

ELE 5250: Research in Education

Jan. 11/12
S215

Feb. 8/9
S215

Feb. 22/23
S213

(Fridays 5:00-10:00; Saturdays 8:00-4:00)

April 13 (10:00-3:00)
S215

Professor: Dr. Dale

Office: 2219 Buzzard

E-mail: cmdale@eiu.edu (prefer to be e-mailed through LMS)

Office Hours: T/TH 10:00-11:00; W 8:45-10:45; or by appointment

Phone: 217-581-7889

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating Diverse Students, Subject, Strategies, Societies and Technologies.

Graduate Mission Statement:

The Graduate Program in Elementary Education advances scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

Outcomes for all Graduate Students at Eastern Illinois University:

Graduate students will:

1. possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. engage in critical thinking and problem solving;
3. exhibit effective oral and written communication skills;
4. engage in advanced scholarship through research and/or creative activity;
5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. collaborate and create positive relations within the school, community and profession in which they work.

Information Processing Models:

Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp. 25-28)

Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

International Society for Technology in Education (ISTE)

Standards for Students (2007)

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

Standards for Teachers (2008)

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

Course Description: (3-0-3) Provides experiences in defining problems and in using research techniques in writing, interpreting, and evaluating research in elementary education.

Purpose of the Course: This course covers introductory material as critical consumers of research in preparation for being creators of research. It will serve as an overview of trends and issues, terminology, methods, approaches, and techniques for research. The thesis (ELE 5950) or applied/action research (ELE 5900) will be the culminating application of research concepts learned within this course.

Course Outcomes:

- Explore various types of academic research as to their usefulness for best practice in the field.
- Use an inquiry-based framework for identifying, synthesizing and critiquing quality research studies including meta-analyses.
- Explore issues such as dispositions, ethics, social justice, and diversity as these pertain to educational research.
- Examine information on pedagogy, assessment, and evaluation as well as current issues in education through a research lens.

- Engage in scholarly writing.
- Articulate and define one’s own philosophical, sociological, and psychological perspectives in light of research.
- Interpret psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors and correlations, etc.

Textbooks:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.).

Washington, DC: American Psychological Association.

Jones, W. P., & Kottler, J. A., (2006). *Understanding research: Becoming a competent and critical consumer*. New

Jersey: Pearson Education.

Supplemental Materials: LMS

Course (Core) Requirement	Demonstrated Competencies	Graduate Standards
Individual/Group presentation on Research concepts	Students will demonstrate the ability to synthesize and present key research concepts to peers.	1.a. a depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 3.a. effective oral communication skills 3.b. effective written communication skills 3.c. effective, fair and honest communication considering not only the message, but the audience
APA Exercises	Students will demonstrate the ability to use the APA style format in their writing.	1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through their honesty, integrity and professionalism
Reflection on Research: Connections to One’s Own Practice	Students will demonstrate the ability to reflect on the connections between research and their own practice.	1.c. the ability to apply content knowledge to practice 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline
Research Article Reviews	Student will demonstrate the ability to use on-line search engines to search for three research studies and synthesize relevant information. One research article will be a quantitative study, one will be a qualitative study and the third will be an action research study. Students will be required to use the most current APA manual.	1.a. a depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 1.c. the ability to apply content knowledge to practice 2.a. critical thinking and problem solving 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline

Course (Core) Requirement	Demonstrated Competencies	Graduate Standards
Public Data Review	Students will demonstrate the ability to critically examine publicly available education-related data and write a summative report. Students will be required to use the most current APA manual.	<ul style="list-style-type: none"> 1.b. effective use of technology as appropriate 1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through their honesty, integrity and professionalism 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.b. effective written communication skills 3.c. effective, fair and honest communication considering not only the message, but the audience 4.a. an understanding of the role of research in the discipline

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a “spiral curriculum”. The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

Course (Core) Requirement	Brief Description	Point Values (Approximate Weight)	Due Dates
Individual/Group presentations on Research Concepts	Student/s will be assigned a research concept/s that they will synthesize for class presentation.	15 points each (20%)	Due dates vary
APA Exercises	Students will be engaged in practice exercises to develop competency in APA style format.	P/F	Due dates vary
Public Data Review	Students critically examine publicly available education-related data and write a summative report. Students will be required to use the most current APA manual.	25 points (15%)	Jan. 25
Reflection on Research: Connections to One’s Own Practice	Students will write a reflective paper on how research will inform their practice using the Group Research Design Project as a point of reference.	35 points (25%)	April 13

Course (Core) Requirement	Brief Description	Point Values (Approximate Weight)	Due Dates
Research Article Reviews (3)	Students will find a total of three research articles (from peer-reviewed journals) to interpret, summarize and reflect upon. One research article will be a quantitative study, one will be a qualitative study and the third will be an action research study. Students will be required to use the most current APA manual.	15 points each (30%)	Jan. 18 Feb. 8 Feb. 16
Book Talk	Students will select an educational book, read it, write a report following the template provided and present it to the class	15 points (10%)	Due dates vary

Total points possible: 150

Grading Scale: A = 93% or above = B = 85-92% = C = 77-84% = D = 69-76% = Below 69% = F

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” Students are expected to develop original and authentic work for assignments submitted in this course. “Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data” or “submitting work previously presented in another course unless specifically permitted by the instructor” are considered violations of this standard.

