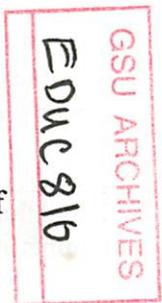


GOVERNORS STATE
COLLEGE OF EDUCATION/ DIVISION OF
COURSE SYLLABUS

COURSE TITLE: Educational Research
COURSE NUMBER: EDUC 810
CREDIT HOURS: 3
INSTRUCTORS: Dr. Charles Hicks Phone (708) 534-4014
Office: D34025
TRIMESTER: Fall 1999



Catalog Description:

Develops literacy in the use of the literature of educational research. Leads to development of research problems and methods to study problems.

Rationale:

The course is designed to lead students to a research perspective so that they may effectively study educational problems and arrive at sensible solutions. The intent of the course is to make students critical consumers of educational research literature and researchers capable of analyzing educational problems.

Course Objectives:

1. Critique research problem statements as well as appropriate hypotheses for the problems.
2. Distinguish among selected types of research methodologies.
3. Summarize the function and purpose of literature reviews in educational research.
4. Interpret the role of populations and samples in the decision making process of educational research.
5. Explain the function and typical characteristics of instruments utilized in educational research.
6. Distinguish among selected research designs intended to provide answers to appropriate research problems.
7. Interpret the characteristics and uses of descriptive and inferential analysis techniques.
8. Appraise the quality and utility of the literature of educational research.

Required Text:

Leedy, P. D. (1997). Practical research: Planning and design (6th ed.). Columbus, OH: Prentice Hall.

Instructional Activities:

The main focus of the course will be the development of a research portfolio. The portfolio has various components that will be assembled over the course of the term and will include an oral summary.

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Complete **three assigned critiques** of published research. One article will be assigned by the instructor. The second will be assigned as the midterm (mock qualifying examination). The third critique will be of an article of the student's choice to be included in the research portfolio.

Midterm Examination. This examination will require the student to critique a research article in a timed situation and format similar to that required in the qualifying examination for the program.

Evaluation:

1. Research Portfolio:

Evaluation for the research portfolio includes:

120 points Portfolio (20 at midterm, 100 at final)

20 points Oral Presentation of Portfolio

The research portfolio is valued at 140 points total.

2. Critiques (1 assigned, 1 midterm, & 1 in portfolio):

Evaluation for each critique is as follows:

4 points Introduction

4 points Summary of Methods

4 points Major Findings and Strengths of the Study

4 points Limitations of the Study

4 points Conclusion

Therefore, each critique is valued at 20 points each for a total of 60 points.

Grading Scale:

200 Points total

180-200 A

160-179 B

140-159 C

120-139 D

119 or below F

Portfolio

Your portfolio must contain at least the following items. Of course you can add additional material or information which you might find helpful later on. The goal is for you to be able to use the portfolio as a basis for the development of your final Master's Project. All of the material for your portfolio must be either typed or computer printouts.

Sections:

1. Identification and preliminary explanation of topic. This section should include your tentative research question(s), possible hypotheses, and the relevance to education. You must cite similar research being conducted in this area (at least 2).

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Page Three

2. **Significance of Study.** This section should address both the practical and theoretical significance of your topic/study. It should also explain how this study would add to the existing base of knowledge, yet make a unique contribution.
3. **Bibliography for your topic.** This section must include at least one printout from each of the following sources: ERIC, PSYCLIT, and one on-line search. Other sources should be typed and consistent with the APA Publication Manual.
4. Beginning of a review of the literature. Using the sources found in section three, you should begin to review the available literature and begin an outline of what could become a review of the literature (or the Chapter Two of a graduate research project or thesis) .
5. **A list of at least six researchers:**
Three from outside of GSU currently working on problems directly relevant to yours. Include their names, institutional affiliations, and addresses. For each of the researchers, include a typed bibliography or a printout of their work from one or more relevant computer databases.
Three GSU'ers who have related interests. Identify by name, role and department. These may be students, faculty and/or alumni. However, at least one must be a faculty member within the Division of Education.
6. **A list of any relevant listservs, WWW pages, etc. relevant to your topic and at least one printout showing that you've posted at least one question regarding your topic at a relevant site on the internet (i.e. newsgroup, listserv, or bulletin board). Include any responses you've received.**
7. **List several possible dependent, independent, and confounding variables worthy of consideration within your topic.**
8. **Describe a possible design for one study that might be done relevant to your topic. Your study can be quantitative, qualitative or mixed; it can be experimental or non-experimental; and it can be unique or can be a systematic replication of another study in order to answer additional or unanswered questions. This should be written in the form of a Methods chapter or section.**
9. **A short discussion of the possible ethical concerns or issues that may arise in terms of your design and how you might resolve or justify those concerns. You may submit a filled out ethical review form from one handed out in class.**
10. **A photocopy of one published (original research) study that is most closely related to what you would like to do. You must also include a written critique of this study that is formatted to the critique guidelines for the class.**
11. **Extra Credit (not required): list at least two agencies that fund this type of research. Include the name, address and phone number of the agency as well as any submission rules you know about (i.e. applications considered quarterly, only funding for projects within Chicago city limits, maximum grant amounts, population preferences).**

**EDUC 810 Section C
FALL 1999
TENTATIVE SCHEDULE**



DATE	TOPIC	DUE	READINGS
8/31	Syllabus & Intro to Research Practice Critique Article (Sample)		
9/7	Intro to Research (con't) Tools of Research		Chs. 1, 2
9/ 14	Library Searches Research Problems		Ch. 3
9/21	Reviews of Literature	Section One of Portfolio: Outline	Ch. 4
9/28	Research: Planning & Ethics Critiquing Research Articles		Chs. 5, 12
10/5	Qualitative Research	Critique One	Ch.s. 7, 8
10/12	Quantitative Research	Portfolio in Progress	Chs. 9,10
10/19	Research Proposals		Ch. 6
10/26	Midterm Exam: Mock Qualifying		
11/2	Portfolio Work (Groups 1, 2, 3)	Bring Portfolio	
11/9	Portfolio Work (Groups 4, 5)	Bring Portfolio	
11/16	Statistics		Ch. 11
11/23	Portfolio Presentations for Students in Groups 1, 2, & 3		
11/30	Portfolio Presentations for Students in Groups 4, & 5		
12/7	Wrap up		
	All final research portfolios DUE	DEC. 7 by 5:00 p.m.	