**NORTH CAROLINA CENTRAL UNIVERSITY  
School of Education  
Department of Educational Leadership**

Preparing Educators for Diverse Cultural Contexts in the 21st Century  
Communicating to Succeed

**COURSE SYLLABUS**

**EDGR 5920  
CRN# 42648  
Procedures in Educational Research  
Fall 2013**

**Dr. Deniz Palak**

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| **Class Meeting and Time:** | **Online** |
| **Credit:** | **3 credit hours** |
| **Instructor’s Office:** | **SOE Room 2094** |
| **Instructor’s Phone:** | **919 530 7401** |
| **Instructor’s Email:** | [**dpalak@nccu.edu**](mailto:dpalak@nccu.edu) |
| **Office Hours:** | **Physical Office hours: Tuesdays & Thursdays 1:30-4:30 pm and Fridays 12:00 noon – 1:00 pm**  **Virtual: Tuesdays & Thursdays 5:00-7:00 pm** |

**CATALOG DESCRIPTION**

EDGR 5920, an introductory course in educational research, is oriented to the methodology of research and investigation in education. The student develops, with guidance, a research outline (research proposal) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of studies in the field of education and their significance for educational practice.

**Required Text**

Ary, D., Jacobs, L.C., Sorensen, C., & Walker, B. (2014). *Introduction to research in education*, *(9th. ed.)*. Belmont, CA: Wadsworth:/Cengage Learning. 781133596745

**COURSE OVERVIEW**

Topics in this course center around these two goals: Students will (1) understand major educational research methods such as quantitative and qualitative and (2) retrieve and interpret research findings in published research in one’s area and use the findings in one’s a research proposal. This proposal will be crafted individually in collaboration with two peers. In the proposal, the student will match the method of inquiry with the type of research question being investigated. EDGR 5920 is consistent with professional standards that emphasize the role of data, active inquiry, and data analysis in decision-making in education (ELCC, NCATE, and the North Carolina DPI).

# STUDENT LEARNING OUTCOMES

After completing the course, the student should be able to:

1. Design an educational research study based on a method of inquiry: quantitative, qualitative, or mixed methods.

1. Search, retrieve, and critically evaluate published research studies retrieved from the online library resources.
2. Create a concept map in order to communicate the important concepts, hierarchy, and relationships in one’s own research proposal.
3. Document one’s own understanding of research ethics by preparing documents for the IRB review.
4. Collaborate with peers and provide them with constructive feedback to support each other’s learning of the research process.

**ASSIGNMENTS**   
**Research Assignments (30%)** – Research assignments are designed to prepare students step by step building toward a complete research proposal. Some of the topics of the Research Assignments are as follows: critiquing published research articles; outlining the entire research design process; and creating a concept map to display the most important concepts, hierarchy, and relationships among these concepts in one’s own research; preparing for the IRB and understanding research ethics; creating a triangulating matrix that shows the alignment of research questions with multiple data sources. Students were to complete a total of 10 Research Assignments (RAs). The instructions for each one of the RAs will be posted onto the Bb/Course Documents folder. Students will follow the information on the RA sheet to complete and post their responses onto the Bb/Peer-Group pages. All the RAs must be posted as Word document attachments to the peer-group discussion board. The concept map assignment must be completed using the free online tool, CMap. *Grading Scale:* Students will earn 3 points when they addresses all the components of the assignment, will lose 1 point for incomplete submissions, 1 point for late submissions, and earn a “0” for no submission.

**Peer-Group Collaboration and Critique (20%)** – Each student produces his/her individual research proposals in collaboration with others. It is crucial that students engage in continues discussion about their research projects with their peers and the instructor within their small groups in Bb. To this end, students will be assigned to one of the three peer/collaboration groups housed in Bb. Peer groups will be discipline specific so that students will be in the same group with other students with similar area of study. It is expected that students hold each other accountable to help one another in throughout the course. Students will read, critique, and provide constructive feedback to the RAs completed by two other students eight times during the semester. The last two critiques will involve peer-reviewing the entire research proposal of two students. The instructor will post guidelines to help ease the peer-review process. *Grading Scale:* To collect all 20 points for this assignment, students must provide constructive feedback to two peers ten times during the semester. The instructor will create a thread of discussion to organize each one of the graded peer-group collaboration topics.

**Chapter Quizzes (10%)** – You are scheduled to take ten chapter quizzes to document your reading and comprehension of the information presented in the chapters of your textbook. Some of the quizzes will entirely be composed of multiple-choice items and others will have open-ended questions. Quizzes will be available for the entire week in Bb. *Grading Scale*: You will earn a “0” for late submissions and/or for answering less than 60% of the questions inaccurately. You will earn 1 point per quiz if you answer at least 80% of the questions correctly, and lose half a point if you answered between 60-75% of the questions correctly.

