

The University of Manitoba
Faculty of Education

EDUA 5800 A02 Introduction To Educational Research

(3 credit hours, CRN: 22586)
Course Outline Jan. to Apr. 2016

Not as bad as before...

Time: Wednesdays 5:30-8:30 p.m.
Wednesday January 6, 2016 to
Wednesday April 6, 2016 (inclusive)

Room: 138 Education

Office Hours: Wednesdays 3:30 to 5:30 or by appointment

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Course Overview:

EDUA 5800 (3): Introduction to Educational Research. A study of scientific inquiry in the field of education. Research and statistical methods are surveyed within the context of educational research. Particularly recommended for students interested in the evaluation and application of research findings. Not to be held with EDUA 5801 or the former 043.503.

Because the scope of the course is quite broad, it will not be possible to cover all of the research methods in current use. Nevertheless, by the end of the course, you should have a good awareness of the more commonly used procedures (both quantitative and qualitative) that may be applied to different types of research studies and the guidelines that should be used in selecting appropriate research methods. Thus, you should be better able to plan and carry out your own research and evaluate the research conducted by others.

More specifically, this course is intended for educators less familiar with the breadth of educational research techniques. The course has the following purposes:

- to acquaint students with nature of disciplined inquiry in education
- to assist students in reading and evaluating the different sections of a research report
- to help students to distinguish between well-done and poorly done research
- to familiarize students with the various ways that research can take place in educational settings
- to give students the opportunity to perform various aspects of the process of conducting research

Required Text:

McMillan, J. H. (2016). *Fundamentals of Educational Research* (7th ed.).
Pearson. ISBN 978-0-13-357916-1

Suggested Text:

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

Evaluation:

The major course requirements (and weights) are as follows:

1. Class Assignments 70%

There will be 5 assignments with each assignment given every 2-3 weeks (see lesson schedule). Some of these assignments will be done individually, while others will be completed in groups. Each assignment will be given equal weight (i.e., $70 / 5 = 14\%$ each).

2. Final Critique 30%

You will be given two short articles (one quantitative and one qualitative) to critique thoroughly (i.e., the entire articles).

Given that we will cover a significant amount each week, submitting assignments, and especially the final critique on time is crucial. Therefore, unless you have given me a compelling reason for handing in a late assignment, I will subtract 3% from the maximum percentage for each day the written work is late. For example, if an assignment is submitted 2 days late, and the original grade converts to 12/14, then the revised grade would be 6/14.

Lesson Schedule

Wed. Jan. 6	Introduction to the Course	
Wed. Jan. 13	Introduction to Research in Education - Chap. 1	
Wed. Jan. 20	Research Problems and Questions - Chap. 3 Locating and Reviewing Related Literature - Chap. 4	
Wed. Jan. 27	Participants and Sampling - Chap. 5	Assign 1 due: Critique of popular media article
Wed. Feb. 3	Foundations of Educational Measurement: Reliability and Validity - Chap. 6	
Wed. Feb. 10	Ethical Issues in Research - Chap. 2	Assign 2 due: Method section
<i>Wed. Feb. 17</i>	<i>**NO CLASS - University Reading Week</i>	
Wed. Feb. 24	Foundations of Educational Measurement - Chap. 6	
Wed. Mar. 2	Nonexperimental Quantitative Research Designs - Chap. 8	Assign 3 due: Ethical issues
Wed. Mar. 9	Experimental Research Designs - Chap. 9	
Wed. Mar. 16	Understanding Statistical Inferences - Chap. 10	
Wed. Mar. 23	Qualitative Research Designs - Chap. 11	Assign 4 due: Interpreting quantitative research
Wed. Mar. 30	Qualitative Data Collection - Chap. 12	
Wed. Apr. 6	Mixed-Method and Action Research - Chap. 13 & 14 Discussion and Conclusions - Chap. 15	Assign 5 due: collecting qualitative data and interpretation
Wed. Apr. 13	No class	Final Critique due

General Comments

Students are expected to attend all classes and submit assignments by the due dates. If you require any modification to insure your full participation in this course, please talk to me as soon as possible. Given that the material in this course is covered at a fairly rapid rate, missing even a single class can make the process of keeping up with the material and completing the assignment(s) much more difficult, especially when group members are depending on one another.

University policies. The University of Manitoba requires that I point out a number of policies and regulations regarding attendance and withdrawal, cheating and plagiarism, incompletes, and appeals of grades. You will find these explained in the General Academic Regulations section of the 2015-2016 General Calendar (<http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx>). Also, please see the University Policies and Procedures section for policies regarding the responsibilities of academic staff towards students.

Letter grades will be assigned according to the Faculty of Education grading conversion scheme:

Letter Grade	Grade Point	Level of Achievement	Percentage Range
A+	4.5	WOW!!	95+
A	4	Excellent	90-94
B+	3.5	Very Good	85-89
B	3	Good	80-84
C+	2.5	Satisfactory	75-79
C	2	Adequate	70-74
D	1	Marginal	60-69
F	0	Failure	Below 60