
Course: ED625 E & EN Introduction to Research
Credit: 3 credit hours
Semester: Fall 2020 (Cycle 3)
Day and Time: Wednesday evenings, 6:00 pm – 9:00 pm.
Location: East Education Building, Room 125
Instructor: Dr. Mary F. Briggs
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I. DESCRIPTION

This course introduces the graduate student to various research design methods used within the field of education. The course emphasizes analysis, methodology, and technique that can assist the student to prepare for the Master's thesis or research project. (Prerequisite: ED610)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. OBJECTIVES

A. Competencies: Upon completion of this course, the student should be able to:

1. Understand generally and discuss intelligently the nature of academic research.
 - a. PLO-2
 - b. Assignments: A-1, A-2; B-1; C-1, C-2, C-3, C-4, C-5, C-6, C-7
2. Recognize and explain some of the fundamental terminology and concepts unique to conducting research.
 - a. PLO-2
 - b. Assignments: A-1, A-2; B-1; C-2, C-3. C-7
3. Describe various kinds of quantitative data, including measures of central tendency, variability, and correlation.
 - a. PLO-2
 - b. Assignments: A-1, A-2; B-1; C-2, C-3, C-7
4. Describe the differences between quantitative and qualitative research methods.
 - a. PLO-2
 - b. Assignments: A-1, A-2; C-2, C-5, C-7

5. Understand and distinguish between reliability and validity.
 - a. PLO-2
 - b. Assignments: A-1, A-2; C-2, C-5
6. Identify the role of theory in research as well as various methods used for research reporting.
 - a. PLO-2
 - b. Assignments: A-1, A-2; C-2, C-5
7. Identify ethical issues and testing biases that can affect test results.
 - a. PLO-2
 - b. Assignments: A-1, A-2; C-2, C-5
8. Describe effective ways that research can be used to enhance student learning.
 - a. PLO-2
 - b. Assignments: A-1, A-2; C2
9. Conduct efficient, effective searches, utilize efficient note-taking strategies, and identify useful research through the application of appropriate evaluative criteria.
 - a. PLO-2 & 4
 - b. Assignments: A-1; C-1
10. Write and design a research proposal.
 - a. PLO-2
 - b. Assignments: A-1, A-2; B-1; C3, C4, C6, C7

III. MATERIALS

The following textbooks are required for this course:

A. Bible (Please refer to Course Policies.)

B. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Hardcover: ISBN-10: 1433832151 \$36.00
Paperback: ISBN-10: 143383216X \$27.00

C. Slavin, Robert E. (2007). *Educational research in an age of accountability*. Pearson. (ISBN: 978-0205439829 New: \$128.19; Used copies available for under \$15.)

IV. REQUIREMENTS

A. Reading Assignments

1. **Textbook Reading:** Read the assigned textbook.
2. **Quizzes:** Complete five (5) “open book” quizzes posted on CANVAS. These Quizzes serve to reinforce the key ideas covered in the textbook chapters.

B. Activity Assignments

1. **Presentation of a Mini Research Proposal:** Prepare a PowerPoint presentation of your research proposal. Your research proposal should include the following: Introduction, Review of the Literature, Research Design, Research Question, Hypothesis, Procedures, and a Conclusion. You will present your PowerPoint presentation to your classmates.

C. Written Assignments

1. **Annotated Bibliography:** Choose four scholarly journal articles related to your Research topic. Complete an Annotated Bibliography Form for each article. Use the Annotated Bibliography Form found on CANVAS.
2. **Discussion Questions:** A total of seven (7) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.
3. **Mini Literature Review:** Using your annotated bibliography, write a mini literature review. Begin with a brief introduction. Next write in a narrative form introducing the studies in your annotated bibliography and discussing the results of these studies. End with a brief conclusion. Content is more important than word count.
4. **Procedures:** Describe your proposed participants, setting, method of conducting research, method of gathering data, and method of analyzing data. Content is more important than word count.
5. **Reflections:** When you have completed the majority of the course work for the week, write a 200 – 250 word reflection on how you have grown as an educator as a result of completing that week's assignments.
6. **Research Topic:** Write a paragraph describing your research topic. Include an explanation of why you are interested in this topic.
7. **Research Questions, Hypothesis, and Design:** Formulate a quantitative research question and a qualitative research question for your topic. Include your hypotheses. Next choose one of your research questions. Determine which research design is the best design for collecting and analyzing data in order to answer your research question. Explain why this research design is better than other research designs.
8. **Final Exam:** Students who are not in class on the evening of the exam will need to use Proctor U.

