COURSE TITLE: Quantitative and Qualitative Designs in Educational Research

COURSE NUMBER: EDUC 845

CREDIT HOURS: 3 Tutorial

INSTRUCTOR: Jean Johnson
Phone (708) 534-5000, ext. 5144
Office: D34025

TRIMESTER: Spring Summer 1997

Catalog Description:
Provides students with a working knowledge of practical research design skills in quantitative and qualitative methodologies. Emphasis is on developing a working proficiency in design techniques. Prerequisites: EDUC 810 and competency in introductory statistics.

Rationale:
The intent of this course is to provide students with an introduction to empirical decision-making. Knowledge of quantitative and qualitative methods is becoming necessary for scholarship in all empirical disciplines including education. The advent of advanced techniques and technology in statistical analysis and application necessitates knowledge in how design and analysis are combined and conducted.

Course Objectives:
1. State the purpose of a study; identifying the research questions, hypotheses, and significance from published literature and research proposals.
2. Using stated research questions, develop/propose and be able to defend appropriate research methods and procedures for data collection and analysis.
3. Explain the different validity and reliability issues that may arise in different types of approaches (i.e., experimental, quasi-experimental, descriptive, correlational, or qualitative).
4. Explain the purpose, suitability and/or utility of various quantitative, qualitative, or mixed methodologies.
5. Interpret the characteristics and uses of descriptive and inferential analysis techniques, and have experience in appropriate statistical procedures.
6. Be able to determine and address the ethical considerations for a research proposal.

Required Text:
EDUC 845 Syllabus
Page Two

Additional readings will be selected from: (on reserve)


Instructional Activities:

The main focus of the course will be the development of a methodology section for a full research proposal and possible beginning data collection or pilot.

Topics and activities in support of this effort will be determined upon assessing students' prior experiences, but are expected to be derived from the following areas:
- Frameworks and research paradigms
- Use of literature in qualitative and quantitative studies
- Questions, objectives, and hypotheses
- Theoretical supports for the different perspectives
- Ethical considerations of research
- Significance: Practical versus theoretical
- Quantitative methods, advantages and limitations
- Qualitative methods, advantages and limitations
- Combined quant. and qual. methods, advantages and limitations
- Computer packages and statistical analysis
- Scholarly writing

Evaluation:

Evaluation for this course will be based upon:

- Completed methodology section of research proposal 40%
- 2 Method outlines (with defenses) for assigned research questions 25%
- 2 Statistical analyses 25%
- 1 Completed equivalent of mock review for human subjects protection 10%

Grading Scale:

100% total

- 90% A
- 80% B
- 70% C
- 60% D
- Below 60% F