

Course Proposals

List of all proposals

Course Name: Conducting Educational Research

Course Prefix: MSRT

Course Number: 6080

Submitted by (Name & E-Mail): Paul Eberle, peberle@weber.edu

Current Date: 1/3/2013

College: Health Professions

Department: Respiratory Therapy

From Term: Spring 2014

Substantive

change number MED 6080

Current Course Subject MED

Current Course Number 6080

Students learn to locate and interpret educational research, and to apply research methods to their own education issues. Prerequisite: MED 6000. (Only taught fall and spring)

New/Revised Course Information:

Check all that apply:

Subject:

This is for courses already approved for gen ed.

Use a different form for proposing a new gen ed designation.

Course Number: 6080

DV CA HU LS PS SS

EN AI QL TA TB TC TD TE

Course Title: Conducting Educational Research

Abbreviated Course Title: Educational Research

Course Type: LEC

Credit Hours: 3 or if variable hours: to

Contact Hours: Lecture 45 Lab Other

Repeat Information: Limit 0 Max Hrs 0

Grading Mode: standard

This course is/will be:

- a required course in a major program
 a required course in a minor program
 a required course in a 1- or 2- year program
 elective

Prerequisites/Co-requisites:

Acceptance into MSRT program.

Course description (exactly as it will appear in the catalog, including prerequisites):

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

Dual numbered with MED 6080.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

Please mail a signed approval page to the Faculty Senate Office, MA 210J, MC 1003.

Weber State University, Ogden, Utah 84408, (801) 626-6000
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MEDUC 6080: Conducting Educational Research
Spring 2013

Instructor:	Louise R. Moulding, Ph.D.	Class Time:	Monday 4-6:40 PM Tuesday 4:30 – 7:10 PM
Office:	McKay Educ 313	Credit:	3 semester hours
Office Phone:	626-7665		
Email:	Lmoulding@weber.edu		

Prerequisites:

- Admission to the Master of Education Program
- MEduc 6000

Required Texts

Boudah, D. J. (2011). Conducting educational research: Guide to completing a major project. Los Angeles: Sage. ISBN-13: 978-1-4129-7902-3

Course Summary:

This course examines educational research including the process of (a) conducting a literature review, (b) conducting ethical and appropriate research, and (c) critiquing educational research for quality and validity.

The Candidate outcomes for this course are:

Primary Outcomes

- The ability to use writing skills, research skills, oral presentation skills, and reflective and questioning skills to meet scholarly and professional goals.
- The ability to analyze and critique educational research and to apply research principles in the design of research projects to find solutions to educational problems.

Secondary Outcomes

- Knowledge of principles of curriculum development and the current issues in measurement and evaluation.

Course Objectives:

1. Use the reference area of the library, interlibrary loan services, and computerized databases to locate relevant articles and documents on a topic of interest.
2. Review literature for the purposes of (a) identifying an area of interest, (b) describing the strengths and weaknesses of studies on the topic, and (c) synthesizing findings of previous research.
3. Recognize the issues related to collecting research data using tests, questionnaires, interviews, and observations.
4. Define validity and reliability as it relates to conducting educational research.
5. Describe the methods and tools of multiple research designs.
6. Understand the ethical, legal, and human relations issues associated with educational research.

Evaluation:

The final grade in this course will reflect the quality of work completed. Frequent feedback and guidance is built into the course and students should take advantage of this by turning in assignments on time and revising when needed. This will also prevent a student from falling

behind or trying to complete complicated assignment in an inadequate amount of time at the end of the semester. Points earned on all assignments, as described below, will be aggregated to determine the percentage earned and the final grade as follows:

A	95-100%	B+	87-89%	B-	80-82%	D	70-74%
A-	90-94%	B	83-86%	C	75-79%	E	<70%

All written work for this course should:

- Be well organized, free of mechanical errors, clearly communicate ideas
- Be typed and formatted
- Adhere to the conventions delineated in the 6th edition of the APA Manual, including the use of bias-free language

Participation and Preparedness

Participation is evidence of engagement in the learning process. To maximize learning opportunities students must be present, prepared, and participate in each class. It is important that class participation include actively listening, thoughtfully contributing to the class dialogue and activities, attending all classes, and completing all assignments on time. Students should feel free to voice their thoughts and opinions freely in a way that is respectful of others.

Occasionally, extenuating circumstances arise that keep individuals from attending a regularly scheduled class meeting or turning in an assignment or project on its due date. Students are responsible for notifying the instructor prior to missing a class or assignment.

Ethics and Academic Honesty:

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and /or withdrawal of the student's admission to the Master's of Education Program.

Accommodations:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternate formats if necessary.

Class Schedule

<u>Date</u>	<u>Preparation</u>	<u>Topic</u>	<u>Due</u>
Jan 7/8		Introduction to Research	
Jan 14/15	Ch. 1 & 2	Identifying a Research Problem	
Jan 21/22		Logical Syllogism	Topic
Jan 28/29	Ch. 3	Analyzing Relevant Literature	Critique of Problem Statements
Feb 4/5	Ch. 4	Validity and Reliability	Problem Statement (basic sentences) for Topic
Feb 11/12	Ch. 5	Experimental Research	
Feb 18/19		More Experimental Research	Problem Statement (paragraphs) for Topic
Feb 25/26	Ch. 6	Qualitative Research	
Mar 11/12	Ch. 7	Descriptive Research	Problem Statement for Topic (revised paragraphs)
Mar 18/19	Ch. 9	Analyzing Experimental Data	
Mar 25/26		Presentation by MED 6091 Students	Outline of Literature Review
Apr 1/2	Ch. 10	Analyzing Qualitative Data	
Apr 8/9	Ch. 11	Analyzing Descriptive Data	
Apr 15/16			Final Exam Research Design Matrix
Apr 22			Literature Synthesis with Key Variables Analysis

Activity	Points	Description
Topic	5	Each student will select a topic for the final paper. Each student will turn in a short (max. ½ page typed) summary of what research topic the paper will address.
Critique of problem statements	10	Students will be given a number of problem statements from existing research proposals and/or journal articles and will critique them based on class discussions.
Problem statement for topic (sentences)	15	For the topic selected, write a problem statement based on logical syllogism format discussed in class. The first attempt will be sentences, without supporting citations.
Problem statement for topic (paragraphs)	20	Building on the sentence problem statement, a more complete problem statement will be written that includes citations or other supporting information.
Outline of paper	30	An outline of a literature review will be produced based on the problem statement, including references.
Final Examination	20	A final examination consisting of multiple choice and open-ended questions will be given at the end of the semester. Content for the final exam will come from the reading assignments and class discussions.
Research Design Matrix	30	Students will complete a matrix showing five potential research questions for the topic of choice. The matrix will outline a method for each research question.
Literature Synthesis	100	Each student will prepare a literature synthesis that analyzes a pertinent body of research based on the problem statement. Using the Key Variable Matrix, the paper should synthesize the major findings and provide detailed information to support assertions made. Additional information will be given in class. Key Variables analysis will account for 25/100 points. The design and analysis procedures of any research project are directly linked to the type/form of the research questions asked. Each student will construct a matrix showing this relationship for research studies within the literature review.
TOTAL	230	