V. METHODS

A. Teaching and Learning

1. Reading and research
2. Writing
3. Developing a Research Proposal
4. Lectures
5. Discussions
6. Reflections
7. Exam

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Annotated Bibliography	100 (25 x 4 articles)
Discussion Questions	70 (10 x 7 questions)
Mini Literature Review	150
Presentation of Research Proposal	150
Procedures	150
Quizzes	50 (10 x 5 quizzes)
Reflections	70 (10 x 7 reflections)
Research Topic	10
Research Questions, Hypotheses, and Design	150
Final Exam (Proctor U)	100
Total:	1000 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

1. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VI. COURSE POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any

of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

C. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

E. Accommodations Statement

Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any disabling condition that may require support.

F. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association, 7th edition*.

G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

VII. COURSE OUTLINE AND CLASS SCHEDULE: The following course outline indicates the informational material and the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	Oct. 21 st	The Role of Research in Education The Final Product Planning a Study: Reviewing the Literature and Writing a Proposal Implementing Your Study	<i>Due by Midnight on Oct. 27th</i> 1. Read pages 218 – 220. 2. Choose a research topic. 3. Annotated Bibliography #1 4. Complete DQ#1 5. Read Chapters 2, 3 & 4. 6. Write Reflection.
2	Oct. 28 th	Quantitative Research Designs Part I	<i>Due by Midnight on Nov. 3rd</i> 1. Complete Ch. 2 – 4 Online Quiz. 2. Annotated Bibliography #2, #3, and #4. 3. Complete DQ#2. 4. Read Chapter 5 & 6. 5. Write Reflection.
3	Nov. 4 th	Quantitative Research Designs Part II	<i>Due by Midnight on Nov. 10th</i> 1. Complete Ch. 5 & 6 Online Quiz. 2. Mini Review of the Literature 3. Complete DQ#3. 4. Read Chapters 7 & 8. 5. Write Reflection.

4	Nov. 11 th	Qualitative Research Designs	<p><i>Due by Midnight on Nov. 17th</i></p> <ol style="list-style-type: none"> 1. Complete Ch. 7 & 8 Online Quiz. 2. Research Questions, Hypotheses, & Design 3. Complete DQ#4. 4. Read Chapters 13 & 14. 5. Write Reflection.
5	Nov. 18 th	Basic and Intermediate Statistics	<p><i>Due by Midnight on Nov. 24th</i></p> <ol style="list-style-type: none"> 1. Complete Ch. 13 & 14 Online Quiz. 2. Procedures 3. Complete DQ#5. 4. Read Chapters 10 & 11. 5. Write Reflection.
6	Nov. 25 th Give Thanks!	Measurement Threats to Internal and External Validity	<p><i>Due by Midnight on Dec. 1st</i></p> <ol style="list-style-type: none"> 1. Complete Ch. 10 & 11 Online Quiz 2. Prepare presentation.* 3. Complete DQ#6. 4. Write Reflection.
7	Dec. 2 nd	Student Presentations* Action Research	<p><i>Due by Midnight on Dec. 8th</i></p> <ol style="list-style-type: none"> 1. Read Chapter 9. 2. Complete DQ#7. 3. Prepare for Final Exam 4. Write Reflection.
8	Dec. 9 th	Final Exam	

ProctorU Addendum

Calvary University uses ProctorU test proctoring service. ProctorU is a live online proctoring service that allows you to take your exam from the comfort of your home. ProctorU is available 24/7, however, **you will need to schedule your proctoring session at least 72 hours in advance to avoid any on-demand scheduling fees.** Creating a ProctorU account is simple. You can do so by going to <https://go.proctoru.com/students/users/new?institution=2045>.

