

Fall 2012

DEPARTMENT: Educational Studies, Leadership, and Counseling

COURSE PREFIX: EDU

COURSE NUMBER: 649

CREDIT HOURS: 3

I. TITLE:

Research in Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course is a follow-up of ADM 630. The course includes an exploration of elementary statistics as they apply to the completion of an action research project which was proposed and begun in ADM 630. The action research project is to be concluded during this course and presented during a class/departamental colloquium.

Prerequisite(s): ADM 630, Methods of Research or equivalent. Students are also expected to be familiar with basic functions of Blackboard, such as log-in, submitting/ uploading an assignment, and taking an online test. Please contact Murray State University Helpdesk and College of Education KATE if you need training and technical assistance.

III. COURSE OBJECTIVES:

The course is designed for the students 1) to continue an action research project initiated in ADM 630, and 2) to revise your ADM 630 term paper leading to presentation in a regional/national conference and/or publication in a peer-reviewed academic journal under the guidance of the course instructor. The research skills developed in this experience provide the framework for teachers to articulate research questions, design or refine your own survey, gather or reanalyze data, reflect on that data, and make learning decisions for their schools and classrooms on the basis of the information.

The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards (KTS). As a result of participation in this course, the student will be able to:

- A. To plan and to conduct meaningful research using descriptive, quasi-experimental, or experimental designs. (KTS 5, 7, 10)
 - B. To complete a written presentation of their research (using APA style), which is suitable for presentation and/or publication by a professional organization. (KTS 10)
 - C. To present and to defend their work using their knowledge of scientific methods, known theories, and previous research. (KTS 9, 10)
 - D. To understand the Murray State University policy on human subjects in research; and to experience the process of having your research protocol approved by the MSU institutional review board. (KTS 10)
- EPSB Themes: Diversity and Assessment are addressed through action research projects.

IV. CONTENT OUTLINE:

The content of the course includes research paper evaluation, sample and measures, survey research method, correlational research method, causal-comparative research method, experimental research method, single-subject experimental research, descriptive statistics, inferential statistics, action research, research report, and the presentation of the research and its implications so that it will be meaningful to others.

V. INSTRUCTIONAL ACTIVITIES:

These include field experiences applying research methods, individual consultation with the instructor, presentations and discussions within the class group, sharing (The major research project will be shared within the class for a peer-review activity), peer-review, and online learning experience.

This course utilizes the Blackboard course management system. (<http://blackboard.murraystate.edu/>). You need your Murray State University ID and Password to log in. The course instructor will communicate with students via a variety of interactive tools including discussions, announcements, and email. Students in this course are required to log in Blackboard regularly (at least once a week) to access the course content, to participate in class discussions or chats, and to complete course assignments.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

These include field experiences (mostly in the school settings) applying research methodology; clinical experiences constructing an understanding of the research, defending, and evaluating research.

VII. TEXT(S) AND RESOURCES:

Gay, L. R., Mills, G. E., & Airasian, P. (2009). Educational research: Competencies for analysis and applications. Upper Saddle River, NJ: Merrill. (REQUIRED)

American Psychological Association. (2010). Publication manual of American Psychological Association (6th ed.). Washington, DC: American Psychological Association. (RECOMMENDED)
Other course reading materials will be provided by the instructor.

VIII. EVALUATION AND GRADING PROCEDURES:

Students are expected to submit their work no later than the due date. **Assignments turned in after the due date will result in a deduction of 5 points per day the assignment is late.** Even though an assignment turned in two days after the due date will result in a grade of zero, students are still required to complete the assignment. Failure to complete all the assignments and learning tasks before the last day of class will result in a letter grade of “incomplete.” A student seeking to have an “incomplete” course grade changed must follow the established university regulation and policy. The grading system is as follows:

Major Research Project (10 points each × 8 steps)	80 points
Oral (poster) Presentation	10 points
Short Essay/ Discussion assignments (10 points each × 5)	50 points
Total:	140 Possible Points
A = 126 - 140 points	90 – 100%
B = 112 - 125 points	80 – 89%
C = 98 - 111 points	70 – 79%
D = 84 - 97 points	60 – 69%
E = 83 or less	below 60%

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

There will be two required face-to-face meetings for this course: the first day of class and the presentation day. Depending on the students’ needs, additional face-to-face meetings for this course and/or individual conferences will be scheduled. Any unexcused absences during the semester will result in a lowered letter grade.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

XII. Other required departmental or collegiate committee information

DISPOSITIONS OF A MURRAY STATE UNIVERSITY COLLEGE OF EDUCATION GRADUATE

1. Inclusive – Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. Responsible – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. Enthusiastic – Is eager and passionately interested in tasks that relate to beliefs about education.
4. Caring – Demonstrates regard for the learning and wellbeing of every student.
5. Confident – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. Ethical – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.
7. Leadership – Is an ethical change agent who acts to inspire classrooms, schools, districts, and communities

The instructor reserves the right to modify the format of this course as circumstances demand.