Department of Early Childhood, Elementary and Middle Level Education  
ELE 5250.977: Research in Education  
Spring, 2008

5:30-8:00 pm  Mondays  S215  Richland Community College

Professor:  Carrie Dale, Ph.D.  
Office:  Buzzard 2219, Eastern Illinois University  
Office Hours:  T/TH: 10:00-11:00 am; T: 6:00-7:00 pm; W: 9:00-11:00 am  
Office Phone:  217-581-7889  
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Web page:  www.ux1.eiu.edu/~cmdale/

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

Graduate Mission Statement  
The Department of Early Childhood, Elementary and Middle Level Education seeks to advance 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 Department is dedicated to the preparation of knowledgeable citizens of the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

Course Description  
This course provides experiences in defining problems and in using research techniques in writing, interpreting, and evaluating research in elementary education.

Prerequisites  
ELE 5100

Purpose/Rationale of the Course  
- This course assists educators in becoming critical consumers and producers of research through its emphasis on reading, analyzing, doing and using research.
- This graduate course fulfills the requirement for students to research, analyze and apply research.
Course Texts


Supplemental Materials
WebCT

Learning Model for Course

Information Processing Model of Teaching
This model emphasizes ways of enhancing students’ initiative 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. Some models provide the learner with information and concepts; some emphasize concept formation and hypothesis testing; and still others generate creative thinking. This model focuses on input, processing and output. As content is taught, the teacher directs students’ attention to the methods and materials used to present data and tries to get students to focus on what they are doing to make sense of the data.


Dispositions
Graduate students in the Department of Early Childhood, Elementary and Middle Level Education will exhibit professional practices, effective communications, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Assessment of Student Learning
Information about the International Society for Technology in Education Standards (ISTE) can be found at:
http://www.iste.org/

Outcomes Specific to the Course

- Synthesize and apply knowledge gained from published research in education on curricular, instructional, and legal issues.
- Differentiate between types and various components of educational research and identify primary and secondary sources.
- Complete a literature review on a current issue in education using APA style.
- Critically evaluate various types of education research as to their usefulness for research and best practice in the field.
- Relate research to the world of practice.
• Formulate a clear problem statement and testable hypothesis in a design appropriate to research projects relative to curriculum and instruction.
• Articulate and define one’s own philosophical, sociological, and psychological perspectives in light of research.
• Discuss the purposes of educational research and compare and contrast use of descriptive research, experimental, and qualitative research.
• Identify basic types of research methods and basic statistics.
• Define and interpret psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors and correlations, etc.
• Define reliability, including methods of establishing content, construct, and empirical validity.

Course Requirements /Demonstrated Competencies and their Assessment Weights

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Competency</th>
<th>Graduate Standard</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Updated Literature Review</td>
<td>Students will complete a relevant literature review given their research topic that includes 15-20 references. The literature review will be organized thematically according to the primary ideas found in the literature.</td>
<td>1, 2, 3, 4</td>
<td>28%</td>
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<tr>
<td>Draft of IRB paperwork</td>
<td>Using the outline provided by the IRB, students will draft a complete packet of the necessary paperwork for IRB approval. No actual data may be collected in this course.</td>
<td>1, 2, 3, 4, 6</td>
<td>28%</td>
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<tr>
<td>Revision of Action Research Proposal</td>
<td>Students will revise their action research proposal from ELE 5100, integrating additional research information gained from this course. No actual data may be collected in this course.</td>
<td>1, 2, 3, 4</td>
<td>19%</td>
</tr>
<tr>
<td>Book Talk/Book Report</td>
<td>Students will self-select an educational text, outline the main topics and present the information to the class.</td>
<td>3, 4, 5</td>
<td>12%</td>
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<tr>
<td>Requirement</td>
<td>Competency</td>
<td>Graduate Standard</td>
<td>Weight</td>
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<tr>
<td>Technology Integration</td>
<td>Students will respond to 3 different e-mail assignments via WebCT.</td>
<td>1, 2, 3, 5</td>
<td>12%</td>
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<td>30 points (10 points each)</td>
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**TOTAL NUMBER OF POINTS POSSIBLE: 260**

Due dates will be set for all work. **One point shall be deducted for each calendar day that a paper or project is late.** If necessary and appropriate, electronic submissions will be accepted. Grades can be tracked on WebCT.

