentations
4) Submission of written individual portfolio and project proposals

See Also the Course Calendar Attached (next page)

July 2010 – EDUC 5002G

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<tr>
<td>5</td>
<td>9:30 – 11:30 Working in Adobe connect Working with Web CT Looking for research in your area of interest Using Refworks</td>
<td>6</td>
<td>9:30 – 11:30 Project or portfolio? What is the purpose of educational research? How do you judge its rigour?</td>
<td>7</td>
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<tr>
<td>8</td>
<td>Group 1 must post select and post Article 1 by 4:00 pm tonight All groups read the article before class tomorrow</td>
<td>9</td>
<td>Group 1 presents their chosen article. Groups 2&amp;3 must post their article by 4:00 pm Saturday.</td>
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<td>12</td>
<td>Groups 2 &amp; 3 present articles 2 &amp; 3 Groups 4 &amp; 5 will provide Article 4 &amp; 5 by 4:00 pm for all to read.</td>
<td>13</td>
<td>Groups 4 &amp; 5 present Articles 4 &amp; 5</td>
<td>14</td>
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<tr>
<td>15</td>
<td>Identify a literature review topic to explore and a group to work with</td>
<td>16</td>
<td>Online group discussions regarding topics. 1000 word summary of understandings to date (research terms, etc.) due Friday at midnight.</td>
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<td>19</td>
<td>Thinking about a theoretical framework and methodology for your study</td>
<td>20</td>
<td>Locate and share research on topic – work on review of the literature, Evening class: 7-9 (optional)</td>
<td>21</td>
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<td>22</td>
<td>Lorayne will be online to help with your literature review in the morning and also evening class: 7-9</td>
<td>23</td>
<td>Submit Literature Review – 1000 words due by noon today. Lorayne will be online in the morning for support</td>
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26  
A-synchronous:  
Revise your literature review and prepare it to share with your peers in the course

27  
A-synchronous work  
Share your literature reviews in WebCT. Work on presentations on proposals for project or portfolio

28  
15 min portfolio or project presentations with group feedback with Francois

30  
15 min portfolio or project presentations with group feedback with Francois if this day is needed.

31  
Submit written proposals by midnight on Saturday.

7. **Required Texts/Readings**  
The reference style guide to be used in the course is APA.  
*Additional readings may be assigned or recommended during the course.*

8. **Assignments:**
1) Students will complete a summary of their understandings of research paradigms and terminology due on the 2nd Friday of the course.
2) Students will build a Wiki on the course. They will also participate in groups on Adobe Connect, selecting a research article and then presenting it to their peers. Students will help others deconstruct and understand the research paradigm of their article.
3) Students will write a 1000-word literature review on a topic of research interest.
4) Students will prepare a presentation for peers on either a project or portfolio proposal.
5) The written project or portfolio proposal will contain a half-page statement of the problem they wish to address. 50% of the rest of the proposal will focus on the theoretical design and 50% will be based on the methodology to be used.

9. **Evaluation Method:**

The grade for the course will be based on the following:
1) Summary of understandings: 20% Criteria: accuracy, articulated grasp of concept
2) Participation (Wiki, discussions) 30% Criteria: helps others learn
3) Literature Review: 20% Criteria: breadth, depth, APA, currency
4) Written Proposal: 30% Criteria: grasp of theory and methods

Any student who anticipates a delay in preparing work as scheduled should contact the professor directly to advise the professor of the situation and seek counsel.

10. **Accessibility**

To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with the professor as soon as possible. Students who require alternative testing and examination arrangements or other academic accommodations must contact the Centre for Students with Disabilities (B297) as early as possible to ensure that your needs can be met.
11. Professional Conduct

It is anticipated that all e-collaboration during the course will be respectful.

12. Academic Conduct

Please review the website on Academic Conduct with respect to plagiarism and other academic offenses.
http://www.uoit.ca/EN/main2/about/14057/14152/150940/gradAcademicConduct.html

References: