



Faculty of Education 2018-2019

## EDUC890 Introduction to Educational Research

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**Office Hours:** flexible—please contact me to make an appointment that fits your schedule

**Course website:** <http://benjaminbolden.ca/teaching/educ-890/>

### Course Description

An introduction to educational inquiry and its principal approaches. The course involves students in activities associated with educational inquiry, and is an initial preparation for thesis and project work. Because the course is introductory, it exposes students to the tools and conventions of educational inquiry: for example, library searches, use of primary and secondary sources, writing graduate assignments.

### Course Overview

The focus of this course is learning how to make sense of research reports and the research process. We will explore how to read, recognize, and understand research, and we will learn how research is conducted and reported. The course is *not* focused on how to do research, but it will start you on the road to designing your own research project.

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## Degree Level Expectations (DLEs at the completion of the M.Ed.)

DLE	Learning Outcomes (Master's)	Indicators of Achievement (Master's)	Alignment with EDUC890
Depth and breadth of knowledge	Graduates will be able to summarize the significant theoretical and practical ideas central to the courses completed as part of their M.Ed. program. Graduates will be able to identify an issue or problem and frame it within the field of Education or, where appropriate, other related disciplines.	Graduates will have: a) A thorough and critical understanding of foundational educational knowledge and its relationship to professional practice. (b) An understanding of current issues and developments at the forefront of the field, drawing on relevant knowledge from other disciplines.	Assignments #1-6.
Research and scholarship	Graduates will be able to read and interpret educational research and scholarship work. Graduates will be able to formulate researchable questions and situate the resulting inquiry within an appropriate methodological framework.	Graduates will have: An understanding of and practice in methods central to inquiry in education, connecting these to emerging educational questions, enabling critical evaluation of complex educational issues and resulting in independent research and scholarship.	Assignments #4, 5, 6.
Level of application of knowledge	Graduates will be able to synthesize the theoretical and practical ideas central to each course selected for their program and, where appropriate, connect these to their research/scholarship. Graduates will be able to plan and conduct independent educational research/scholarship using valid and defensible methods.	Graduates will have: Competence in the application of knowledge and the skills of inquiry to address theoretical and practical aspects of education.	Assignments #1-6.
Level of communication skills	Graduates will be able to communicate their developing ideas accurately and succinctly with peers and course instructors. Graduates will be able to present confidently a culminating scholarly product.	Graduates will have: An ability to communicate clearly ideas, issues, and new knowledge in a variety of ways with multiple stakeholders.	Assignments #1-6 and class activities.
Autonomy and professional capacity	Graduates will model ethical and professional behaviours in undertaking and completing their program of study. Graduates will be able to engage in scholarship and inquiry that furthers meaningful, ethical, and just research and practices.	Graduates will be able to: Apply ethical behaviours consistent with academic integrity and professional standards and the use of appropriate guidelines and procedures for responsible conduct of research. Think critically and apply independent inquiry appropriate for diverse educational contexts. Have the intellectual independence required for continuing professional learning.	Contribution to class community through class discussions, tasks, group and individual activities.  Assignments #4, 5, 6.
Awareness of limits of knowledge	Graduates will be able to articulate the sources and boundaries of their own knowledge and skills as these become evident during each course of study. Graduates will be able to articulate the boundaries or limitations of their own research and findings.	Graduates will have: A capacity to identify the contribution of multiple perspectives inherent in educational issues and the value of examining additional interpretations, methods, and disciplines.	Assignments #1, 2, 6.
Other research competencies	For more detailed research competencies based on the Information Literacy Standards for Graduate Students in Education, February 2012, see Section 15. Master's students will begin an exploration of these competencies during their degree program.		

## Texts

### Required:

Plano Clark, V. L., and Creswell, J. (2015). *Understanding research: A consumer's guide* (Second ed.). Upper Saddle River, New Jersey: Pearson.

### Recommended: (for writing style and standards)

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. <http://apastyle.org>

For help with APA formatting see: <https://owl.english.purdue.edu/owl/resource/560/01/>

## Other policies and responsibilities

### Attendance, Course Work and Conduct (<http://educ.queensu.ca/regulations-policies>)

Students must be registered in a course(s) to be eligible to attend or otherwise participate in lectures, tutorials, assignments, tests, and examinations associated with the course(s). Students are expected to be and, at the discretion of the instructor, may be required to be present at all lectures, tutorials, tests, and examinations in their courses and to submit assignments at the prescribed times. Student conduct in lectures, laboratories, tutorials, tests and examinations must conform to the University's Code of Conduct.

A student who claims illness or compassionate grounds as reason for missing lectures, tutorials, assignments, tests, or examinations is responsible for making alternative arrangements with the instructors concerned. In most cases, this should not require medical or other documentation. If there is a significant effect on attendance or academic performance, the student must provide documentation with any request for accommodation and appeal directly to the instructor in a timely manner.

At the discretion of the instructor, an assigned alternate learning activity may be expected to be completed within a mutually convenient period of time if a class is missed

It is a matter of your professional responsibility to be prepared for class and be on time.

### Academic Integrity

All breaches of academic integrity are considered serious offences within the University community and a student who commits such an offence runs the risk of a range of sanctions including a failure in the course or a requirement to withdraw from the University. Departure from academic integrity includes plagiarism, which means presenting work done (in whole or in part) by someone else as if it were one's own. For complete details, please see <http://educ.queensu.ca/regulations-policies>

### Disability

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://queensu.ca/studentwellness/accessibility-services>

If you have accommodations that have been approved through the QSAS, please advise your instructors as soon as possible so that your accommodations are implemented. It is advised that you also contact the Associate Dean, Graduate Studies when have received your accommodation letter from the QSAS.

