

# EDUC640

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

---

## Course Summary

**Course :** EDUC640 **Title :** Research Methods in Education

**Length of Course :** 16

**Prerequisites :** EDUC502, EDUC503, EDUC505, EDUC506, EDUC508, EDUC509 **Credit Hours :** 3

---

## Description

**Course Description:** This course provides an overview of approaches to research; rationales for methodological choices; uses and abuses of research processes and findings; tools and techniques for finding or generating data; tools and techniques for analyzing data; decision-making and interpretation; making conclusions public; and ensuring that research participants are respected and valued throughout the process. Thorough coverage of these topics is designed to equip practitioners with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to issues at the individual, classroom, school, or district levels. Additionally, the course is designed to prepare practitioners to conduct high quality action research projects aimed at the individual, classroom, school, or district levels, or additional educational environments. Candidates in the M. Ed. Teaching-Concentration in Secondary Social Studies program must take the 16-week course version per the West Virginia Board of Education-no exceptions. (Prerequisite Courses: EDUC502, EDUC503, EDUC505, EDUC506, EDUC508, OR EDUC509).

### Course Scope:

Research methodology in education is extremely varied; this course will review these varying approaches and its uses for educators. Through a unique emersion approach, educators will have the opportunity to learn about the many engaging aspects of the research process. Students will also have the opportunity to prepare a research proposal that will be developed throughout the course.

---

## Objectives

After successfully completing this course, you will be able to:

- Examine types of research
- Appraise research methods (e.g. such as qualitative, quantitative, single-case designs, action research, and outcome-based research)
- Evaluate the relevance of research in advancing the discipline/field
- Examine problems/issues and related limitations in research studies in the discipline
- Use research data to create strategies that impact education or school counseling outcomes
- Examine how program evaluation and research findings can inform change, provide accountability and

- produce evidence-based practice
  - Demonstrate ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies
  - Demonstrate measurable outcomes for programs, interventions, and experiences in discipline
- 

## Outline

### **Week 1: Theoretical frameworks and types of research**

---

Learning Objective(s)

Examine types of research

Reading(s)

Readings are located in Week 1 Lesson

Assignment(s)

Forum 1: Introductions and Types of Research

### **Week 2: Problems/relevance of research in the field., Research to inform change/ accountability**

---

Learning Objective(s)

Examine how program evaluation and research findings can inform change, provide accountability and produce evidence-based practice

Evaluate the relevance of research in advancing the discipline/field

Reading(s)

Readings located in Lesson 2

Assignment(s)

Forum 2: Research Problem

Assignment: Accountability Paper

(Complete section one of Research Paper- Introduction and submit for review- if you want feedback, no grade)

### **Week 3: Evaluating research reports and literature**

---

Learning Objective(s)

Examine problems/issues and related limitations in research studies in the discipline

Reading(s)

Readings located in Lesson 3

Assignment(s)

Forum 3: Abstracts and Concept Map

(Complete section two of Research Paper- Literature Review and submit for review- if you want feedback, no grade)

#### **Week 4: Research methods- Quantitative**

---

Learning Objective(s)

Appraise research methods (e.g. such as qualitative, quantitative, single-case designs, action research, and outcome-based research)

Reading(s)

Readings located in Lesson 4

Assignment(s)

Forum 4: Statistics

(Complete section three- Method section of Research Paper and submit for review- if you want feedback, no grade)

#### **Week 5: Research methods- Qualitative**

---

Learning Objective(s)

Appraise research methods (e.g. such as qualitative, quantitative, single-case designs, action research, and outcome-based research)

Reading(s)

Readings are located in Lesson 5

Assignment(s)

Forum 5: Data Collection

(Complete section four of Research Paper- Findings and Application and submit for review- if you want feedback, no grade)

#### **Week 6: Research methods- Mixed Methods**

---

Learning Objective(s)

Use research data to create strategies that impact education or school counseling outcomes

Reading(s)

Readings are located in Lesson 6

Assignment(s)

Forum 6: Mixed Methods Design

(Complete section five of Research Paper- Conclusion and submit for review- if you want feedback, no grade)

#### **Week 7: Analyze and Interpret Data/Ethics**

---

## Learning Objective(s)

Demonstrate measurable outcomes for programs, interventions, and experiences in discipline

## Reading(s)

Readings are located in Lesson 7

## Assignment(s)

Forum 7: Ethics

Assignment: Research Paper Due

## **Week 8: The Research Process**

---

## Learning Objective(s)

Demonstrate ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

## Reading(s)

Readings located in Week 8

## Assignment(s)

Forum 8: Reflection

Assignment: Complete IRB & Ethics Training

To access the training, please use the following link.

