

Cover Sheet: Request 11160

EDF4XXX Educational Research Design

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Manley, Anne Corinne amanley@coe.ufl.edu
Created	9/29/2016 9:05:17 AM
Updated	10/28/2016 6:15:21 PM
Description of request	This course addresses the basic tenets of educational research design, including quantitative, qualitative, and mixed-method approaches to investigating educational phenomena. Students will learn the information needed to understand the educational research process.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Human Development and Organizational Studies in Education 011807000	Miller, David		10/4/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/28/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

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Request: EDF4XXX Educational Research Design

Description of request: This course addresses the basic tenets of educational research design, including quantitative, qualitative, and mixed-method approaches to investigating educational phenomena. Students will learn the information needed to understand the educational research process.

Submitter: Waldron,Nancy L waldron@coe.ufl.edu

Created: 10/28/2016 5:59:41 PM

Form version: 4

Responses

Recommended PrefixEDF

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code None

Course TitleEducational Research Design

Transcript TitleEducational Research

Degree TypeBaccalaureate

Delivery Method(s)On-Campus

Online

UF Online - Please attach a letter of support from the Director of the UF Online program

Co-ListingNo

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course addresses the basic tenets of educational research design, including quantitative, qualitative, and mixed-method approaches to investigating educational phenomena. Students will learn the information needed to understand the educational research process.

Prerequisites EDF 4430

Co-requisites None

Rationale and Placement in Curriculum This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Educational Psychology & Research specialization.

Course Objectives Objective 1: Students will design their own research investigation on an educational topic related to their academic interests.

Objective 2: Students will read, understand, and evaluate reports on educational research available in the educational literature.

Objective 3: Students will conduct basic statistical and qualitative analysis of data and

interpret the results.

Course Textbook(s) and/or Other Assigned ReadingTitle: How to Design and Evaluate Research in Education (9th edition)

Authors: Jack R. Fraenkel, Norman E. Wallen, Helen H. Hyun

Publication Date: 2015

Readings: Primary readings will come from the chapters within the 9 parts of the book, which cover Introduction to Research, The Basics of Educational Research, Data Analysis, Quantitative Research Methodologies, Introduction to Qualitative Research, Qualitative Research Methodologies, Mixed-Methods Studies, Research by Practitioners, and Writing Research Proposals and Reports.

Weekly Schedule of Topics Week 1: Introduction to Research and Ethics (ethics; with emphasis on ethics related to populations in educational settings)

Week 2: Introduction to Quantitative Educational Research (the nature of quantitative research; the research problem; locating and reviewing the literature)

Week 3: Basics of Quantitative Research (variables; hypotheses; sampling; instrumentation; validity; special emphases on common occurrences of each topic in educational settings)

Week 4: Quantitative Research Design Methodology (experimental research; clustered experimental designs for use with teachers and students in classrooms; correlational research)

Week 5: Introduction to Quantitative Measurement (the process of measurement; measurement validity; reliability)

Week 6: Quantitative Data Analysis (descriptive statistics; inferential statistics; statistics from an educational perspective)

Week 7: Single-Case Research (with emphasis on special populations in education)

Week 8: Introduction to Qualitative Research (the nature of qualitative research; observations; interviews)

Week 9: Qualitative Research Methodological Frameworks (ethnographic research; grounded theory; historical research)

Week 10: Qualitative Data Analysis (content analysis; text analysis; constant comparative methods)

Week 11: Introduction to Narrative Inquiry in Qualitative Research

Week 12: Introduction to Mixed Methods Studies (concurrent mixed method designs; sequential mixed method designs)

Week 13: Research by Practitioners (with emphasis on educational practitioners)

Week 14: Connecting Educational Research, Practice, and Policy

Week 15: Writing Research Proposals and Reports (with emphasis on educational research outlets and educational practitioner outlets)

Week 16: Group Presentations of Educational Research Proposals

Links and Policies

1. Class attendance, make-up exams and other work:
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

2. Accommodations for students with disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

3. Online course evaluation process:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

4. UF Honor Code:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

5. UF Campus Resources: Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

Grading Scheme Educational Research Proposal (20% of final grade): Each student will propose methodology for a quantitative, qualitative, or mixed methods research study. The proposal will have requirements (e.g., necessary sections; word limit; statement of significance; validity/trustworthiness evidence) similar to the American Educational Research Association's requirements in the Call for Research Proposals.

Research Evaluation (30% of final grade; with 10% for each of 3 evaluations): Each student will select one of each type of study (quantitative, qualitative, and mixed-method) from the educational literature (peer-reviewed, scholarly journal article) and critique the methodology by connecting the study to the material learned in class.

Project on Controversies in Educational Research (10% of final grade): Each student will choose a controversial issue in educational research [topics of which are provided by the instructor and the course text book]. The student will write a paper that presents the multiple perspectives on the controversy, along with examples from the educational research literature that exemplify each of the multiple perspectives.

Presentations (5% of final grade): Each student will present to the class the result of the Project on Controversies in Educational Research. Each presentation will be followed by a

question & answer session, with questions coming from other students in the class.

Assignments (30% of final grade; with 10% for each of 3 assignments): Each student will complete three individual assignments that will require an assortment of exercises that help the student master the topics from class (e.g., watch an online video about random assignment in educational experiments and answer questions about the video; conduct a t-test with a data set provided by the instructor; review a coded transcript from a qualitative educational research study and identify the various levels of coding performed by the researcher).

Online Reflections (5% of final grade): Each student will choose a week in which she/he will post a critical reflection of the course material. Critical reflections may consist of discussions about ethical issues related to particular research designs, issues in implementing particular methodologies in educational settings, or other such controversial areas of conducting educational research. The reflections will be posted on Canvas for all students to view and to make comments.

Final Grade Scale:

93% - 100% = A

90% - 92.99% = A-

87% - 89.99% = B+

83% - 86.99% = B

80% - 82.99% = B-

77% - 79.99% = C+

73% - 76.99% = C

70% - 72.99% = C-

67% - 69.99% = D+

63% - 66.99% = D

60% - 62.99% = D-

59.99% or Below = E

Instructor(s) Dr. Anne Corinne Manley