Course Schedule

Class Session	Session Content	Reading Assignment	Due
1: Jan 11 (5-7:30)	<ul style="list-style-type: none"> Chapter 1 What is research? On-line research at EIU APA Book Discuss Public Data Review Assignment Work time for Public Data Review Assignment 	Chapter 1 (intro)	
2: Jan. 11 (7:30-10:00)	<ul style="list-style-type: none"> Discuss dates for research concepts presentations Discuss dates for book talks Search Booth Library for books for book talks and request Discuss Literature Review APA Exercise 1 		
3: Jan. 12 (8:00-10:30)	<ul style="list-style-type: none"> Chapter 2 What is research? (continued) What is a good research question? Why is the research question so important? Practice Exercise for Literature Review 	Chapter 2 (research question)	

Class Session	Session Content	Reading Assignment	Due
4: Jan. 12 (10:30-1:00)	<ul style="list-style-type: none"> • APA Exercise 2 • Discuss Article Review Assignments • Review Template for Article Reviews • Work Time For Presentations • Work Time for Public Data Review Assignment 		
5: Jan. 12 (1:00-4:00)	<ul style="list-style-type: none"> • Chapter 3 • Begin searching for Research Studies for Article Review Assignments • Work Time for Presentations • Work Time for Public Data Review Assignment 	Chapter 3 (participant sample)	

**EXTRA DATE – QUALITATIVE ARTICLE REVIEW DUE BY JAN. 18
(SUBMIT THROUGH LMS)**

Extensive feedback will be provided electronically and by phone.

**EXTRA DATE – PUBLIC DATA REVIEW DUE BY JAN. 25
(SUBMIT THROUGH LMS)**

6: Feb. 8 (5:00-7:30)	<ul style="list-style-type: none"> • Presentation A • Chapter 4 • APA Exercise 3 	Chapter 4 (procedures and instrumentation)	<ul style="list-style-type: none"> • Presentation A on Case Study; and Dependent and Independent Variables (with activity) • Quantitative Article Review Due
7: Feb. 8 (7:30-10:00)	<ul style="list-style-type: none"> • APA manual review • Discuss Action Research Handbook • Begin work on Action Research Article Review 	Action Research Handbook (on line)	
8: Feb. 9 (8:00-10:30)	<ul style="list-style-type: none"> • Presentation B • Presentation C • Chapter 6 	Chapter 6 (discussion)	<ul style="list-style-type: none"> • Presentation B on Phenomenological Research; and Sampling and Collection Procedures (with activity) • Presentation C on Experimental Research; and Quantitative and Categorical Variables (with activity)
9: Feb. 9 (10:30-1:00)	<ul style="list-style-type: none"> • Complete discussion of Chapter 6 • APA Exercise 4 • Work on Book Talk 		
10: Feb. 9 (1:00-4:00)	<ul style="list-style-type: none"> • Presentation D • Review of Research Question, Participant Sample, and Procedures and Instrumentation • View IRB website and forms • Discuss role of IRB and expectations for ELE 5900 		<ul style="list-style-type: none"> • Presentation D on Ethnographic Research; and Reliability and Validity

Class Session	Session Content	Reading Assignment	Due
EXTRA DATE – ACTION RESEARCH ARTICLE REVIEW DUE BY FEB. 16 (SUBMIT THROUGH LMS)			
11: Feb. 22 (5:00-7:30)	<ul style="list-style-type: none"> • First half of chapter 5 • Displaying data • Book Talks 	Bring articles used for Qualitative, Quantitative and Action Research Article Review Assignments Chapter 5, part 1 (pages 102-111)	<ul style="list-style-type: none"> • Book Talk 1 • Book Talk 2
12: Feb. 22 (7:30-10:00)	<ul style="list-style-type: none"> • Book Talks (continued) • APA Exercise 5 • Revisiting Literature Review Section 		<ul style="list-style-type: none"> • Book Talk 3 • Book Talk 4
13: Feb. 23 (8:00-10:30)	<ul style="list-style-type: none"> • Book Talks (continued) • Revisiting Participant Sample, and Procedures and Instrumentation Sections 	Chapter 5, part 2 (pages 111-131)	<ul style="list-style-type: none"> • Book Talk 5 • Book Talk 6
14: Feb. 23 (10:30-1:00)	<ul style="list-style-type: none"> • Book Talks (continued) • Revisiting Research Question and Results Sections • Distribute take-home final exam • APA Exercise 6 		<ul style="list-style-type: none"> • Book Talk 7 • Book Talk 8
15: Feb. 23 (1:00-4:00)	<ul style="list-style-type: none"> • Book Talks (continued) • Revisiting Introduction and Discussion Sections 		<ul style="list-style-type: none"> • Book Talk 9
FINAL EXAM Saturday April 13 10:00-3:00	<ul style="list-style-type: none"> • Final Discussions on Parts of a Research Study • Reading with a Critical Eye • Sharing 		<ul style="list-style-type: none"> • Reflection on Research Connections to One's Own Practice

Written guidelines for class assignments provided in another document.

Bibliography

*Denotes Unit Conceptual Framework References

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- Johnson, R.B. & Christensen, L. B. (2007). *Educational research: Quantitative, qualitative, and mixed approaches* (3rd

ed.). Thousand Oaks, CA: Sage Publications, Inc.

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Recommended Peer-Reviewed Journals:

A Review of Research in Education - AERA (American Educational Research Association)

American Educational Research Journal - AERA

Eastern Educational Journal - Eastern Illinois University. Charleston, IL.

Educational Researchers - AERA

Educational Action Research - CARN (Collaborative Action Research Network)

Review of Educational Research - AERA