Students must read all information and comply with all directions below to be successful for their proctored exam experience. Calvary University hopes that students will have a smooth experience, and to decrease student anxiety and increase success, please use this guide to help you plan for your test. Please note that, per ProctorU, there will be penalties for students who miss their testing window. Technical trouble will not be an excuse for missing the window. Therefore, pay attention to all details within this guide, and all links included.

System Requirements: Please see the information below supplied by ProctorU for system requirements. If your computer does not have these capabilities, please consider borrowing a computer as you will still be required to complete the exam using the live proctor system with ProctorU. Please note that you will not be able to take your exam(s) in the Calvary University Library due to the activity that will be picked up in a public place.

In order to use ProctorU, you will need a high-speed internet connection, a webcam (internal or external), a Windows or Apple Operating System, and a government issued photo ID. ProctorU recommends that you visit <https://test-it-out.proctoru.com/> prior to your proctoring session to test your equipment. They recommend you click on the button that says "connect to a live person" to fully test out your equipment. If using Firefox, please make sure that you are using the current version of your Firefox browser and have downloaded the ProctorU extension available at <https://www.proctoru.com/firefox>.

ProctorU Addendum continued on the next two pages.

Type	Minimum	Recommended	Calvary University Minimum
Web Camera	640×480 resolution	1280×720 resolution	1280×720 resolution
PC Users	Windows Vista	Windows 10 (10 S is not supported)	same
Mac Users	OS X 10.5 or higher	OS X 10.13 High Sierra	same
Internet Download Speed	.768 Mbps	1.5 Mbps	3 Mbps
Internet Upload Speed	.384 Mbps	1 Mbps	2 Mbps
RAM	1024 MB	2 GB	same
Ports	1935, 843, 80, 443, 61613, UDP/TCP	1935, 843, 80, 443, 61613, UDP/TCP	same

- Desktop computer or laptop (not a tablet, Chromebook or cell phone).
- Webcam and microphone (built-in or external) – test your webcam at <https://test.webrtc.org/>
- Connection to network with sufficient internet speed: at least 3 Mbps download speed and 2 Mbps upload – test internet speed at www.speedtest.net
- Operating systems: Windows Vista or newer, Mac OS X 10.5 – or newer
- Browser with pop-up blocker disabled: Google Chrome v39 or later, Mozilla Firefox v34 or later.

Additionally, please visit and review the test-taker resource center by going to <https://www.proctoru.com/proctoru-live-resource-center>. You should expect the startup process with the proctor to take about 10-15 minutes. However, this time will not affect your exam time. Please feel free to direct any questions to the student support team via the live chat within your account.

******If you have any questions or concerns, contact Proctor U's technical support team 24/7 via their live chat support at <https://www.proctoru.com/contact-us>**

Costs for ProctorU exams are listed below and are payable to ProctorU at the time of the test. These costs assume that a student will schedule their exam at least 72 hours in advance of the exam start time:

- 60 minutes or less - \$8
- 61 – 120 minutes - \$10
- 121 – 180 minutes - \$12

For those not scheduling an exam at least 72 hours in advance, late scheduling charges are added in addition to the above fee structure. There are two options for late scheduling:

- "Take It Soon" allows a test to be scheduled less than 72 hours but more than 24 hours before the desired start time. This option includes an additional fee of \$8.00. (Total cost for a 60 minute exam scheduled as "Take It Soon" would be \$16.)
- "Take It Now" allows a test to be taken on-demand with no appointment needed. This option includes an additional fee of \$12.00. (Total cost for a 60 minute exam scheduled as "Take It Now" would be \$20.)

These options are for the convenience of the examinee. Any charges applicable to the examinee must be paid with a credit or debit card. The test taker will be required to enter payment information on a secure page connected to a third-party card processor. The page is encrypted and secure and ProctorU does not see or store any credit card data.

Examinees will be required to re-enter payment information each time new charges are incurred.