

**UNIVERSITY OF OTTAWA  
FACULTY OF EDUCATION  
COURSE OUTLINE**



uOttawa

**EDU 5190F2 – An Introduction to Research in Education**

**Instructor:** Sandra Fonseca, Ph.D.

**Session:** Fall 2014

**Classroom:** LMX 117

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**Office hours:** Mondays 4:30 – 5:30, or by appointment

**COURSE DESCRIPTION**

Introduces students to understanding and applying research in education: researching a topic, critical reading, overview of various types of applied research.

**COURSE OBJECTIVES**

It is expected that by the end of this course you will:

- Become familiar with the research process and be able to apply your understanding to critically evaluate research studies in the field of education;
- Demonstrate your ability to formulate a research problem, construct a research question for investigation as well as select a research design, which will answer the question.
- Become conversant with concepts, terminology and methods used in educational research.

**COURSE STRUCTURE AND PHILOSOPHY**

In this course, you will develop a better understanding of the research process. However, you must be actively engaged. Weekly in-class and online activities will facilitate your engagement in elements of research through critical analyses of research, practical applications of content, peer evaluation, written and oral discussion and debate. The world of research is exciting and opens doors to discovery and insight – hopefully you will leave the class with this view!

**READINGS/RESOURCES**

**Required reading:** O’Leary, Z. (2010). *The essential guide to doing your research project*. Thousand Oaks, CA: Sage Publications. Other course resources include articles, video, and audio clips. Links to these can be found in the **Course Content** - on the course Blackboard Learn website. This can be accessed through the **Virtual Campus** link from the uottawa.ca homepage (<https://maestro.uottawa.ca/index.asp?LANG=EN>).



## **TENTATIVE COURSE SCHEDULE:**

Please note that this course outline is a tentative schedule and may be subject to changes.



: Online class

<b>CLASS #</b>	<b>DATE</b>	<b>TOPIC/READINGS</b>
<b>1</b>	<b>September 8</b>	<b>Introduction to the course</b>
<b>2</b>	<b>September 15</b> 	<b>What is research?</b> O'Leary: Chapter 1(Taking the Leap into the Research World) Larabee, D.F. (2003). The peculiar problems of preparing educational researchers. <i>Educational Researcher</i> , 32(4), 13-22
<b>3</b>	<b>September 22</b>	<b>Exploring existing literature/research</b> O'Leary: Chapter 6 (Reviewing Literature)
<b>4</b>	<b>September 29</b> 	<b>Ethical considerations and Researcher Bias</b> O'Leary: Chapter 4 (Undertaking credible and ethical research) Castellano, M.B. (2004). Ethics of Aboriginal Research. <i>Journal of Aboriginal Health</i> , 1(1), 98-114
<b>5</b>	<b>October 6</b>	<b>Asking Questions and Designing research that answers our questions</b> O'Leary: Chapter 3 (Developing your Research Question) O'Leary: Chapter 7 (Designing a Research Plan)
<b>6</b>	<b>October 13</b> 	<b>Thanksgiving – No class</b>
<b>7</b>	<b>October 20</b>	<b>Exploring methodological approaches: Part I</b> O'Leary: Chapter 8 (Understanding Methodologies: Quantitative, Qualitative and 'Mixed'Approaches)
<b>8</b>	<b>October 27</b> 	<b>Exploring methodological approaches: Part II</b> O'Leary: Chapter 9 (Understanding Methodologies: Evaluative, Action-Oriented, and Emancipatory Strategies) Sylvestre, J., Cousins, J. B., Sundar, P., Aubry, T., & Hinsperger, V. (2008). Engaging stakeholders in the planning of a collaborative multi-agency evaluation: The HousingPlus5 collaborative communities project. <i>Studies in Educational Evaluation</i> , 34, 212-217.
<b>9</b>	<b>November 3</b>	<b>Approaches to data collection: Part I</b> O'Leary: Chapter 11 (Direct Data Collection: Surveys and Interviews)

<b>10</b>	<b>November 10</b> 	<b>Approaches to data collection: Part II</b> O’Leary: Chapter 12 (Indirect Data Collection: Working with Observations and Existing Text) Jordan, A., Glenn, C., & McGhie-Richmond, D. (2010). The Supporting Effective Teaching (SET) project: The relationship of inclusive teaching practices to teachers’ beliefs about disability and ability, and about their roles as teachers. <i>Teaching and Teacher Education, 26</i> , 259-266. doi:10.1016/j.tate.2009.03.005
<b>11</b>	<b>November 17</b> <u>Course Evaluation</u>	<b>Approaches to data analysis: Part I</b> O’Leary: Chapter 14: Analyzing Qualitative Data Lloyd, R. (2011). Teaching games with inner sense: Exploring movement consciousness in women’s volleyball. <i>PHENex Journal, 3(2)</i> , 1-17
<b>12</b>	<b>November 24</b> 	<b>Approaches to data analysis: Part II</b> O’Leary: Chapter 13: Analyzing Quantitative Data Whitley, J. (2010). Modelling the influence of teacher characteristics on student achievement for Canadian students with and without learning disabilities. <i>International Journal of Special Education, 25(3)</i> , 76-85.
<b>13</b>	<b>December 1</b>	<b>Poster presentations and dissemination</b>

### ONLINE CLASSES:

As a hybrid course, 6 of our 13 classes will be entirely online. For these classes, students will complete a set of readings and/or tasks and activities detailed on our website (e.g. read a chapter of O’Leary, watch a video, read a news clipping) and will engage in discussion in response to questions that will also be posted on the website. Students will typically have a week to complete online classes; deadlines are posted on Blackboard Learn. Each student will be required to post a minimum of two insightful, thoughtful, respectful and relevant comments/follow-ups/observations/reflections/questions as part of these discussions. These responses will constitute attendance for these classes and will not be assessed for marks. Our goal is to have meaningful, enjoyable and beneficial discussions that will provoke thought and reflection rather than simply completing course requirements.

