

CEDAR CREST COLLEGE

**RESEARCH DESIGN AND METHODOLOGY
COURSE SYLLABUS**

COURSE TITLE: Research Design and Methodology

COURSE CODE: EDU 525

CREDITS: 3 credits

SEMESTER: Summer I 2010

SCHEDULE: Mondays 4:30 p.m. to 7:30 p.m.
Wednesdays 4:30 p.m. to 7:30 p.m.
May 17, 2010 to June 28, 2010 as noted in Course Schedule below

LOCATION: Blaney Hall: Room #8

INSTRUCTOR:

Nancy L. King, Ed.D.

E-mail: nlking@cedarcrest.edu

Phone: Office: 610- 606-4666, Ext. 3616

OFFICE: Curtis Hall, Room 225

OFFICE HOURS: Monday 1:00 p.m. – 4:00 p.m.; Wednesday 1:00 p.m. – 4:00 p.m.

PLEASE NOTE: Email correspondence to the Instructor should be made through a student's Cedar Crest College email account to the Instructor's designated email account.

REQUIRED COURSE TEXTS:

Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th ed.). New York: McGraw Hill.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.

SUPPLEMENTARY COURSE MATERIALS:

Microsoft Excel

COURSE DESCRIPTION:

Research Methods and Design (EDU 525) will provide the opportunity for students to explore the importance and value of research in the field of education. Textbook assignments, self-selected assignments, class discussions, large and small group interactions, presentations, lectures, and guided research reviews will serve as the means of delivering instruction. The course is designed to promote collaborative interactions and support between students and the Instructor toward the completion of the course requirements.

COURSE OBJECTIVES:

- Students will demonstrate an understanding of the goals, applications, and limitations of research in the field of education.
- Students will explore research designs and methods for conducting a research study.
- Students will conduct a broad review of literature relevant to a selected research topic which pertains to their educational and professional goals.
- Students will design a potential research study and complete the required chapters of a research proposal.
- Students will develop and deliver a presentation to explain the focus and value of the proposed research study.

COURSE REQUIREMENTS FOR CREDIT:

Complete a broad review of literature related to the selected research topic.

Complete the assigned projects as described on the following page.

Complete and present the Research Proposal as described on the following pages.

Attend, actively participate, and complete required assignments in all classes.

ATTENDANCE POLICY

Attendance at all class meetings is expected and a vital part of the learning process. If an illness or emergency occurs during the semester, the student is responsible for contacting the instructor by email or telephone in advance of the scheduled class and making arrangements for completing the work missed. Students are responsible for the content and assignments covered in all class sessions. Unexcused absences will impact the final grade.

COURSE ASSESSMENT

The chapters, final research proposal, and presentation will serve as the major means for assessing student knowledge and application of the course content. Class attendance, participation and class assignments, guided research reviews, and related assignments will provide additional opportunities for students to demonstrate extended knowledge. The final product submitted should be the work of the individual student and one that embodies principles of honesty and academic integrity as expected at Cedar Crest College. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Acts of dishonesty violate the fundamental ethical principles of the College community and compromise the worth of work completed by others.

Each of the following assignments will be awarded a maximum number of points as indicated. The number of points awarded for each assignment will be determined by the quality of the product submitted. Points will be deducted for assignments submitted after the due date. The final grade for the course will be based on the student's accumulated points.

Class Attendance, Participation, & Assignments	10 points
Assigned Projects	20 points (4 Assignments @ 5 points)
Research Study Critique	
Research Problem	
National Institute of Health (NIH) Certificate	
Methodology Plan	
Chapter 1 – Introduction	10 points
Chapter 2 – Literature Review & References	15 points
Chapter 3 – Methodology	10 points
Final Research Proposal	25 points
Class Presentation of Research Proposal	10 points
Total	100 Points

COURSE GRADING

- A 94 points and above
- A- 90 – 93 points
- B+ 87 – 89 points
- B 84 – 86 points
- B- 80 – 83 points
- C+ 77 – 79 points
- C 74 – 76 points
- C- 70 – 73 points
- D+ 67 – 69 points
- D 63 – 66 points
- F Below 63 points

PLEASE NOTE: Students must achieve a B or better in all education classes.

