

EDT 660
Introduction to Educational Research
T 4:30-7:05, CH 208
Fall, 2005

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Office Hours: Tuesday 3:30-4:30 and by appointment

I EDT 660

II Introduction to Educational Research

III Terms Offered: Fall, Winter, Summer I, Summer II

IV Catalogue Description: This course is a study of key components necessary to understand, analyze, and evaluate research. Emphasis is on understanding the foundational principles of inquiry and related issues. EDT 660 is the first in a series of research courses and is taken during the first half of a student's program. A major requirement of this course is the development of a paper reviewing related literature.

Syllabus Reference to EDT Theme and SOEAP Theme

The School of Education and Allied Professions in conjunction with the University of Dayton's Vision 2005 has adopted a school wide theme of "Building Learning Communities Through Critical Reflection." The goal for the faculty in the School of Education and Allied Professions is to become a learning community of its own, model that learning community, and mentor others in their quest for a learning community. This can happen when we work with the human services within the larger communities of public, Catholic and private learning institutions.

The University of Dayton's Department of Teacher Education has adopted a theme that is integrated throughout our entire program of study. The theme of "Teacher as Reflective Decision Maker in a Pluralistic Society" is an appropriate choice, considering the complex needs of students from many different backgrounds and the demand that teachers have as much preparation for this challenge as possible.

The department adopted this theme in accordance with the University's Marianist Mission Statement, which encourages student to take an active role in improving the state of the larger community. This attitude is encouraged when professors and teachers embrace and model qualities of character embodied in the Marianist tradition. These values, found as well in student centered classrooms, include faith, community, mission, inclusiveness, respect, acceptance, empathy, authenticity, service, compassion, a sense of humor, expectancy of good, concern for the total development of the child, and commitment of be professional minded.

V 3 semester hours

VI Prerequisites: 6 hours of graduate work

VII Course Goals: This is an introductory course in research. This course is designed to help the educator understand research as professional inquiry and develop the skills and capacity for understanding needed to ground practice in current understandings of our professions. There will be four major areas addressed this semester: general educational research knowledge, writing a literature review, research in your field/interest area, and APA format.

VIII Course Objectives:

A. Knowledge

1. Explain principles pertaining to research concepts and interpreting research information.
2. Describe the role of research in educational practice.
3. Describe the various methodologies that are used to address research questions.
4. Recall selected principles pertaining to instrumentation and measurement.
5. Identify appropriate use of statistical procedures.
6. Describe the data collection techniques associated with research that address questions that are qualitative in nature.
7. Articulate the logical framework of a review of literature.

B. Skills

1. Critique published research on the basis of established criteria including evaluating the appropriateness of method used in research and claims made to the questions asked.
2. Learn to employ a variety of data collection techniques.
3. Learn the basics for interpreting numerical data through selected statistical procedures using a computer-based statistical package.
4. Apply interpretive techniques to qualitative data.
5. Employ available Internet sources for literature searches and related tasks.
6. Develop a review of literature focused on a relevant topic or problem of educational significance and importance.

C. Attitudes and Values

1. Value educational research as an important way of gaining knowledge.

2. Appreciate the diverse ways in which all members of a learning community address questions of importance and topics of concern.

IX Course Topics:

APA format and style
The Nature of Educational Research
Research Problems and Questions
Reviewing the Literature
Quantitative Methodologies
Qualitative Methodologies
Experimental and Quasi-Experimental Research
Correlational Designs
Survey Research
Grounded Theory Designs
Ethnographic Designs
Narrative Research Designs
Mixed Method Design
Action Research Design
Computer/Internet Technology and Access

X Instructional Procedures:

Large and small group discussion
Lecture
Team projects/tasks in class
Demonstration of computer applications
Peer conferencing and critiques

XI Instructional Technology:

Students will be expected to demonstrate through products their ability to wordprocess, use online reference sources, and the text website

XII Student Evaluation Criteria:

You will receive explicit criteria for each written assignment. Quizzes and assignments will be graded on a point system.

Attendance & participation	required*
Quizzes	10 points per quiz
Midterm & Final Exams	40 points each
Published research critique #1	10 points
Published research critique #2	10 points
Review of Literature draft	10 points
Review of Literature - Paper	50 points