**Class and Lecturer Information**

**Course: Introduction to Educational Research**

**Days and Time:** Tuesdays 1:30 pm-3:30pm; Wednesdays 2:30-3:30

Tuesdays 11:15 am- 12:15 pm ; Fridays 8 am – 10 am

Tuesdays 1:30 pm-3:30pm; Fridays 1: 30 pm- 2:30 pm

**Rooms:** Education Department;

**Lecturers & consultation times:**

Rev. Downer-Messias (**Mondays 11 am-12 noon)**, Mrs. Francis (**Tuesday 11 am – 12noon)**, Mrs. Brown (**Thursdays 1:30-2:30 pm)**, Ms. Gayle (**Wed. 11:15-12:15**), Mr. Reid ( **),** Ms. Nelson , Mrs. Wiltshire- Brown

**Email**: margaretdownermessias@stcoll.edu.jm; [ava-marie.francis-reid@stcoll.edu.com](mailto:ava-marie.francis-reid@stcoll.edu.com) ; [reneewilliams@stcoll.edu.jm](mailto:reneewilliams@stcoll.edu.jm), melissa.gayle@stcoll.edu.jm, dwayne.reid@stcoll.edu.jm, andrenenelson@stcoll.edu.jm

# Reading Resources:

Bastick, T. &. Matalon B. (2007). *New and Practical (2nd edition).* Kingston, Jamaica: Chalkboard Press, Materials Production Unit.

*Public ation Manual of the American Psychological Association (6th edition) .* (2010). Washington DC: Library of Congress-in-Publication.

 Leacock, C. J. (2009). *Research Methods for Inexperienced Researchers (Guidelines for investigating the Social World).* Kingston: Ian Randle Publishers

Leedy, Paul D. and Ormrod, Jeanne Ellis (2010) Practical Research – Planning and Design (8th edition).  Upper Saddle River, Prentice-Hall Inc.

**ONLINE RESOURCES**

<http://www.eric.ed.gov/PDFS/ED504132.pdf>

[http://web.ebscohost.com/ehost/detail?vid=21&hid=108&sid=b6ca286a-cbc6-4e9d-ad66-3fe9ae3975bc%40sessionmgr112&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=eric&AN=ED384471](http://web.ebscohost.com/ehost/detail?vid=21&hid=108&sid=b6ca286a-cbc6-4e9d-ad66-3fe9ae3975bc%40sessionmgr112&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d)

<http://web.ebscohost.com/ehost/results?sid=b6ca286a-cbc6-4e9d-ad66-3fe9ae3975bc%40sessionmgr112&vid=19&hid=108&bquery=(reflective+research)&bdata=JmRiPWFmaCZkYj1ic2gmZGI9YjdoJmRiPWVyaWMmZGI9OGdoJmRiPWhqaCZkYj1seGgmZGI9dWxoJmRiPXRmaCZkYj1id2gmZ>

[http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=b6ca286a-cbc6-4e9d-ad66-3fe9ae3975bc%](http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=b6ca286a-cbc6-4e9d-ad66-3fe9ae3975bc%25)

[http://web.ebscohost.com/ehost/detail?vid=21&hid=108&sid=b6ca286a-cbc6-4e9d-ad66-3fe9ae3975bc%40sessionmgr112&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=afh&AN=7083982](http://web.ebscohost.com/ehost/detail?vid=21&hid=108&sid=b6ca286a-cbc6-4e9d-ad66-3fe9ae3975bc%40sessionmgr112&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d)

# Course Description

This course provides the opportunity for student teachers to explore the process of research in an authentic way. In the process they will examine their attitudes and beliefs about research, become aware of the research process and apply these principles in their contexts. The course will be divided into different components covering four units. The first unit will explore the historical, philosophical, social and other factors influencing research, as well as the principles of educational research.

The second unit will allow for a theoretical exploration of the process, the third unit will explore the reflective dimension while unit four will allow for a practical exploration of each component of the research process culminating in the application of these skills to investigate an issue or area of interest in their context with a view to offering solutions or enhancing teaching and learning.