<http://www.apus.edu/community-scholars/institutional-review-board/training.htm>

---

## **Evaluation**

### **IRB Training**

It was a requirement of this course to complete the FREE APUS IRB training. It is suggested that you begin the training now to have ample time to complete it by week 8. You will receive a certificate of completion at the end of the training. You will need to submit the training certificate with your week 8 paper.

To access the training, please use the following link.

<http://www.apus.edu/community-scholars/institutional-review-board/training.htm>

The required CITI training course is in the Social & Behavioral Sciences section:

1. Social/Behavioral Research with human subjects- Basic/Refresher

### **Week 2 Assignment-** Accountability in Educational Research

Read 3 of the 4 articles provided in the APUS library on accountability in education:

Litchka, P. R. (2007). No leader left behind: Planning to prepare effective

educational leaders in this era of accountability. *Educational Planning*, 16(2), 44-52.

Lund, J., & Shanklin, J. (2011). The impact of accountability on student performance in a secondary physical education badminton unit. *Physical Educator*, 68(4), 210- 220.

Uellendahl, G., Stephens, D., Buono, L., & Lewis, R. (2009). Support personnel accountability report card (SPARC): A measure to support school counselor accountability efforts. *Journal of School Counseling*, 7, 1-31.

Winch, C. (2001). Accountability and relevance in educational research. *Journal of Philosophy of Education*, 35(3), 443-459.

After reading 3 of the 4 articles, write a 5-7 page paper, not including the title page, reference page, and appendix (if applicable) on the required sections noted below. Please be sure to follow APA 6th edition standards and view the sample paper and APA resources in the important information forum for formatting support. **The Accountability in Educational Research Paper is due by Midnight on Sunday of Week 2.**

In your Accountability in Educational Research Paper please include the following:

- A summary of the pertinent information discussed in the three articles, how it relates to each other, and how it's different. What did you learn from reading these articles and how does it apply to accountability in education?
- What is the significance of research in education?
- How does research advance education?
- What are problems, issues, and/or limitations related to research in education?
- How can research findings inform change, provide accountability, and produce evidence-based practice in education?

### **Week 7 Assignment-** Research Paper

Each week in this course, you've been developing your understanding of the research process in education. This week you will submit your compiled sections that you've developed each week as your Research Paper. Your research paper should be between 15-20 pages, not including the title page, reference page, and appendix (if applicable). Please be sure to follow APA 6th edition standards and view the attachment, sample paper, and APA resources in the important information forum for formatting support. **The Research Paper is due by Midnight on Sunday of Week 7.**

### **Week 8 Assignment-** The Institutional Review Board (IRB) and Ethics in Research

Prior to beginning any research on human subjects, permission needs to be obtained from your university and/or employers Institutional Review Board (IRB). As part of the review process, the IRB committee requires researchers to assess potential risk to participants and to consider the needs of susceptible populations (Creswell, 2014). Researchers submit an application to the IRB committee noting procedures, information about participants, potential risk, and a sample informed consent form that participants will sign agreeing to provisions of the study (Creswell, 2014). Before any study is conducted on human subjects, documented permission needs to be obtained from the IRB committee.

### Reference

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods*

*approaches* (4th ed.). Los Angeles: SAGE Publication, Inc.

To learn more about research on human subjects and the IRB process, please view the following articles (available in the APUS library) and APUS resources.

American Public University. (n.d.). Institutional review board handbook. Retrieved from [www.apus.edu/community-scholars/institutional-review-board/forms/irb-handbook.pdf](http://www.apus.edu/community-scholars/institutional-review-board/forms/irb-handbook.pdf)

American Public University System. (2013). Institutional review board. Retrieved from [www.apus.edu/community-scholars/institutional-review-board/](http://www.apus.edu/community-scholars/institutional-review-board/)

McConnell, T. (2010). The inalienable right to withdraw from research. *Journal of Law*, 38(4), 840-846.

McDaniel, D., Baker, M., & Lansink, J. (2002). IRB accreditation and human subject protection. *Applied Clinical Trials*, 11(1), 32-38.

Min-Fu, T., Smith, K., & Baochong, G. (2010). Assessing the quality of human research protection programs: The experience at the department of veterans affairs. *Ethics & Human Research*, 32(4), 16-19.

