

University of
Lethbridge



Faculty of Education

Education 5400

Nature of Educational Research

Summer Session II: July 8-26, 2019

Room: L1170A

9:00 am - 11:50 am

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Please feel free to call, text, or email, if you have any questions or want to make an appointment!

<https://moodle.uleth.ca>

Additional readings and resources will be provided on the course Moodle site.

Calendar 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.

Course Description

This course is focused on the structures, content, and ways we think about research, and study educational realities and experiences. Opportunities will be facilitated to explore the research process, specifically how paradigms (qualitative, quantitative, and mixed methods) of educational inquiry and methodologies work toward answering compelling and significant research questions. We will survey a sampling of frequently used approaches to research and study the theorists and key researchers associated with these approaches.

Resources and Supplementary Resources

The following required resource is available at the University Bookstore:

Leavy, P. (2017). Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches. New York, NJ: The Guilford Press.

Additional resources/readings will be provided in class or posted on the course Moodle.

Course Overview

| Stage 1: Desired Results | |
|---|---|
| Understandings | Essential and Guiding Questions |
| <ul style="list-style-type: none"> • Students will understand the purposes of qualitative, quantitative, and mixed approaches to research. • Students will understand the key principles of effective research design. | <p>How does understanding the range, nature, structure, and function of educational inquiry position you to be a critical consumer of research?</p> <ul style="list-style-type: none"> • What paradigms and ways of seeing educational experience guide research approaches? • What methodologies are “best” for your own research interests and questions? • How do you, as a researcher, position yourself within the research and why does this matter? |
| Outcomes | |
| <p>Students will</p> <ol style="list-style-type: none"> 1. Demonstrate an applied understanding of how one’s research question and positionality impact research design. 2. Identify characteristics of qualitative, quantitative, and mixed methods research methodologies. 3. Analyze and assess qualitative, quantitative, and mixed research approaches to educational research. | |
| Stage 2: Assessment Evidence | |
| Summative Assessment | Formative Assessment |
| <ul style="list-style-type: none"> • Theoretical Framework/Personal Research Position • Research Methodology Presentation • Culminating Project | <ul style="list-style-type: none"> • Exit Slips • Discussions • Checklists • Peer Feedback |
| Stage 3: Learning Experiences | |
| <ul style="list-style-type: none"> ○ Explore research methodologies: qualitative, quantitative, mixed methods ○ Elements of a research proposal: literature review, theoretical framework, research question, research plan | <ul style="list-style-type: none"> ○ Collecting research data ○ Analyzing research data ○ Reporting research findings ○ Unpacking positionality |

Adapted from Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Course Assessments/Assignments

Evaluation will be based on the following summative assessments/assignments, although formative assessment opportunities will be made available to allow students to refine their work. More detailed assessment overviews will be provided for all assignments.

Assignment #1: Theoretical Framework/Personal Research Position

30% weighting Due: Monday July 15th, 9 am.

For this assignment you will develop a reflection on which research paradigm you most connect with based on the readings from the course and your own understandings and experiences. Your ontological and/or epistemological position should also be explored in this reflection. The reflection is to be minimum 1500 words (or equivalent) and you are to provide support in your reflection from the readings. References are to be in APA formatting.

Assessment Criteria:

Your reflection will be assessed on how clearly you describe your positionality in relation to the research paradigms and how you know that approach to research best suits your position and beliefs. Your reflection will also be assessed on the strengths of the insights you articulate.

Assignment #2: Research Methodologies Presentation

30% weighting Due: Monday July 22nd and Tuesday July 23rd

The purpose of the presentation is to work in pairs to lead the class through an introduction to a specific research methodology (eg: grounded theory, narrative methodologies, action research, experimental design, correlational designs, survey designs). Your presentation should include the following:

- A description of the methodology, characteristics that define the methodology, and what type of research questions this methodology is best suited for.
- A historical view of the evolution of the methodology.
- A discussion of 2 or 3 academic articles that use the methodology.
- An exploration of how this methodology might be used to investigate issues in assessment or curriculum.
- Multi-modal connection to/with/of/for your assigned methodology
- A summary for your peers (maximum - 2 sided, 11x17)

In this presentation you are expected to actively engage your peers through discussions or activities. Your group will have 30 minutes for your presentation. Presentations will be scheduled on Monday July 23rd.