RESEARCH PROPOSAL

Each Chapter and the final Research Proposal must be written in APA format. Refer to the required text:

American Psychological Association. (2010) *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.

Chapter 1 - Introduction

The Introduction serves as a general overview of the research problem and the proposed research study. The Introduction should be 2-3 pages in length and should include the following:

Statement(s) of the research **problem**.

Statement about the **purpose** of the research study.

Statement of research **questions or hypothesis** to be addressed in the research study.

Statement(s) about the **rationale and significance or value** of the research study.

Statement(s) about the **audience(s)** for the study.

Statement(s) about the **limitations** of the existing research.

Definitions of critical terms used in the research proposal.

Chapter 2 - Literature Review

The Literature Review serves as a review and synthesis of current research related to the proposed research study. The student demonstrates knowledge of the topic being investigated and the major findings of previous research conducted on the selected topic. The Literature Review should be 5-7 pages in length and should be developed according to the following guidelines:

- Review a **minimum of 15 primary sources** related to the research study. Primary sources should be empirical studies conducted within the last 5 -10 years.
- Include conflicting or opposing viewpoints on the research problem.
- Identify research themes and discuss individual studies.
- Provide an analysis of the research studies as they relate to selected themes.
- Discuss conclusions and implications of research studies reviewed.
- Include the **References** section with the Literature Review.

Chapter 3 - Methodology

The Methodology serves as the theoretical framework of the research study and describes the modes and means by which the research will be or could be conducted. The Methodology section should be 3-4 pages in length and should include a detailed description of the following:

- Restatement of the research questions and hypotheses for the research study.
- Research study design that will serve to address the research questions and hypotheses.
- Population and sample.
- Types and sources of data to be collected.
- Instruments that will be used to collect the data.
- Procedures used to conduct the study.

References

The Reference section lists all sources used in the writing of the proposal. Every source cited in the proposal must be included in the Reference section. Every source listed in the Reference section must be cited in the body of the proposal. The Reference section begins on a new page and is completed according to appropriate APA format.

Final Research Proposal

The Final Research Proposal is a culmination of the chapters developed during the course. It presents a revised version of the Introduction, Literature Review and Methodology for the proposed research study. The final Research Proposal should be 12-17 pages in length. The complete Research Proposal will include the following sections:

Chapter 1 – Introduction with appropriate revisions. (2-3 pages)

Chapter 2 – Literature Review with appropriate revisions. (5-7 pages)

Chapter 3 – Methodology with appropriate revisions. (3-4 pages)

References - List of **resources** related to and supporting the proposed research study.
(2 – 3 pages)

ASSIGNED PROJECTS

The following projects for Research Design and Methodology (EDU 525) extend a student's experiences to support the development of the required proposal for the course. Students are required to complete each of the assignments listed below. Each assignment has a value of 5 course points. The number of points awarded will be based on the quality of the completed assignment.

Research Study Critique

To develop an understanding of research design and the format of a research article, students will select a research study or an article from a professional journal and write a critique of the study following the guidelines provided for completing the assignment.

Research Problem

Students will identify a research topic and define a research problem. Students will follow the guidelines provided for the assignment to complete the required elements of the problem statement.

National Institute of Health Certificate

In order to understand the goals and principles of Human Subjects Protection, students will to complete the National Institute of Health (NIH) Web-based training course, "Protecting Human Research Participants". Students will access the training program at the following website: <http://phrp.nihtraining.com/index.php>. Students will submit the certificate from the National Institutes of Health (NIH) Office of Extramural Research to certify successful completion of the training course.

Methodology Plan

Students will complete a worksheet designed to identify specific information related to each section of the study's methodology. Students will identify the study design, sample population, instrumentation, permissions, variables, and procedures. The worksheet will be provided by the Instructor.

