EDU541 Educational Research
(2 credit hours)
Course Syllabus

Course Description

Introduces methods of research in education; emphasizes research strategies and analysis of descriptive and judgmental information for selecting, planning, and evaluating research problems; uses library resources, data gathering, and writing a research proposal.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Compare methods for selecting and defining a research topic.
2. Identify methods for preparing and evaluating a research plan.
3. Refine use of qualitative methods including qualitative data collection, narrative research, and ethnographic research.
4. Develop techniques of data analysis and interpretation of qualitative research data.

Required Textbook(s) and Resources

There are no textbooks required for purchase. Be sure, however, to review the weekly **Explore** sections for library or web resources, including free online texts. For access to databases, research help, and writing tips, visit the Tiffin University Library. You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the Library Events - Upcoming Events web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to complete readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to activities and preparation **each week**. For successful completion of a two-credit, seven-week online course you should reserve at least **12-15 hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

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- All times assume Eastern Time (GMT-4).
- Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
- Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET** on **Wednesdays.**
- Response discussion posts are due by **11:55 p.m. ET** on **Saturdays,** and
- Major assignments and reflections are typically due by **11:55 p.m. ET** on **Sundays.**

Learning Activities

There are two learning activities each week, a discussion post with responses to peers and a written assignment. The weekly assignment is typically a paper, applying what you have learned about the research process. Each week focuses on a different section of the research paper you will submit at the end of the term. That final paper, due in Week 7, will synthesize all of the revised assignments that you submitted during the term.

For the final paper, you will analyze a problem in education by exploring the literature on the topic and then use research methods and data collection to create a research study. The course is fast-paced and iterative, in that it builds upon knowledge from the previous week. To succeed, be aware of both current (weekly) and upcoming course expectations.

To help self-assess your own work (before and after submission), carefully review each week's grading rubric. These assessment tools highlight content, analysis, structure, adherence to APA style, and grammar. The course is writing intensive and you are expected to write at a graduate level, free of grammatical errors, in adherence to APA 7th edition style.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (50)	**Discussions** Activity 2.1 (50)	**Discussions** Activity 3.1 (50)	**Discussions** Activity 4.1 (50)	**Discussions** Activity 5.1 (50)	**Discussions** Activity 6.2 (50)	**Discussions** Activity 7.2 (50)	**350**
Assignments Activity 1.2 (100)	**Assignments** Activity 2.2 (100)	**Assignments** Activity 3.2 n.a.	**Assignments** Activity 4.2 (100) Activity 4.3 (50)	**Assignments** Activity 5.2 (100)	**Assignments** Activity 6.1 (100)	**Assignments** Activity 7.1 (100)	**650**
150	**150**	**50**	**200**	**150**	**150**	**150**	**1000**

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Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70%

Please see the Academic Bulletin for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	❏ WED: Meet Your Peers (Optional)
Week 1: Developing the Research Problem	❏ WED: Activity 1.1: Research Topics - Initial Post ❏ SAT: Activity 1.1: Research Topics - Secondary Posts ❏ SUN: Activity 1.2: Problem Statement
Week 2: Annotated Bibliography	❏ WED: Activity 2.1: Research Topic - Description & Articles - Initial Post ❏ SAT: Activity 2.1: Research Topic - Description & Articles - Secondary Posts ❏ SUN: Activity 2.2: Annotated Bibliography
Week 3: Synthesizing the Literature	❏ WED: Activity 3.1: Evaluating Resources - Initial Post ❏ SAT: Activity 3.1: Evaluating Resources - Secondary Posts ❏ SUN: Activity 3.2: Literature Review

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Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 4: Writing the Literature Review	❑ WED: Activity 4.1: Research Method Types - Initial Post ❑ SAT: Activity 4.1: Research Method Types - Secondary Posts ❑ SUN: Activity 4.2: Writing the Literature Review ❑ SUN: Activity 4.3: Analyzing Data Collection Techniques
Week 5: Methodology	❑ WED: Activity 5.1: Data Collection Method - Initial Post ❑ SAT: Activity 5.1: Data Collection Method - Secondary Posts ❑ SUN: Activity 5.2: Research Methodology Section
Week 6: Data Analysis Critique	❑ WED: Activity 6.1: Abstract and Research Reflections - Initial Post ❑ SAT: Activity 6.1: Abstract and Research Reflections - Secondary Posts ❑ SUN: Activity 6.2: Data Analysis Comparisons
Week 7: Culminating Your Research Proposal	❑ WED: Activity 7.1: Reflections - Initial Post ❑ THU: Activity 7.2: Research Proposal Final Draft ❑ SAT: Activity 7.1: Reflections - Secondary Posts

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning and act in a self-directed manner. That means:
  o Fully participate in all learning activities.
  o Complete assignments as described in rubrics or other instructions.

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- Submit all work on time and in the specified format (e.g. APA format for citations).
- Utilize and incorporate instructor provided feedback to improve your work.
- Ask questions so you can better understand course material or assignments.
- Use the highest standards of intellectual honesty and integrity. For more information, see the Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."

- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of course activities and attainment of course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

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Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a support ticket.

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at http://www.tiffin.edu/va.

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