

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 518

UNDERSTANDING EDUCATIONAL RESEARCH AND ASSESSMENT

COURSE DESCRIPTION

Overview of the nature of research on human development, learning, and pedagogical knowledge and skills. Topics include current trends and issues in education, skills in data collection and assessment, and application of research in educational settings.

RATIONALE

The objective of this course is to help students gain a basic understanding of the nature of educational research. At the conclusion, students should have the skills and knowledge necessary to critically evaluate educational research and to judiciously apply findings in their professional settings.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASE

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer and Internet access (broadband recommended)
- B. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)
- C. APA Manual

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the teacher candidate should be able to:

- A. Explain how research contributes to knowledge about education.
- B. Discuss the “politics of research” in education.
- C. Describe the steps for conducting research (i.e., the research process).
- D. Identify characteristics of qualitative and quantitative research designs.
- E. Contrast the objectives of qualitative and quantitative research approaches.
- F. Critically review and evaluate educational literature.
- G. Conduct and compose a literature review on an educational topic.
- H. Develop a research study proposal.

- I. Employ improved scholarly writing skills and the ability to communicate with acumen, clarity, and succinctness.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, presentations, and articles
- B. Discussion Board forums (5)

Throughout the course, teacher candidates will participate in five Discussion Board forums. For each forum, candidates should respond to the prompt provided by posting a new thread in the forum. All threads should be 400 words. After posting the original thread, candidates should read their classmates' threads and post a 200-word reply to at least one classmate's thread.

- C. Quizzes (5)

Teacher candidates will complete five open-book, multiple-choice quizzes throughout this course. Quizzes have a one-hour time limit and must be completed once they are opened.

- D. Topical Reference List

Candidates will develop a reference list including a minimum of 10 research articles relevant to their selected educational topic. Reference citations should be properly formatted using APA style, and should be followed by an abstract for the article.

- E. Quantitative Article Review

Candidates will summarize and critically evaluate a *quantitative* journal article on their selected research topic. Before submitting the review to the instructor, candidates are required to exchange their reviews with a partner, who will provide structured feedback using a peer-editing rubric.

- F. Qualitative Article Review

Candidates will summarize and critically evaluate a *qualitative* journal article on their selected research topic. Before submitting the review to the instructor, candidates must exchange their review with a partner, who will provide structured feedback using a peer-editing rubric.

- G. Peer Edits (2)

After writing the quantitative and qualitative article reviews, candidates will exchange their reviews with a partner. Candidates will then use the provided peer editing rubric to grade their partner's reviews.

H. Literature Review

Integrating additional research with the studies already reviewed, candidates will write a traditional literature review on their selected educational topic. The review should be a synthesis (not simply a summary) of relevant research findings related to the selected topic. The review should be formatted in correct APA style.

I. Research Proposal

As a culminating project for this course, candidates should incorporate all their previous work into a 25-slide PowerPoint presentation research proposal. Candidates are not required to conduct the proposed research; instead, they should simply outline a possible research plan. The research proposal PowerPoint will be submitted in Module/Week 8.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums (5 at 40 pts ea)	200
Quizzes (3 at 40 pts ea & 1 at 60 pts & 1 at 20 pts)	200
Topical Reference List	50
Qualitative Article Review	100
Quantitative Article Review	100
Peer Edits (2 at 25 pts ea)	50
Literature Review	200
Research Proposal	100
Total	1000

B. Scale

A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779 D- = 730–749 F = 729 and below

C. Late Policy

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

- Assignments submitted after the due date will receive a 10% deduction.
- Assignments submitted more than one week late receives a 20% deduction.

- Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

EDUC 518

Textbook: Gall, M. D., et al, *Applying Educational Research* (2010).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Gall: chs. 1–2 1 presentation, 1 article	Course Requirements Checklist Advising Guide Quiz Discussion Board Forum 1 Quiz 1: Introduction to Research	0 0 40 40
2	Gall: chs. 3–5	Discussion Board Forum 2 Quiz 2: Literature Reviews	40 40
3	Gall: chs. 6–9 2 presentations	Discussion Board Forum 3 Topical Reference List	40 50
4	Gall: chs. 10–13	Quantitative Article Review Peer Edit 1 Quiz 3: Quantitative Research Designs	100 25 60
5	Gall: chs.14–17	Qualitative Article Review Peer Edit 2 Quiz 4: Qualitative Research Designs	100 25 40
6	Independent Research	Literature Review	200
7	Gall: chs. 18–20	Discussion Board Forum 4 Quiz 5: Other Research Methodologies	40 20
8	1 article	Discussion Board Forum 5 Research Proposal	40 100
TOTAL			1000

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.