COURSE SCHEDULE:

Date	Topics	Readings and Assignments
May 17	Course Overview Review of Syllabus Introduction to Educational Research	Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> (7th ed.). New York: McGraw Hill. Part 8 Writing Research Proposals and Reports Chap. 24 pp. 600 - 623

<p>May 19</p>	<p>Types of Research The Research Process Critiquing Educational Research</p>	<p>Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> (7th ed.). New York: McGraw Hill. Chap. 1 pp. 2 – 24</p> <p><i>Publication Manual of the American Psychological Association, Sixth Edition</i> Chap. 1 pp. 9 - 20</p>
<p>May 24</p>	<p>Library Research Identifying a Research Problem Mechanics of Style</p>	<p>Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> (7th ed.). New York: McGraw Hill. Chap. 2 - 3 pp. 26 - 52</p> <p><i>Publication Manual of the American Psychological Association, Sixth Edition</i> Chap. 4 pp. 87 – 124</p>
<p>May 26</p>	<p>Review of Literature Manuscript Structure and Content</p>	<p>Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> (7th ed.). New York: McGraw Hill. Chap. 5 pp. 66 - 88</p> <p><i>Publication Manual of the American Psychological Association, Sixth Edition</i> Chap. 2 pp. 21 – 40</p> <p>Research Study Critique Due</p>
<p>June 2</p>	<p>Review of Literature Citing References</p>	<p>Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> (7th ed.). New York: McGraw Hill. Chap. 5 pp. 66 – 88</p> <p><i>Publication Manual of the American Psychological Association, Sixth Edition</i> Chap. 6 pp. 169 – 189</p> <p>Research Problem Due</p>

<p>June 7</p>	<p>Independent Study Ethics and Research Researcher Computer Based Training NIH Office of Human Participants</p>	<p>Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> (7th ed.). New York: McGraw Hill. Part 2 The Basics of Educational Research Chap. 4 pp. 52 - 65</p> <p>http://phrp.nihtraining.com/index.phpp. NIH “Protecting Human Research Participants” Certificate Due</p>
<p>June 9</p>	<p>Collecting Data Sampling Reference List</p>	<p>Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> (7th ed.). New York: McGraw Hill. Chap. 6 pp. 89 - 108</p> <p><i>Publication Manual of the American Psychological Association, Sixth Edition</i> Chap. 7 pp. 193 – 224</p> <p>Chapter I Introduction Due</p>
<p>June 14</p>	<p>Instrumentation Validity Reliability Internal Validity Writing Clearly and Concisely</p>	<p>Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> (7th ed.). New York: McGraw Hill. Chap. 7 - 9 pp. 109 - 182</p> <p><i>Publication Manual of the American Psychological Association, Sixth Edition</i> Chap. 3 pp. 61 - 84</p> <p>Methodology Plan</p>
<p>June 16</p>	<p>Quantitative Research Methods</p>	<p>Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> (7th ed.). New York: McGraw Hill. Chap. 13 - 15 pp. 260 - 326</p> <p>Revised Introduction</p> <p>Chapter 2 Review of Literature Due</p>

June 21	Quantitative Research Methods Creating Surveys Presentation Guidelines	Fraenkel, J. R., & Wallen, N. E. (2009). <i>How to design and evaluate research in education</i> (7th ed.). New York: McGraw Hill. Chap. 16 - 17 pp. 362 – 418 Chapter 3 Methodology Due
June 23	Preparing the Research Proposal Table of Contents Research Proposal Presentations	Revised Introduction Revised Review of Literature
June 28	Research Proposal Presentations	Final Research Proposal Due

Note: The Instructor may find it necessary to revise the syllabus and course schedule in order to meet course objectives.

Accommodations for Students with Disabilities: Students with documented disabilities who may need accommodations should discuss these needs with the Instructor during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

Plagiarism: Plagiarism is regarded as a failure to comply with the Cedar Crest College Honor Code as noted in Section A of *A Student's Guide to Cedar Crest College*. Any student who has used the work of another person and has not cited that person as the source of the work will receive a grade of "0" for that assignment.

Classroom Protocol and Student Behavior: Appropriate classroom behavior is expected as noted in Section A of *A Student's Guide to Cedar Crest College*. All students and faculty have the right to a courteous and respectful classroom environment free from distractions and behaviors that might disrupt instruction and learning. Please note that all electronic devices should be turned off during class.