It is a requirement of this course to complete the APUS CITI training, which is required before any student submits an IRB application to conduct research. For this assignment, please submit the certificate of completion you received at the end of the training. Please also submit a 3-5 page paper, not including the title page, reference page, and appendix (if applicable) on the IRB process (summarizing your experience and what you learned in the training), why it's significant, the rights of human subjects, and include a discussion of the code of ethics you adhere to from your professional organization (chapter 4 of Creswell text). Please be sure to follow APA 6th edition standards and view the sample paper and APA resources in the important information forum for formatting support. **The Institutional Review Board (IRB) and Ethics in Research Paper is due by Midnight on Sunday of Week 8.**

## Forum Participation

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation. We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

Students are required to participate in a Forum thread for each module. Students are required to post their biography in the Forum (week 1) and participate each week in a Forum thread (weeks 1-8). Interacting with your classmates is a critical part of your learning experience. Throughout this course, you will be asked to respond to specific topics/questions on the forum related to counseling theories. Appropriate "NETIQUETTE" should be followed for all postings. You must post at least one initial post on the given topic each week and your post should be approximately 300-500 words (1-2 pages double spaced). You also are required to respond to at least two of your classmates' postings for any forum assignments. Each response should be a minimum of 150 words. Please be sure to use references in all initial posts and peer responses to demonstrate support for your stance/opinion. Remember APA 6th edition standards apply to your forum formatting (excluding title page). **Your forum post is due by Midnight on Wednesday of the week listed. The minimum length of your forum posts are approximately 1 double spaced page (300 words). Your 2 responses to classmates' postings are due by Midnight on Saturday of the week listed and should be a minimum of 150 words (about a paragraph). Writing "I agree" or "you are**

**right” does not meet the requirements of a thoughtful response to your classmates. PLEASE SEE THE FORUM RUBRIC**

In all participation and assignments I am looking for evidence of:

- Demonstration of substantial knowledge and higher order thinking and analytical skills and application of facts, concepts, terms, and processes learned/read/discussed;
- Critical contemplation, i.e., “grapple” with issues and topics;
- Appropriate use of knowledge learned;
- Imaginative thinking and responses to challenges/problems/issues;
- Exploring underlying assumptions about the lifelong value of education and classroom management of schooling;
- Clarity of expression and logical connection among ideas expressed;
- Writing that reflects precise and concise thinking;
- Excellent grammar, syntax, and spelling.

**Grading:**

<b>Name</b>	<b>Grade %</b>
Forum Posts	30.00 %
Forum Week 1	3.75 %
Forum Week 2	3.75 %
Forum Week 3	3.75 %
Forum Week 4	3.75 %
Forum Week 5	3.75 %
Forum Week 6	3.75 %
Forum Week 7	3.75 %
Forum Week 8	3.75 %
Accountability Paper	20.00 %
Week 2 Assignment- Accountability in Educational Research	20.00 %
Research Paper	30.00 %
Week 7 Assignment- Research Paper	30.00 %
IRB & Ethics Paper	20.00 %
Week 8 Assignment- IRB & Ethics Paper	20.00 %

---

## **Materials**

**Book Title:** Various resources from the Open Web are used. Links provided inside the classroom in the Lessons section.

**Author:**

**Publication Info:**

**ISBN:** N/A

---

### **Required Course Materials:**

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods

approaches (4th ed.). Los Angeles: SAGE Publications, Inc.

A series of research articles will be required to read for various assignments.

### **Recommended Textbook for the degree program:**

In addition to the required texts in this course, you are **strongly encouraged** to purchase the latest addition of the Publication manual of the American Psychological Association (Currently 6th Ed.) if you have not previously purchased this resource.

### **Additional Course Materials:**

Suggested throughout, none required

### **Web Sites**

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

<b>Site Name</b>	<b>Web Site URL/Address</b>
------------------	-----------------------------

Teacher Research	<a href="http://www.ucerc.edu/teacherresearch/teacherresearch.html">www.ucerc.edu/teacherresearch/teacherresearch.html</a>
------------------	--

Action Research: A-Z Resources	<a href="http://www.icvet.tafensw.edu.au/resources/action_research.htm">www.icvet.tafensw.edu.au/resources/action_research.htm</a>
--------------------------------	--

CAL: Digests: Action Research	<a href="http://www.cal.org/resources/digest/0308donato.html">www.cal.org/resources/digest/0308donato.html</a>
-------------------------------	--

Action Research Resources	<a href="http://cadres.pepperdine.edu/ccar/resources.html">http://cadres.pepperdine.edu/ccar/resources.html</a>
---------------------------	---

SOLES: Action Research e-Lab	<a href="http://www.sandiego.edu/soles/centers/student_support_systems/projects/action_research_lab.ph">http://www.sandiego.edu/soles/centers/student_support_systems/projects/action_research_lab.ph</a>
------------------------------	---

---

## **Course Guidelines**

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you



must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

## **Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

---

## **University Policies**

### **[Student Handbook](#)**

- **[Drop/Withdrawal policy](#)**
- **[Extension Requests](#)**
- **[Academic Probation](#)**
- **[Appeals](#)**
- **[Disability Accommodations](#)**

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation’s military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

<p><b>STUDENT WARNING:</b> This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.</p>
--