

University of  
Lethbridge



Faculty of Education

THE UNIVERSITY OF LETHBRIDGE  
FACULTY OF EDUCATION

**ED 5400: THE NATURE OF EDUCATIONAL RESEARCH**  
**Fall, 2018**  
**Educational Leadership Cohort (OL)**

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<b>Instructor:</b>	Daniel Balderson, Ph.D.	<b>Secretary:</b>	Margaret Beintema
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<b>Class Location:</b>	Online (Primary Site: <a href="https://moodle.uleth.ca">https://moodle.uleth.ca</a> )		

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### **Course Description**

An introduction to the paradigms of educational inquiry, the framing of research questions and research processes and methods as it relates to a variety of educational settings.

This online course introduces students to the concept of research and its application in educational leadership settings. Students will be introduced to a wide range of qualitative and quantitative methods.

### **Course Outcomes:**

Students will:

-  Demonstrate an understanding of educational research and how it relates to their professional lives (Module 2)
-  Demonstrate an understanding of various research methodologies (Module 2)
-  Discover & analyze peer reviewed literature (Module 3)
-  Demonstrate and understanding of how to develop a research plan (Module 4)
-  Demonstrate and understanding of validity and reliability issues (Module 4)
-  Demonstrate an understanding of how to effectively collect and analyze data (Module 5 & 6)
-  Demonstrate and understanding of how to use research to make decisions and move forward (Module 7)
-  Discuss theoretical and practical issues related to research (Module 1-7)
-  Demonstrate an ability to communicate research effectively (Module 1-7)

***Each outcome will be formatively and summatively assessed in related assignments and discussions.***

### **Course Text**

Action Research: Improving schools and empowering educators, 5<sup>th</sup> Edition. Sage Publishing. Craig A. Mertler. **ISBN: 978-1-4833-8905-9 (pbk).**

### Supplementary Texts

Conducting Educational research: guide to completing a major project. Sage Publishing. Daniel J. Boudah ISBN 978-1-4129-7902-3 (pbk)

Research Methods In Education, 6<sup>th</sup> edition, by Louis Cohen, Lawrence Manion, and Keith Morrison. Published by Routledge, 2007, ISBN 10: 0-415-36878-2, (pbk).

How to DeSign and Evaluate Research in Education 10<sup>th</sup> Edition. McGraw Hill Publishers. Jack R. Fraenkel. ISBN: 9781259913839, 125991383X

### Course Overview

Module	DATE	TOPICS	INFORMATION TO REVIEW	ADDITIONAL INFORMATION/ LINKS	ASSIGNMENTS/ TASKS DUE
1	September 5 <sup>th</sup> -9 <sup>th</sup>	<b>Welcome to the Course</b>	- Balderson: Overview of Education 5400  - Course Syllabus	- Balderson Overview (Moodle)  - Student Study Site <a href="https://edge.sagepub.com/mertler5e">https://edge.sagepub.com/mertler5e</a>  - Course Syllabus (Moodle)	- Purchase Text Book - Review Course Materials - Profile Post
2	September 10 <sup>th</sup> -23 <sup>rd</sup>	<b>Introduction to Research</b>  Inductive & Deductive Reasoning  Hypotheses  Variables  Research Types  Overview of Action Research	- Balderson: Overview of Module 2  -Text Book Chapter 1 & 2 pg. 1-50  -Additional Readings Posted to Moodle  - Student Study Site	- Balderson Overview (Moodle)  Student Study Site Resources - Quiz - eFlashcards - Chapter Summary - SAGE Journal Article - Web Resources - Video Resources - Discussion Questions	- Discussion Topic: Topics of Interest Posts  - Research Paper Review
3	September 24 <sup>th</sup> - October 8 <sup>th</sup>	<b>Reviewing the Literature</b>  Sampling  Instrumentation	- Balderson: Overview of Module 3  - Text Book Chapter 3 pg. 52-83  -Additional Readings Posted to Moodle	Balderson Overview (Moodle)  Student Study Site Resources - Quiz - eFlashcards - Chapter Summary	-Discussion Topic Posts  - Literature Review