**Grading Scale**
- 92% or above = A
- 84-91% = B
- 72-83% = C
- 64-71% = D
- Below 64% = F

**Weekly Topics**

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topic</th>
<th>In-Class Activities</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>1: Jan. 7</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>2: Jan. 14</td>
<td>Chapter 1: The Nature of Educational Research; Chapter 5: Review of the Literature</td>
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<tr>
<td>Jan. 21</td>
<td>NO CLASS</td>
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<tr>
<td>3: Jan. 28</td>
<td>Chapter 2: The Research Problem; Chapter 3: Variables and Hypotheses</td>
<td>Book Talk 1; Book Talk 2</td>
<td>WebCT Response 1</td>
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<tr>
<td>4: Feb. 4</td>
<td>Chapter 8: Validity and Reliability; Chapter 9: Internal Validity</td>
<td>Book Talk 3; Book Talk 4</td>
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<tr>
<td>5: Feb. 11</td>
<td>Chapter 10: Descriptive Statistics; Chapter 11: Inferential Statistics; Chapter 12: Statistics in Perspective</td>
<td>Guest presenter</td>
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<tr>
<td>Class Session</td>
<td>Topic</td>
<td>In-Class Activities</td>
<td>Due</td>
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<tr>
<td>6: Feb. 18</td>
<td>Chapter 13: Experimental Research; Chapter 14: Single-Subject Research; Chapter 15: Correlational Research</td>
<td>Guest presenter</td>
<td>WebCT Response 2</td>
</tr>
<tr>
<td>7: Feb. 25</td>
<td>Chapter 23: Action Research; Chapter 24: Preparing Research Proposals and Reports</td>
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<tr>
<td>8: Mar. 3</td>
<td>Chapter 4: Ethics and Research</td>
<td>Book Talk 5; Book Talk 6</td>
<td>Updated Literature Review</td>
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<tr>
<td>Mar. 10</td>
<td>NO CLASS</td>
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<tr>
<td>9: Mar. 17</td>
<td>Chapter 16: Causal-Comparative Research; Chapter 17: Survey Research</td>
<td>Guest presenter</td>
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<tr>
<td>10: Mar. 24</td>
<td>Chapter 6: Sampling; Chapter 7: Instrumentation</td>
<td>Book Talk 7; Book Talk 8</td>
<td>WebCT Response 3</td>
</tr>
<tr>
<td>11: Mar. 31</td>
<td>Bring materials for in-class work day</td>
<td>Book Talk 9; Book Talk 10;</td>
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<tr>
<td>12: Apr. 7</td>
<td>Chapter 18: The Nature of Qualitative Research; Chapter 20: Content Analysis</td>
<td>Book Talk 11; Book Talk 12</td>
<td>Draft of IRB Paperwork</td>
</tr>
<tr>
<td>13: Apr. 14</td>
<td>Chapter 19: Observation and Interviewing; Bring materials for in-class work day</td>
<td>Book Talk 13; Book Talk 14</td>
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<tr>
<td>14: Apr. 21</td>
<td>Chapter 21: Ethnographic Research; Chapter 22: Historical Research</td>
<td>Book Talk 15; Book Talk 16</td>
<td>Action Research Proposal</td>
</tr>
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Assignment Overviews

1. Book Talk/Book Report: The written portion of this assignment is the book report. Select a book by an influential educator and read it carefully. Suggestions for authors and categories will be discussed in class. In your report, you will need to include:
   - Bibliographic information in APA 5th edition format
   - Topic category
   - Author’s purpose in writing the book
   - Who should read this book
   - Primary points in the book
   - Personal reaction to contents

   The first five bullets listed above should all fit on one page. Use 10 inch font, 1-inch margins and .5 inch at the top and bottom if necessary. Please single space within each section, and double space between sections. The last bullet – personal reaction to contents – should be on a second page and should be at least a page in length. This second page should be in regular 12 inch font and double-spaced. This second page should include some kind of a connection to your classroom practice.