### Please note:

Due to the nature of the course which requires students to first become familiar with concepts and terminology and then be able to apply their knowledge in research, feedback cannot be provided by the end of September - the deadline for withdrawal without a penalty. However, should you have any concerns about your progress, please discuss this with me. Similarly, should I have any concerns; I will bring this to your attention.

## ASSIGNMENTS & EVALUATIONS:

Assignment	Value	Due Date
On-line Journal Search	30%	October 10 <sup>th</sup>
Review & Analysis of Research Journal + Article	30%	November 7 <sup>th</sup>
Mini-Research Project	40%	December 1 <sup>st</sup>

### 1. On-line Journal Search: Toward a review of the literature (30%)

#### Due: October 10th

This assignment may be carried out individually or collaboratively with other participants. Each individual, however, is required to prepare his/her own written submission. For this assignment, you will:

1. Identify a research area/question of interest
2. Using online resources do a search of the recent research (last 10 years) relevant to the topic of interest.
3. Select 5 studies that seem particularly relevant to the research area.
4. Using the abstracts of each of the chosen studies, prepare a written text (3-5 pages double spaced) summarizing the 5 articles. Be sure to include the research area/question as well as a brief conclusion.
5. Create a list of references using American Psychological Association Style Guide format – APA Style

### 2. Review & Analysis of Research Journal and Article (30%) – Due November 7<sup>th</sup>

This assignment is an individual assignment. It has two parts. First review and analyze an educational research journal. Choose a journal based on your area of interest; make sure that it is a peer-reviewed journal. Then write an analysis of the journal which addresses the following questions:

- What kinds of research does the journal publish?
- What are the predominant philosophical assumptions, worldviews, and/or research communities represented in the journal?
- What do you notice about the journal's tone, content, design, etc?
- What is the journal's unique contribution to the field?

The second part of the assignment asks you to select one research article from your chosen journal that you find particularly compelling because of the research method employed or connections with your research interests. Complete a detailed analysis of the article by considering the coherence of the study in terms of the research question, literature review, method, data collection and analysis, and findings. (3-5 pages, double-spaced)

### 2. Mini-research project (40%) – Due December 1<sup>st</sup>

This mini- research assignment may be carried out collaboratively with other participants; (3-4 per group).The final product includes a) Poster presentation B) The Written Component of the mini-research project. It requires that you formulate a research question, select a research method that will help you answer that question, collect and analyze data, and create and present a poster summarizing the key aspects of the project. You are also required to submit a written report of the research for evaluation. Students working collaboratively should submit one poster and one written report for the group, but the voices of all participants must be included.

Should you involve human participants in your research, you must have them sign a consent form (for adults) and/or have a parent/guardian sign a consent form (for those under 18 or unable to provide consent). As part of the learning process, you must create your own consent form(s) and have them approved by me. A sample and the U of O consent form requirements are on Blackboard Learn. This assignment does not require that you do a review of the literature, but should include the following:

- The reason why the topic/question is of interest to you;
- The research question;
- A brief description of the research participants; (Include signed consent forms with your written submission).
- Details of the method selected, including how the data were collected and analyzed;
- The results of the investigation;
- Some thoughts on what the findings suggest.

**a) Poster Presentation (15%)**

Based on your informal research project, each group (or individual) will create a poster that highlights the most important aspects of that work (examples on Blackboard Learn). Posters will be displayed during our last class. As in a poster session at a conference, students will have a chance to tour all of the posters while the presenters will be on hand to answer questions and provide further detail/explanations. Posters will be marked on how effectively and comprehensively they summarize information and how clearly information is displayed and communicated.

**b) The Written Component of the mini-research project (25%)**

The approximate length should be 5-7 pages and should summarize the points listed above.

**Attendance in all courses is compulsory. See course instructor for make-up requirements for absences.**

**ACADEMIC FRAUD**

Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark F for the work in question to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded. For useful guidelines to help you avoid plagiarism, please consult the following web page: [www.uottawa.ca/plagiarism.pdf](http://www.uottawa.ca/plagiarism.pdf).

**BIBLIOGRAPHY**

**On Blackboard Learn**

**GRADING SCALE:**

The grading scale is as follows:

A+	90 - 100 %	10 points	Exceptional
A	85 - 89 %	9 points	Excellent
A-	80 - 84 %	8 points	Excellent
B+	75 - 79 %	7 points	Very Good
B	70 - 74 %	6 points	Very Good
C+	65 - 69 %	5 points	Good

All grades below "C+" (65%) are failing grades for graduate students.

C 60 - 64 % 4 points