		Reliability & Validity	- Student Study Site	<ul style="list-style-type: none"> <li>- SAGE Journal Article</li> <li>- Web Resources</li> <li>- Video Resources</li> <li>- Discussion Questions</li> </ul>	
4	October 9 <sup>th</sup> - October 21 <sup>st</sup>	<b>Developing a Research Plan</b>  Quantitative Methods  Qualitative Methods  Mixed Methods	<ul style="list-style-type: none"> <li>- Balderson: Overview of Module 4</li> <li>- Text Book Chapter 4 pg. 86-125</li> <li>- Student Study Site</li> <li>Additional Readings Posted to Moodle</li> </ul>	<ul style="list-style-type: none"> <li>Balderson Overview (Moodle)</li> <li>Student Study Site Resources <ul style="list-style-type: none"> <li>- Quiz</li> <li>- eFlashcards</li> <li>- Chapter Summary</li> <li>- SAGE Journal Article</li> <li>- Web Resources</li> <li>- Video Resources</li> <li>- Discussion Questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Discussion Topic Posts</li> <li>- Research Paper Introduction</li> </ul>
5	October 22 <sup>nd</sup> - November 4 <sup>th</sup>	<b>Collecting Data</b>  Validity & Reliability  Ethical Considerations	<ul style="list-style-type: none"> <li>- Balderson: Overview of Module 5</li> <li>- Text Book Chapter 5 pg. 128-169</li> <li>Student Study Site</li> <li>- Additional Readings Posted to Moodle</li> </ul>	<ul style="list-style-type: none"> <li>Balderson Overview (Moodle)</li> <li>Student Study Site Resources <ul style="list-style-type: none"> <li>- Quiz</li> <li>- eFlashcards</li> <li>- Chapter Summary</li> <li>- SAGE Journal Article</li> <li>- Web Resources</li> <li>- Video Resources</li> <li>- Discussion Questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Discussion Topic Posts</li> <li>- Data Collection Assignment</li> </ul>
6	November 5 <sup>th</sup> - 18 <sup>th</sup>	<b>Analyzing Data</b>  Statistical Applications  Communicating Findings  Data Analysis Software	<ul style="list-style-type: none"> <li>- Balderson: Overview of Module 6</li> <li>- Text Book Chapter 6 pg. 170-215</li> <li>- Student Study Site</li> <li>- Additional Readings Posted to Moodle</li> </ul>	<ul style="list-style-type: none"> <li>Balderson Overview (Moodle)</li> <li>Student Study Site Resources <ul style="list-style-type: none"> <li>- Quiz</li> <li>- eFlashcards</li> <li>- Chapter Summary</li> <li>- SAGE Journal Article</li> <li>- Web Resources</li> <li>- Video Resources</li> <li>- Discussion Questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Discussion Topic Posts</li> <li>- Data Analysis Assignment</li> </ul>
7	November 19 <sup>th</sup> - December 2 <sup>nd</sup>	<b>Communicating research effectively</b>  Developing a plan and making	<ul style="list-style-type: none"> <li>- Balderson: Overview of Module 7</li> <li>- Text Book Chapter 7, 8, &amp; 9 pg. 217-280</li> <li>- Student Study Site</li> </ul>	<ul style="list-style-type: none"> <li>Balderson Overview (Moodle)</li> <li>Student Study Site Resources <ul style="list-style-type: none"> <li>- Quiz</li> <li>- eFlashcards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Discussion Topic Posts</li> <li>- Action Plan Development and Write Up</li> </ul>

		research based decisions		<ul style="list-style-type: none"> <li>- Chapter Summary</li> <li>- SAGE Journal Article</li> <li>- Web Resources</li> <li>- Video Resources</li> <li>- Discussion Questions</li> </ul>	

**Course Assessment & Evaluation:**

Professional Participation (discussion posts, profile posts, assignments on time)

Research Paper Review: 10%

Literature Review: 20 %

Research Paper Introduction: 10%

Data Collection Assignment: 20%

Data Analysis Assignment: 10%

Action Research Plan 30%

- Assignments given during each module (e.g., literature review) may be included where appropriate in the major assignment. Hopefully you will update, revise, and fine-tune what you submitted earlier based on the feedback you have received and include portions in your final research plan.

**Major Assignment Detailed Description**

***Research Plan***

- 1) Title Page (title, your name, my name, date)
- 2) Introduction (1-2 pages). Why is it important to you and your school/district? You should help the reader feel like this is an important/timely topic. The section should end with a statement of your research problem(s). 5 pts.
- 3) Literature Review (use what you have done previously). Edit and make it flow together. Go from larger, more general topics and progress to your narrow topic. End this section with a review of the research problem and your specific research question(s). 5 pts.
- 4) Methodology (use what you have done previously). 5 pts.
  - a. Data Collection Plans- how did you collect data, tell us the process (who, what why, when, where).
  - b. Ethical Considerations
- 5) Results (Use what you have done previously) 3 pts.
  - a. Data Analysis- what did the results say. Remember, no opinions- just state the facts, describe the numbers/trends in a non biased way.
- 6) Conclusions (Use what you described in Module 6 under “what did you learn”. Add any more conclusions as you see fit. Make it flow together. 3 pts.
- 7) Action/Communication Plan (Use your timeline to let the reader know where you are at in the process and where you are going, what are your expectations going forward, how did the current study assist in this process). 5 pts.
- 8) Reference Page (APA 6<sup>th</sup> Edition) 4 pts.
- 9) Appendix A (Raw Data)

Paper should be no more than 12 pages total (not including references and raw data)

**Grading Schedule for Graduate Classes**

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

\*\*Research Journals in Educational Leadership/Education

Canadian Journal of Action Research  
 Educational Administration Quarterly  
 Educational Leadership  
 Educational Policy  
 School Leadership and Management  
 Journal of Educational Research  
 Canadian Journal of Educational Administration and Policy  
 Canadian Journal of Education  
 School Leadership in Canada  
 Journal of Teaching and Learning  
 Education Evaluation and Policy Analysis  
 Alberta Journal for Educational Research  
 Phi Delta Kappan  
 Journal of Education  
 International Journal of Educational Policy and Leadership  
 Academic Leadership  
 International Journal of Leadership in Education  
 Comparative Education

\*\* These are just a few examples. Other journals that are more specific to your research interest (e.g. Urban Education) may exist.

**Student Conduct**

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar ([www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs)). Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

ATA Code of Professional Conduct

[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About_the_ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

### **Academic Honesty**

*The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.*

### **Privacy and Confidentiality**

*Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.*

*The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.*

*While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.*

### **Withdrawal from an Online Course**

*If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.*