   You will turn in pages one and two to the professor for assessment, and you will make enough copies of page one for each class member to have a copy.

   The Book Talk portion of the assignment is where you distribute page one to each class member and then discuss the main points of the book, using what you have written on page two as a guideline for your comments. Your presentation should be in the 8-10 minute range, with some of that time spent answering any questions that may arise.

   There are a total of 30 points for this assignment: 20 for the written, 10 for the oral portion.

2. Draft of IRB paperwork: Each class member will draft the packet of information required for IRB approval of their research project. NO DATA MAY BE COLLECTED UNTIL YOU ARE ENROLLED IN ELE 5900. ALL RESEARCH MUST FALL IN THE EXEMPT CATEGORY. Draft documents will include Form A with Research Summary, Form B, permission of participating school and district, on-line training certificate, parent notification letter (if you are working with any students), interview protocol (if applicable), survey protocol (if applicable) and samples of any tests you will be giving (if applicable). DO NOT COLLECT DATA DURING THE SEMESTER YOU ARE TAKING ELE 5250. There are a total of 75 possible points for this assignment.
3. Updated Literature Review: When the final report is written, each student needs to have 15-20 relevant references. The literature review should be written thematically (not organized by individual research study) and should make use of current and seminal literature in the field. This lit review will be submitted as a separate document (with APA cover page, including a running head), AND it will be inserted into the final action research report. It will only be assessed in the format of the separate document, except in regards to the flow of the paper. Be very sure you are following APA 5th edition guidelines. There are a total of 75 possible points for this assignment.

Papers will be assessed using the following guidelines:

- APA, 5th edition, cover page, including running head = 5 points
- Last page, reference page, with 15-20 references listed in correct format = 20 points
- Paragraphs organized by topic (not by individual research studies) = 25 points
- APA format utilized in body of paper for citations = 15 points
- Grammar, typos, paragraph flow = 10 points

4. Revision of Action Research Proposal: Students will add to their ELE 5100 proposal, making use of the additional information provided in the text. Each class member will enhance their action research proposal related to improving and expanding their teaching practice. There are 50 possible points for this assignment.

Papers will be assessed using the following guidelines:

- APA 5th edition, cover page, including running head = 5 points
- Problem formulation includes contextual information and the proposed research questions, including any secondary questions; Action Planning section includes 2 “if…then” statements = 20 points
- All five sections clearly labeled and in correct order = 5 points
- At least three data collection strategies outlined (triangulation) = 10 points
- Last page, reference page, with a minimum of 15-20 references listed in correct format = 5 points
- Grammar, typos, paragraph flow = 5 points

5. Technology Integration: There will be 3 opportunities throughout the semester for students to respond to a posted question/scenario on WebCT. Each question/scenario should be responded to in-depth (400-450 words) as these represent the “tests” of the course. Responses need to be submitted through WebCT. See the syllabus for due dates. There are a total of 10 points possible per response, for a total of 30 points.
Bibliography


In G.E. Burnaford, J. Fischer, & D. Hobson (Eds.), *Teachers doing research: The power of action through inquiry* (pp. 7-27). Mahwah, NV.: Lawrence Erlbaum Associates.


Routledge Falmer.
Prendergast, M. (2006). *Seven stages in my first action research project.*


http://educ.queensu.cap/projects/action_research/michael.htm


All information in this syllabus should be considered subject to change based on professional discretion. If you need course adaptations or accommodations due to a disability, please see me or contact the Director of Disability Services at 217-581-6583.