 Constructivist methodology will inform the teaching of this course. Emphasis will be on  the active participation of the learners with teachers as facilitators. Participants will also engage in reflective practice.

# Instructional Processes

* Cooperative Learning groups
* Analysis of arguments
* Presentations
* Critique of articles/ video presentations
* Self directed learning
* Discussions

# Class Policy Goals and Expectations

* Regular class attendance
* Reading assignments
* Cooperating in groups
* Class participation
* Other Task Compliance

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# Summary of Content

**UNIT 1: THE TEACHER AS A RESEARCHER**

**UNIT 2: THE RESEARCH PROCESS**

**UNIT 3: TEACHER AS A REFLECTIVE PRACTITIONER**

# **UNIT 4: RESEARCH IN ACTION**

**Unit 1: THE TEACHER AS A RESEARCHER**

**Content**

1. How do we know what we know?
2. What is research?
3. Why engage in research?
4. What arethe historical, philosophical, social and other factors influencing research as well as the principles / characteristics of educational research?

* Objectivity, precision, verification, Parsimonious explanation, Empiricism, logical reasoning and scepticism.

1. What are the technical and ethical principles which underpin educational research in the twenty first century?

* Include integrity, protection, honesty, confidentiality, informed consent

1. Methods of research

* Quantitative
* Qualitative
* Mixed

1. Types of research in education:

 examples:

* Action
* Causal-comparative
* Case
* survey
* Backyard

1. Criteria for determining the most useful type of research for a context/issue./
2. Who should be involved in research? Why?

* The teacher as a researcher
* Who is the teacher-researcher?
* Importance of being a teacher researcher
* Skills attitudes and values needed to be an effective researcher
* The role of the teacher -facilitator in helping the teacher -researcher in the research process.

1. What are some misconceptions about research?

Common ideas include:

* Research entails transferring information from one source to another.
* Engaging in the reading of information from a source.
* What qualifies a document as a research?
* Engagement in the scientific process.

1. Issues and trends influencing educational research.

* Including but not limited to; Types of learners, learning styles, government        policies, globalization, changes in curriculum, market demands, advancement in technology.

1. What skills, values, attitudes and dispositions are essential in the research process?

# Specific Objectives

**After completing this unit student teachers will:**

1. Explore the historical, philosophical, social and other factors influencing research, as well as the principles of educational research.

1. Assess the   philosophical, psychological, social, historical and educational factors influencing the process of research.

1. Critique the types of educational research designs

1. Discuss the technical and ethical principles which underpin educational research in the twenty first century.

1. Analyse critical issues and trends influencing the research process.

1. Value their roles as researchers in a dynamic educational context.

1. Apply the skills of research, negotiation and collaboration to effectively address the core concepts in the research process.

1. Distinguish among the key concepts relevant to the research process.

1. Examine the problems, limitations and misconceptions endemic to the research process

**Unit 2: THE RESEARCH PROCESS**

**Content**

1. Definition of key concepts such as: variables, hypotheses, purpose, background, significance, operational definitions, sub-problems, sub questions, limitation, delimitation, validity, reliability.
2. Inductive and deductive reasoning
3. Limitations and advantages of the scientific research method

1. The basic elements in writing a research:

* Identifying the topic/problem or question to research

Sources of research topics

Narrowing the topic

Characteristics of good topics

Stating the research topic

* Sampling in qualitative and quantitative research

Sampling-probability and non-probability

* Background to the problem
* Formulating and stating the hypotheses

Definition and purpose of hypotheses in quantitative studies/qualitative studies

Types of hypotheses

Stating and testing the hypotheses

* Purpose of the study
* Significance of the study
* Research questions, sub-questions

1. Review of literature

* Definition ,purpose, and  scope
* Importance
* Process

Identifying key words and sources

Identifying sources as primary and secondary.