## Course Evaluation/Grading Policy

The grades for all courses or components of the MEd programs are:

<b>Letter Grade</b>	<b>Descriptor</b>	<b>Percentage</b>
A+	Exceptional; significantly exceeds the highest expectations for the assignment or course.	90 -- 100
A	Outstanding; meets the highest standards for the assignment or course.	85 -- 89.9
A-	Excellent; meets very high standards for the assignment or course.	80 -- 84.9
B+	Very good; meets high standards for the assignment or course	77 -- 79.9
B	Good; meets most standards for the assignment or course	73 -- 76.9
B-	More than adequate; shows some reasonable command of material	70 -- 72.9
Fail	Covers a range between patchy work, some inaccuracy and confusion, clumsy application of techniques and principles, inadequate indications of knowing the most important features of the topic, of not having ability to synthesize, etc. and glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topic, etc. In general, this category characterizes work that fails to demonstrate the minimal knowledge and skills for the effective work in the discipline. (See also Section 25.6. Failure in a Primary Course in the Graduate Studies in Education: A Handbook.)	Less than 70

## Class Schedule

*(Please read the assigned chapters and associated example articles in the text before each class.)*

Class 1	Sept. 11	Ch. 1 – How research is conducted & reported	
Class 2	Sept. 18	Ch. 2 – Quant vs. Qual	
Class 3	Sept. 25	Ch. 3 – Problem statements	
Class 4	Oct. 2	Ch. 4 – Lit reviews	<i>Ass. 2 due.</i>
Class 5	Oct. 9	Ch. 5 – Purpose statements, research questions	
Class 6	Oct. 16	Ch. 6 – Quant research designs	<i>Ass. 3 due.</i>
Class 7	Oct. 23	Ch. 7 & 8 Quant data collection & analysis	<i>Ass. 4 (presentations) begin.</i>
Class 8	Oct. 30	Ch. 9 – Qual research designs	<i>Presentations.</i>
Class 9	Nov. 6	Ch. 10 – Qual data collection	<i>Presentations.</i>
Class 10	Nov. 13	Ch. 11 – Qual data analysis	<i>Ass. 5 due. Presentations.</i>
Class 11	Nov. 20	Ch. 12 – Mixed method designs	<i>Presentations.</i>
Class 12	Nov. 27	Ch. 13 – Action research designs; Ch. 14 – Final sections of research reports	<i>Presentations.</i>
No class	Dec. 4	—deliver assignment under my door (A215)	<i>Ass. 6 due.</i>

## Assessment Components and Tasks/Assignments

All assignments are to be submitted in hard copy (paper) and APA formatted, i.e., double spaced, etc. For an example of APA formatting, see the sample article on p. 481 of the course text.

**Late assignments:** *Submitting an assignment on time is required. Any late submission must be negotiated with the instructor PRIOR to the day the assignment is due. Further late submission will not be granted unless under exceptional cases.*

**Assignment 1. 10% - Due throughout course and assigned in class.** Periodic homework assignments (such as end-of-chapter tasks and questions, in-class ad hoc presentations, etc.).

**Assignment 2. 10% - Due Oct. 2.** Introductory components.

Adapted from the text, p. 95. For a research article on a topic of interest to you...

- Write a complete APA-style reference for the article;
- Identify the following components, usually found within the introduction or early in the article: topic, research problem, justification, deficiency (or gap), audiences;
- Note that authors do not directly state all of these elements—if an element is missing, explain why you think it is not there, and if you think its absence is acceptable or problematic;
- Email me a pdf of the article.

Maximum two pages in length. See the assessment rubric and exemplar on my website.

**Assignment 3. 20% - Due Oct. 16.** Summary of a research article.

For a research article on a topic of interest to you (NOT the same article that you used in Assignment 2), provide/identify...

- Complete APA reference
- Research problem, purpose, research questions, hypotheses
- Research design, participants, data collection and analysis
- Major results/findings
- Your comments about the study (e.g., strengths, weaknesses, implications for practice)
- Email me a pdf of the article.

Maximum four pages in length. There are exemplars in the text, Ch. 4, pp. 134-5, but follow the same *formatting* as the assignment 2 exemplar. See the assessment rubric on my website.

**Assignment 4. 20% - Due Oct. 23-Nov. 27 (individually assigned dates).** Thesis/project presentation. Find, read and report to the class on a thesis or project of interest to you, addressing:

<b>Thesis/ Dissertation</b>	<b>Project</b>
Topic and research problem	Topic
Purpose, research questions, hypotheses	Purpose
Summary of literature review	Summary of literature review
Research design	Overview of project format
Participants, data collection and analysis	Summary of project content
Major results/findings	Other aspects of interest
Your comments about the work (e.g. strengths, weaknesses, implications for practice)	Your comments about the work (e.g. strengths, weaknesses, implications for practice)

**N. B.** The presentation is a **maximum** of 15 minutes in duration. See the assessment rubric on my website.

**Assignment 5. 10% - Due Nov. 13.** Research question & purpose.

Write a Topic, Problem, Purpose, and Research Question (and if appropriate one or two sub-questions) for a potential/possible research project. Maximum two pages in length. Follow the same formatting as the assignment 2 exemplar. See the assessment rubric on my website.

**Assignment 6. 30% - Due Dec. 4.** Literature review.

Write a literature review for a possible/potential research project. Maximum six pages in length. In addition, provide a literature map (exemplars pp. 137-8). See the assessment rubric on my website.