**Research Proposal (40%) –** This will be the culminating paper of the course. Your research proposal will include: (1) A cover page and a table of contents, (2) Introduction, where you discuss your problem statement, rationale, and the research question(s), (2) Literature Review, where you document the background of your study (3) Methods, where you will identify your research design in terms of methods, participants, data collection and analysis, (4) References, where you will document the articles you used for your study using the APA style, and (5) Appendices, where you will include the sources of data and other related material. The proposal file must also include a concept map and triangulation matrix in the methods section. The final research proposal that you will submit at the end of the semester must incorporate all feedback and revisions. A proposal evaluation rubric will be provided to facilitate the peer-feedback and final project evaluation processes.

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| A | 900 – 1000 |
| B | 800 – 890 |
| C | 700 – 790 |
| F | Below 690 |
| \*I | Work that has not been fully completed |
| NW | Non-attendance\*\* for a two week class period |
| NF | Student stopped attending class without officially dropping the class |

*\*An “I” grade is granted only in exceptional cases. Work must be completed within a year or the course will have to be repeated.*

*\*\*Attendance at an online class means posting assignments on their due dates and participating weekly discussions on Bb.*

**COURSE ACTIVITIES AND POLICIES**

**NCCU e-mail policy**: All enrolled NCCU students must use their NCCU e-mail address to communicate with NCCU personnel. In addition, students should NCCU e-mail and Blackboard announcements on a daily basis.

**NCCU attendance policy**: Students will be encouraged to drop the course if they have been inactive for two weeks. The instructor will count your weekly Bb submissions as attendance. If, during at any time of the course, you are absent from the course for two weeks, you will receive an email from the instructor encouraging you to drop the course. Extenuating circumstances must be approved by the instructor.

**Student Disability Services:** Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services in Suite G20 in the Student Services Building.  Please contact Kesha Lee, Director at (919) 530-6325 or email [studentdisabilityservices@nccu.edu](mailto:studentdisabilityservices@nccu.edu).  If you are already registered in the office, you will need to return to the office each semester to review your information and receive updated accommodations.

**Ground Rules for Attending and Participating in the Course Activities:***Rule 1 – Make the Time Commitment:* It is expected that students put 6 hours per week to complete the course activities. If you are unable to make the minimum time commitment – *a minimum of* *6 hours per week* – and adhere to the course schedule for completing each assignment in a timely manner, this course may not be appropriate for you. A six-hour per week commitment is a realistic expectation. If you were to take this course face-to-face, you would have had to spend 3 hours per week sitting in class in addition to an hour or so for commuting to and from home/work, and several more hours for reading the textbook and doing homework. Therefore, the time commitment required for this online course is based on the minimum number of hours of contact and study time required for a graduate level delivered face-to-face.

*Rule 2 – Use Your Peer Groups to Collaborate, Participate, and Learn:* The mode of the course delivery (online) coupled with the content of the course (research methods) makes it crucial that you work with others to succeed in this course. From the week two onwards, you will be working within your peer groups. All chapter discussions and peer-reviews will take place within the peer-groups. The instructor will create a single thread of discussion for each of the scheduled chapter discussions. Students will post their assignments by replying to this thread. This will keep things organized and help everyone to find things easily.

*Rule 3 – Adhere to the Course Schedule and Stay on Task*: It is crucial that you stay on task and complete the course assignments as scheduled. Each of your assignments has strict deadlines. You will lose points for each late submission and earn a “0” for no submission. All your research assignments are always due before the midnight on Mondays. Please pace yourself accordingly during each week to submit your research assignments on time. The peer-feedback must be provided within three days following the RA deadline.

*Rule 4 – Understand the Grading Scale:* Please read and reflect on the types of assignments you were to undertake in this semester. When creating your assignments, please make sure you address all the requested components in order to earn the full score. Understand that you will lose points for late and incomplete submissions. Late submission means you submitted your weekly assignment one minute after 11:59pm on Mondays. An incomplete submission means you (1) either did not submit all the components of an assignment or (2) provided general feedback to your peers such as “great job” without a constructive criticism.

*Rule 5 – Attend the Two Research-Talk Sessions facilitated by Elluminate*: This course is entirely delivered online with the exception that everyone attends to the two virtual sessions facilitated by *Elluminate*. It is important each of you be present in these meetings and be prepared to present your work-in-progress and engage in a discussion with your peers as well as the instructor. I will set up these meetings either on a Tuesday or Thursday between 5pm and 7pm. More information will be posted onto the Bb discussions.