Evaluating and analysing sources

Referencing sources using APA

Analysing, organizing and reporting the literature

1. Methods or instruments for data collection: Examples include:

Questionnaire, interview, observation, checklists, rating scale, running records, journals, portfolios and other relevant tools.

* Characteristics, advantages and disadvantages of each.

1. Analysis, discussion and presentation of findings
2. Conclusion and recommendations

Bibliography and appendices

# Specific Objectives

**After completing this unit student teachers will:**

1. Explain key concepts relevant to the research process.
2. Discuss the steps in the scientific process of research.
3. Explain the criteria for effective research
4. Demonstrate the skills of  reading literature critically
5. Evaluate types of literature from web-based and print resources.
6. Discuss the characteristics, advantages and disadvantages of relevant data collection instruments.
7. Critically analyse the elements in the literature review process.
8. Differentiate between quantitative and qualitative review of literature.
9. Collect and analyse data from primary and secondary sources.
10. Prepare an annotated bibliography to support their literature review.
11. Reference their work using the APA format

# **UNIT 3: TEACHER AS A REFLECTIVE PRACTITIONER**

**Content**

1. Reflection as a key to understanding classroom interactions

* What is the reflective process?
* Learning to know ourselves through engaging in reflection
* The reflective practitioner as a member of the learning community.
* Seeing ourselves through our students’/colleagues’ eyes
* Engaging in critical conversations about teaching.
* Journaling/logs as a reflective tool-(electronic and print)

1. Collecting and analysing qualitative and quantitative classroom data that reflect students/facilitators learning/behaviour using logs, journals and other alternative tools.
2. Reflection as a useful strategy in the classroom: reflection before action; reflection in action; reflection for action.

# Specific Objectives

**After completing this unit student teachers will be able to:**

1. Utilize alternative and authentic tools in the research process.
2. Use the reflective process to document their work
3. Engage in the reflective process as they seek answers to classroom problems.
4. Maintain a reflective log of activities.
5. Explore classroom problems in learning communities.

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# **UNIT 4: RESEARCH IN ACTION**

**Content**

**Practical Exploration of the research process**

* Identifying an issue of interest
* Selecting and stating a topic
* Reviewing the literature
* Determining the rationale for the topic
* Selecting an appropriate method/ design
* Selecting/ Identifying relevant research questions**/**sub questions
* Determining and designing  instruments  for  the collection of data
* The process of developing a research plan

# Specific Objectives

**After completing this unit student teachers will be able to:**

1. Employ the principles of research in their practice by engaging in the completion of research projects in areas of interest to them
2. Engage in the research process to explore/ address a relevant educational issue
3. Develop a research plan
4. Show an appreciation for their roles as teacher researchers and decision makers in a dynamic educational context.
5. Write a proposal for either a quantitative or qualitative research.

# Assignment

**Assignments and** Due Dates:

1. **ASSISGNMENT 1 Individual Reflective journal Entry**
2. **ASSISGNMENT 2 Oral Presentation**
3. **ASSIGNMENT 3 Research Proposal**

