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# ED 601 Introduction to Applied Social Science Research (3 Credits)

This is an online course and we will utilize many web-based tools through-out the course, if you are not prepared to participate in this type of course, then consider enrolling in the traditional classroom based section. You will be expected to post comments to the class blog every week, and conduct academic discussions with your classmates utilizing asynchronous communications and tools.

## Course Readings/Materials required:

Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4<sup>th</sup> Edition By John. W. Creswell

## Course Readings/Materials recommended:

These books are not required but will be very helpful through-out your career as a student and researcher.

*Publication Manual of the American Psychological Association* (6th ed.). (2009). Washington, DC: American Psychological Association.

Mertler, C. A. (2006). *Action Research: Teachers as Researchers in the Classroom*.

Note: There will also be assigned journal articles and additional readings during the semester.

## Course Description:

(Catalog description) Review of the most common educational research paradigms, data gathering techniques and analytical tools used in the study of human behavior and educational institutions. Attention will be given to collaborative research models, with a focus on the translation of research results into practical application. (3 credits)

This is a core research course for the Masters of Education and Counseling students as they work towards their master's projects or theses. The primary objective for this course is assist in the development of the required academic/research tools to complete your projects or theses. You will learn a series of social science research theories and frameworks. You will utilize these research methodologies for two primary purposes—to be able to evaluate the research of others and to design your own research.

This course provides an introduction of various qualitative and quantitative methods used in the social science research field of education. You will become acquainted with theoretical and methodological processes related to a variety of education research approaches. Students will gain insight and

experience in locating research of interest, examining published research critically, using available research resources, and formulating their own research questions.

### Course Goals:

1. Consider the relationship between theory and method, which includes accessing research, reviewing educational research literature, and considering ethical issues.
2. Investigate various tools for literature reviews.
3. Critically understand the value of qualitative and quantitative descriptive social sciences research in education and the criteria used for analyzing it.
4. Study the use of measurements, sampling, surveys, ethnographic interviews, statistics, etc.
5. Explore the promise and challenges of conducting fieldwork.
6. Begin to prepare the student to publish a graduate level Master's Thesis.
7. Investigate and apply the proper technological tools when conducting research.

### Student Learning Outcomes:

Students in this course will be able to:

- Conduct literature searches utilizing tools such as Academic Search, Eric, SLED etc.
- Review and evaluate academic literature for quality, content, and proper application.
- Develop a research question
- Complete CITI training and review IRB procedures.
- Create and distribute a basic Survey
- Conduct an interview
- Assess for potential bias in their work and others.
- Discuss the pro's and cons of fundamental qualitative and quantitative term and processes.
- Develop a literature review

### Instructional Methods:

This course is delivered distance via, phone, Google hangouts, blogs, email if you are not comfortable with this type of course delivery please consider moving to a more traditional delivery format.

### General Course Calendar:

Class participation/ Posting Every week	200 points
CITI Training Due 2/3/14 Essay on Ethical Research Due 2/17/14	100 points 100 points
Review of Research Articles Due 3/03/14 Research Questions/Topic Due 3/25/14	100 points 100 points
Quantitative Tools Due 4/7/14 Interview/Survey Due 4/14/14	100 points 100 points
Literature Review Draft Due 4/21/14 Literature Review Final Due 4/28/14	200 points

<b>Total Points</b>	<b>1,000 points</b>
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## Course Policies:

Participation by posting, survey tools, websites, and discussion boards is **REQUIRED** in all phases of the course, actively participating is important for you and your fellow students. We will engage in conversations, activities, and assignment based on your growing understanding of what it means to be an active inquirer/researcher in educational settings.

Missing more than one posting will affect your grade. Please email me if you do miss a posting deadline. All assignments should be submitted on or before the due dates as noted in the course assignments section.

## Late Assignments:

Points may be deducted for assignments turned in late.

## Academic Honesty:

The University of Alaska Fairbanks policies are in effect in this class. Academic honesty is required of all members of a learning community. Unethical behavior such as plagiarism or using others' work without appropriate acknowledgement in presentations, papers, or other course assignments is not tolerated.

Research must be conducted in a professional manner, this includes the write-up and citations regarding the write-ups.

Students who fail to follow academic integrity policies may be given failing grades. Plagiarism is the appropriation or imitation of the language or ideas of another person and presenting them as one's original work.