Assessment Criteria

You will be assessed according to your 1) clear articulation of the methodology including historical evolution, 2) integration of academic articles, and 3) description of the potential application of this research methodology, 4) detailed summary

Assignment #3: Culminating Project

40% weighting Due: Friday July 26th, noon

The culminating project for the course gives you the opportunity to answer the 5400 and 5410 critical inquiry questions and experiment with research design and process.

- How does understanding the range, nature, structure, and function of educational inquiry position you to be a critical consumer of research? What are the implications of these understandings on your work as an educator and/or researcher?

For example:

- If you have gained significant insights about one particular research methodology, you could write an essay analyzing the strengths and weaknesses of that methodology and what it means to be a “critical” consumer of this kind of research;
- If you have experience of a particular PD activity (either as a leader or as a participant), your paper could focus on a critical review of that experience highlighting how being a critical consumer of the research supporting that initiative would mediate your experience of that initiative.
- If you have a particular research question you would like to explore and answer through a thesis, your paper could focus on the principles of an effective research design that you would use to answer your question;
- You could also choose to write a paper answering the critical inquiry question directly, integrating insights gleaned from the course and making reference to course and other scholarly readings.

Consult with the instructors to select a focus for this project by July 17. Your essay should be about 2500 words (or equivalent) and follow APA format.

Assessment Criteria

The project will be assessed according to 1) the clarity of its purpose and question at issue; 2) quality of argument made; 3) connections to key course concepts; and, 4) quality of the writing.

Final Letter Grades

The Faculty of Education has a standardized grading schedule for graduate courses. This schedule will be used for determining final grades for graduate students in this course.

| 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 |

Mandatory attendance for all classes is required. In exceptional circumstances where you will be absent, notify the instructor in advance. There is a strict late policy. Late assignments will lose 3% per calendar day unless an extension was granted in advance of the due date. Extensions will only be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor). It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th edition. Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure or organization are not acceptable.

Tentative Course Schedule

| | Monday July 8 | Tuesday July 9 | Wednesday July 10 | Thursday July 11 | Friday July 12 |
|----|----------------|-----------------|-------------------|------------------|----------------|
| AM | 5400 | 5400 | 5210 | Reading Day | 5400 |
| PM | 5210 | 5210 | 5400 | | 5210 |
| | Monday July 15 | Tuesday July 16 | Wednesday July 17 | Thursday July 18 | Friday July 19 |
| AM | 5210 | 5210 | Reading Day | 5400 | 5400 |
| PM | 5400 | 5400 | | 5210 | 5210 |
| | Monday July 22 | Tuesday July 23 | Wednesday July 24 | Thursday July 25 | Friday July 26 |
| AM | 5210 | 5210 | Reading Day | 5400 | 5400 |
| PM | 5400 | 5400 | | 5210 | 5210 |

Tentative Course Overview

| Date(s) | Topic/Concepts | Required Readings |
|-------------------|---|--|
| Monday July 8 | Introduction to Educational Research | Chapter 1 |
| Tuesday July 9 | Research Problem, Purpose, and Questions | Chapter 3 |
| Wednesday July 10 | Researcher Positionality | <p>Bourke, B. (2014). Positionality: Reflecting on the Research Process. <i>The Qualitative Report</i> 18, 1-9.</p> <p>Milner, R. (2007). Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen and Unforeseen. <i>Educational Research</i>, 36(7)</p> |
| Friday July 12 | Quantitative Research Design Qualitative Research Design | Chapter 4 Chapter 5 |
| Monday July 15 | Mixed Methods Research Design | Chapter 6 |
| Tuesday July 16 | Researcher Consumer and/or Producer Data Analysis and Making Meaning | Readings will be provided in class |
| Thursday July 18 | Research Design Challenge | |
| Friday July 19 | Workshopping Assignment #2 | |
| Monday July 22 | Assignment #2 - Presentations | |
| Tuesday July 23 | Assignment #2 - Presentations | |
| Thursday July 25 | Workshopping Assignment # 3 | |
| Friday July 26 | Conclusion to Educational Research: Putting the Pieces Together | |

Student Conduct

I am obliged to remind you that students at the University of Lethbridge are subject to the Student Discipline Policy for Academic and Non-Academic Offenses in accordance with the University Calendar for Graduate Students (<https://www.uleth.ca/ross/academic-calendar>).

Additionally, in the Faculty of Education graduate programs, students are expected to adhere to the conduct expectations as stipulated in Standards of Professional Conduct for Master of Education Students (<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>), and the Alberta Teachers' Association Code of Professional Conduct (<http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf>).

Students with Disabilities Policy

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

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.

Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

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.