# Topic Schedule and Reading Assignments

Table 1

*Topic Schedule and Reading Assignments*

|  |  |  |
| --- | --- | --- |
| **DATES** | **TOPICS** | **TASKS AND RESOURCES** |
| Week One  September 3-7 | * Course Introduction ( Schedule, assignments etc) * Definitions of research * What is educational research? * Reasons for conducting research | 1. **An Introduction to Educational Research**   http://ptgmedia.pearsoncmg.com/images/9780131367395/downloads/Creswell\_C01.pdf |
| Week Two  September 10-14 | * -Misconceptions about research * -Relating research to life * -Attitudes, values, skills and dispositions essential to the research process * The teacher as a researcher * Who is the teacher researcher? * The importance of being a teacher researcher | Reconceptualizing Research Misconceptions      <https://digitalcommons.nl.edu/cgi/viewcontent.cgi?referer=https://www.google.com.jm/&httpsredir=1&article=1135&context=ie>             1. **"Education In The 21st Century: The Challenges For Teachers And Schools"**   <http://www.unesco.org/education/pdf/POWER.PDF> |
| Week Three  September 17-21 | * Types of Research (case study, survey, backyard, historical, co-relational, experimental, ethnography, content analysis, action) * Methods  of research (Quantitative, Qualitative and mixed methodology) * Matching types  of research with methods of research | [**4. Research Design: Qualitative, Quantitative, and Mixed Methods ...**](https://journals.library.ualberta.ca/cjuce-rcepu/index.php/cjuce-rcepu/article/download/8530/6889/)    [**https://www.google.com.jm/search?ei=JYMyW\_PwPNKizwKVmJPQBw&q=creswell+research+design+pdf&oq=creswell&gs\_l=psy-ab.1.8.0i67k1l4j0l6.0.0.0.46716.1.1.0.0.0.0.165.165.0j1.1.0....0...1c..64.psy-ab..0.1.161....0.vB1tF4SSopQ**](https://www.google.com.jm/search?ei=JYMyW_PwPNKizwKVmJPQBw&q=creswell+research+design+pdf&oq=creswell&gs_l=psy-ab.1.8.0i67k1l4j0l6.0.0.0.46716.1.1.0.0.0.0.165.165.0j1.1.0....0...1c..64.psy-ab..0.1.161....0.vB1tF4SSopQ) |
| Week Four  September 24-28 | * Reflection as a key to understanding classroom interactions * Reflection as a strategy in the classroom * Reflecting on Practicum and identifying classroom issues; * Formulating classroom problems into a research topic        * Factors, issues and trends influencing educational research (types of learners, learning styles, government policies, globalization, curriculum changes, market demands, technology | 1. **Teaching in the 21st century: challenges, key skills and innovation**   <https://nest.latrobe/teaching-in-the-21st-century-challenges-key-skills-and-innovation/> |
| Week Five  October 1-5 | * The Research Process * Creating Chapter One   Identifying and describing a research problem  Purpose of the research  Research Questions  Significance of the study  Operational Definition of key terms | 1. **Research Proposal Submitted To The Faculty Of Education At St. Augustine University Of Tanzania.**   <http://www.communityresearch.org.nz/wp-content/uploads/formidable/FULL.pdf>  **Students create a Google doc. To work on their proposal.** |
| Week 6  October 8-12 | Workshop: identifying and citing sources (Librarians) |  |
| Week 7  October 15-19 | * Creating Chapter Two   The review of literature  The literature map  Primary and secondary sources  Preparing an annotated bibliography |  |
| Week 8  October 22-16 | * Creating Chapter Three   The research design (Qualitative research)  Identifying Population and Sample  Sampling techniques: probability and non-probability  The Intervention plan | **Assignment  (1) one due**   1. [**Qualitative inquiry and research design**](http://journals.sagepub.com/doi/abs/10.1177/1524839915580941)       [**https://scholar.google.com/scholar?q=creswell+educational+research+pdf&hl=en&as\_sdt=0&as\_vis=1&oi=scholar**](https://scholar.google.com/scholar?q=creswell+educational+research+pdf&hl=en&as_sdt=0&as_vis=1&oi=scholar) |
| Week 9  October 29-November 2 | * Instruments of  Qualitative data collection   ( open ended questionnaire, interview,  focus group, observation schedule, , journals, portfolios, class tests, incidence records, filed notes, anecdotal records)   * Validity and Reliability * Ethical considerations |  |
| Week 10  November 5-9 | Guided preparation for completion of Research Proposal |  |
| Week 11  November 12-16 | **Presentations/**  **Assignment Two** |  |
| Week12  November 19-23 | **Presentations /**  **Assignment Two** |  |
| Week13  November 26-30 | **Presentations /**  **Assignment Two** |  |
|  | **Assignment three/Proposal due December 7, 2018.** |  |
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