If you are uncertain about proper documentation of sources or citations, please discuss this with me. If you quote or paraphrase someone else's ideas, opinions, theories, evidence, or research you must give the source credit. (For instance parts of the this syllabus were based upon the previous instructors work, Dr. Melissa Rickey)

Ethics, Professional Conduct Courtesy and respect for others is an expected norm in any setting and is the norm at the University of Alaska Fairbanks. The use of the American Psychological Association (APA) approved guidelines for ethical behavior is actively encouraged in regard to respectful language usage (i.e., gender, age, ableness, sexual orientation, race, ethnicity, nationality, or other cultural factors).

## Evaluation:

Student grades will be based upon the following criteria:

100%-90% A, 89%-80% B, 79% - 70% C

## Course Assignments and Evaluation:

1. Class participation/ Posting (20%; 200 Points):

You are expected to demonstrate that you have done the readings by contributing appropriately to class discussions. You are expected to contribute to class discussions regularly. All class participants need to read and respond to the class reading and assignments.

2. Complete CITI Training: (10% : 100 Points)

3. Essay on Ethical Research: (10% : 100 Points)

Clearly identify the steps of conducting ethical research, including a summarizing section on how you will plan to conduct a study on a research topic of your interest utilizing ethical research standards and practices.

4. Research Article Reviews: (10%: 100 Points):

In this assignment you are to familiarize yourself with a variety of research journals while practicing critical reading and analyzing/reviewing research based articles. You will also utilize APA citation style in all of your work. This will also allow you to start perusing research articles that may be of interest to you and perhaps choose some that you can use for your final literature review.

You will review five research articles in an area that interests you. Find, read and critically review five research articles focused on your area of inquiry.

These should be primary research articles in printed guides [reviews, indexes, abstracts, journals, etc.] or in database sources [ERIC, the Internet, Proquest, etc.]. All must come from scholarly journals.

**Theory and Research Base:** Apply the following criteria and questions while working on this assignment.

What are the theoretical framework and the research base the article draws from and contributes to? Observe the references; look closely at the review of literature that leads to the specific research you are reading. Is it strong? Is any of it familiar? Do you recognize important names, theories, and groundbreaking studies? Is there enough background to warrant this particular research?

Research Design and Methodology. How did the author(s) approach their research? Identify the study's paradigm/design and briefly describe the methodology. Based on your reading in the course readings do the design and methodology appear sound?

Findings/ Results: What is the outcome of the research? Are the findings supported by the data analysis? Are there key statistical findings? Are there key themes or patterns identified? What questions were answered by this research?

Discussion/Implications: How do the authors sum up their findings? Are there key generalizations that can be applied to social sciences research based on the findings? What are the implications of this research for you as a researcher/educator/counselor?

5. Research Questions/Topic:

The purpose of the research and/or the specific research question. (10% : 100 points)

Submit a paper exploring the concepts and ideas for a possible research question for your future work. This must be supported by at least 5 sources and cited in APA style.

#### 6. Data gathering and analysis (10 %: 50 Points Each):

The objective of these assignments is to give you some exposure in two of the more common data gathering techniques. It is not intended to be a full-blown research project but a rigorous introduction into collecting data.

a. Create a questionnaire utilizing the Google survey tool and a Likert scale and give it to ten people. You will post the survey for other classmates to critique/edit. You will summarize the results of the completed surveys. (50 Points)

b. Conduct an interview and take field notes. Complete a two- three-page reflection discussing your experience. (50 points)

#### 7. Quantitative definitions (10%: 100 Points):

There are key research terms you should be familiar

Please submit a series of explanations for a total of a 3-5 pages write up explaining the following statistical and research based terms.

Quantitative versus Qualitative Data

Focus Groups Pro's and Con's

Correlation is not necessarily Causation

Ethnographic Research

Case Studies

Student t-Tests

Participant Observation

#### 8. Literature review (20%; 200 Points):

This is the final paper for this course. Write a literature review/using at least ten sources on a specific research topic of interest related to your evolving research question.

You will have to do a thorough literature review for your master's thesis or project proposal. This assignment is meant to help you start putting that together and then get some feedback from others. If you do not have a clear focus for your research yet, use this as an opportunity to explore a topic.