Use the following Blackboard protocols to retrieve course materials and post your answers assignments:

* Go to the **Announcements** tab to find out about weekly messages from your instructor. These weekly announcements will introduce you to the week’s topic. You are not to post anything here. I will also use the Announcement tab to post reminders or general information about the weekly activities in the course.
* Go to the **Course Information** tab to locate and download the course syllabus and the proposal evaluation rubric that we will use to evaluate the final proposals.
* Go to the **Instructor’s Info** tab to find my business card. Do not hesitate contact me by email at any time during the course if you need individual attention. I will reply to each of your email correspondences within 24 hours. If you have a question that you think might benefit other students in class, post your question to Bb Discussion pages.
* Go to the **Course Documents** tab to locate the essential and supportingcourse materials. I will post each chapter content week by week in a single folder.
* Go to the **Peer-Group Discussion Board** to engage in conversation with your instructor and your peers. It is important that you help the instructor keep discussions organized by posting your replies and submitting your assignments under a specific thread assigned for an activity. In this way, we will keep things organized and will be able to quickly retrieve materials and post our replies.
* Go to the **Whole-Class Discussion Board** to engage in conversation with all the students enrolled in the course. The Whole-Class DB is also the space we will do our personal introductions in the first week of the course.
* Go to the **Quizzes** tab to retrieve the quizzes when they were scheduled.
* Go the **Grade Book** to view your grades for your assigned work. All your weekly assignments are due before midnight of Monday. Expect to lose grades for your incomplete, late, or no submissions.

**Week by Week Course Schedule**

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| **Week** | **Topics** | **Course Activities** | **Deliverables** |
| Wk 1 Aug 19 –  21 | Personal Introductions Course Protocols | * Introduce yourself on Bb * Post questions/   concerns to Bb | * Personal intro to Bb * Peer-Groups are formed * Q&As to Bb |
| Wk 1, continued  Aug 22 -28 | Nature of Scientific Inquiry | * Read Ch 1 * Peer-group greetings * Watch the 1st video * Live Meeting 1 | * RA 1, Intro to Resrch * Quiz 1 * Peer-Group Collab 1 |
| Wk 2  Aug 29 –  Sept 04 | Research Approaches in Education | * Read Ch 2 * Ch 2 Bb discussions * Using Library resources | * RA 2, *QUAN Article Critique* * Quiz 2 |
| Wk 3  Sept 05 –  Sept 11 | Research Problem | * Read Ch 3 * Problem statement * Peer reviewing * Watch the 2nd video | * RA 3, *Problem Statement* * Peer-Group Collab 2 * Quiz 3 |
| Wk 4  Sept 12 –  Sept 18 | Reviewing the Literature | * Read Ch 4 * Using library * Retrieving articles | * RA 4, *QUAL Article Critique* * Revised problem statement |
| Wk 5,  Sept 19 –Sept 25 | Hypothesis Testing | * Read Ch 5 * Problem Statement and Lit Review Draft 1 | * RA 5, *Research Plan Outline* * Quiz 4 * Peer-Group Collab 3 |
| Wk 6,  Sept 26 –Oct 02 | Tools of Research | * Read Ch 8 * Lit Review continues * Peer-Review | * RA 6, *Data Sources* * Peer-Collab 4 |
| Wk 7,  Oct 03 –  Oct 09 | Validity, Reliability, and  Survey research | * Read Ch 9 * Methodology * IRB Protocols * Watch the 5th Video | * RA 7, *Validity & Reliability* * Quiz 5 * Peer-Group Collab 5 |
| Wk 8,  Oct 10 –  Oct 16 | Experimental Research  Research Ethics | * Read Ch 10 * Research ethics * Methodology | * RA 8, *IRB Proposal* * Quiz 6 |
| Wk 9,  Oct 17 –  Oct 23 | Research Design: Ex Post Facto | * Read Ch 12 * Mapping the methodology * Watch the 3rd video | * RA 9, *Triangulation Matrix* * Quiz 7 * Peer-Collab 6 |
| Wk 10,  Oct 24 –  Oct 30 | Research Design: Correlation  Concept mapping | * Read Ch 13 * Concept mapping * Peer feedback * Watch the 4th video | * RA10, *Concept Mapping* * Quiz 8 * Peer-Group Collab 7 |
| Wk 11,  Oct 31 –  Nov 06 | Understanding and communicating the research process  Qualitative Research, Ch 15 | * Concept mapping * Peer feedback | * Revise and re-submit the Concept Map   submitted as RA10   * Quiz 9 * Peer-Group Collab 8 |
| Wk 12,  Nov 07 –  Nov 13 | Qualitative Research: Design and analysis | * Read Ch 16 and 17 * Peer feedback | * Quiz 10 * Gather, organize, and revise the files |
| Wk 13,  Nov 14 –  Nov 20 | Documenting and Writing the first draft of the proposal | * Writing the proposal draft | * Writing and submitting the first draft of the proposal |
| Wk 14, Nov 21 –  Nov 26 | Peer-review and writing the final draft | * Peer-review/critique * Writing the final draft * Instructor’s feedback | * Peer-Reviewing the first draft (Collab 9 and 10) |
| Wk 15,  Dec 06 |  |  | * Final Proposal file |

**\*** Second *Live Elluminate Session* will be announced.