



EDUCATION 5400

THE NATURE OF EDUCATIONAL RESEARCH

Fall, 2020

Educational Leadership Cohort (OL)

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Class Location: Online (Primary Site: <https://moodle.uleth.ca>)

If you need assistance or have any questions regarding course content, assignments, or any other course-related concern, please send me an email with your question.










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 an understanding of how to develop a research plan (Module 4)
-  Demonstrate an understanding of validity and reliability issues (Module 4)
-  Demonstrate an understanding of how to effectively collect and analyze data (Module 5 & 6)
-  Demonstrate an 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, 6th Edition. Sage Publishing. Craig A. Mertler. ISBN: 9781544324395 (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, 6th 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 10th Edition. McGraw Hill Publishers. Jack R. Fraenkel. ISBN: 9781259913839, 125991383X

Course Overview

Module	DATE	TOPICS	INFORMATION TO REVIEW	ADDDITIONAL INFORMATION/LINKS	ASSIGNMENTS/ TASKS DUE
1	Sep. 9-13	Welcome to the Course	- Balderson: Overview of Education 5400 - Course Syllabus	- Balderson Overview (Moodle) - Student Study Site- https://edge.sagepub.com/mertler6e Course Syllabus (Moodle)	- Purchase Text Book - Review Course Materials - Profile Post
2	Sep 14-27	Introduction to Research 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 (Due Sept. 27)
3	Sep 28-Oct 12	Reviewing the Literature Sampling Instrumentation Reliability & Validity	- Balderson: Overview of Module 3 - Text Book Chapter 3 pg. 51-84 -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 Posts - Literature Review (Due Oct. 12)

4	Oct 13-25	<i>Developing a Research Plan</i> Quantitative Methods Qualitative Methods Mixed Methods	- Balderson: Overview of Module 4 - Text Book Chapter 4 pg. 85-124 -Student Study Site Additional Readings Posted to Moodle	Balderson Overview (Moodle) Student Study Site Resources - Quiz - eFlashcards - Chapter Summary - SAGE Journal Article - Web Resources - Video Resources - Discussion Questions	-Discussion Topic Posts - Research Paper Introduction (Due Oct. 25)
5	Oct 26-Nov 8	<i>Collecting Data</i> Validity & Reliability Ethical Considerations	- Balderson: Overview of Module 5 -Text Book Chapter 5 pg. 125-168 Student Study Site -Additional Readings Posted to Moodle	Balderson Overview (Moodle) Student Study Site Resources - Quiz - eFlashcards - Chapter Summary - SAGE Journal Article - Web Resources - Video Resources - Discussion Questions	-Discussion Topic Posts - Data Collection Assignment (Due Nov 8)
6	Nov 9-22	<i>Analyzing Data</i> Statistical Applications Communicating Findings Data Analysis Software	- Balderson: Overview of Module 6 - Text Book Chapter 6 pg. 169-212 - Student Study Site -Additional Readings Posted to Moodle	Balderson Overview (Moodle) Student Study Site Resources - Quiz - eFlashcards - Chapter Summary - SAGE Journal Article - Web Resources - Video Resources - Discussion Questions	-Discussion Topic Posts - Data Analysis Assignment (Due Nov 22)
7	Nov 23 – Dec 13	<i>Communicating research effectively</i> Developing a plan and making research based decisions	- Balderson: Overview of Module 7 - Text Book Chapter 7, 8, & 9 pg. 213-273 - 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 Posts -Action Plan Development and Write Up (Due Dec 13)

Course Assessment & Evaluation:

- Professional Participation (discussion posts, profile posts, assignments on time)
- Research Paper Review: 5 pts.
- Literature Review: 10 pts.
- Research Paper Introduction: 5 pts.
- Data Collection Assignment: 10 pts.
- Data Analysis Assignment: 5 pts.
- Action Research Plan 15 pts.

Total for the Course: 50 pts.

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). 2.5 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). 2.5 pts.
- 4) Methodology (use what you have done previously). 2.5 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) 1.5pts.
 - 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. 1.5 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). 2.5 pts.
- 8) Reference Page (APA 6th Edition) 2 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). 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:

<https://www.teachers.ab.ca/TheTeachingProfession/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.

Students with Disabilities

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.