Course No:  TE 800

Course Title:  Educational Research

NCATE CONCEPTUAL FRAMEWORK (Renewed, October, 2009)

The National Council for Accreditation of Teacher Education (NCATE) has been leading the reform of higher education since 2000. The Department of Teacher Education is accredited through NCATE and has developed the following conceptual framework to create a vision for our programs.

Democracy

Public education is the single unifying institution charged with the preparation of the young for life in our social and political democracy. Through their continuing commitment to providing quality education for all, regardless of background or heritage, schools have the responsibility to ensure that young people acquire the knowledge, skills, dispositions, and ethical guidance needed for lifelong learning and for productive living in a democratic society. Accordingly, educator preparation programs at the University of Nebraska at Kearney demonstrate an enduring commitment to high quality education. The foundation for this commitment is insuring that graduates acquire the content knowledge and demonstrate the pedagogical skills associated with a high quality education.

Maintaining and advancing our democracy requires firm commitment to a system of education rooted in the core ideals of liberty, equality, and justice. Realization of these ideals, as set forth in the United States Constitution and in the constitutions of the fifty states, requires citizens who are both caring and compassionate, as well as skillful critical thinkers. The goal for teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools, then, is to prepare graduates who will uphold and promote these ideals in the public schools and in the broader community. Accordingly, our programs strive to prepare educators who value self-reflection as a powerful tool for purposeful change, model responsible and ethical behavior, and effectively collaborate with others.
Diversity

Demographic indicators tell us that student populations are becoming increasingly diverse in the 21st century. To prepare the young for full participation in a global society, educators need to acquire and demonstrate the ability to apply diversity-related proficiencies in the domains of knowledge, skill, and professional dispositions.

Central to our educator preparation programs is the belief that all students can become successful learners. Student success will be impacted by the educator’s skill in recognizing and understanding diversity in learners and their families, and in understanding how diverse perspectives and life experiences affect learning. Therefore, educators must work toward both quality and equity in public education. To accomplish this, educators must be skilled in the creation of learning environments that show understanding for students with exceptionalities as well as students from diverse populations, provide students with differentiated learning tasks, and encourage both individual and collective responsibility. Consistent with this, educator programs strive to effectively prepare graduates for meaningful community and global engagement. In turn, these graduates will facilitate the active participation of their students as citizens of the pluralistic global community. To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 schools, endeavor to prepare, inspire, and support the development of its graduates by promoting dispositions that respect and value differences so that all students learn.

Technology

As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data analysis and management, and how to connect to others both within and outside their communities. Technology and its many applications have provided the means to accomplish these global connections. As a result, it has become imperative that educators embrace technological advances and use them effectively.

Educators must recognize the importance of technological and information literacy and the capabilities of technology to facilitate learning while connecting students to the larger world. They should understand that instructional technologies and applications impact the dissemination of information, inform professional practice, and enhance services for students. Educators should be skilled in a variety of instructional technologies and their applications and able to reflect and discriminate in embracing and mastering appropriate information technologies. Finally, educators must be able to integrate technology with teaching strategies and curriculum design, utilize technology as a tool to diagnose and plan instruction, and be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools aim to prepare graduates who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.
College of Education – Desired Outcomes – Graduate
Morally Responsible Professionals in a Social/Political Democracy

Outcomes for other Advanced (Teaching) and Other Educational Professionals

The University of Nebraska at Kearney recognizes the importance of education in and for a democratic society and has identified the following desired outcomes. Therefore, by the time UNK students complete their education program, they will:

**Demonstrate Knowledge of:**
- **(Ka)** subject area content (advanced teaching); central concepts and structure of the specific field (professional knowledge).
- **(Kb)** purposes of schooling and professional practice in a diverse and democratic society.
- **(Kc)** concepts of data collection, assessment, and evaluation of data to enhance learning for all learners within specific area of specialization.
- **(Kd)** tools of inquiry and research for expanding knowledge and/or solving problems in the workplace.

**Demonstrate Skills to:**
- **(Sa)** collect and analyze data within specific area of specialization to guide the planning and implementation of specialization specific methodology to enhance learning of all learners.
- **(Sb)** utilize technology appropriate to area of specialization to deliver instruction and manage information.

**Demonstrate Dispositions of:**
- **(Da)** collaboration: Demonstrates ability to work productively with others to facilitate positive influences on decision-making affecting learning of all learners in professional settings.
- **(Db)** reflection: Demonstrates ability to independently evaluate impact of instruction/treatment (intervention) or management decisions on the welfare of those served.
- **(Dc)** responsibility: Demonstrates responsibility to the profession as defined by the specific program, a readiness to lead, and advocacy at individual and systemic levels to foster learning for all in a democratic and diverse society.

**TE Departmental Mission Statement:**

The mission of the Department of Teacher Education relates directly to the Mission of the College of Education and indirectly to the institutional Mission of the University of Nebraska at Kearney. The department stresses a commitment to excellence in teaching, research and service; assists in the design and implementation of educational opportunities for all students in the field of education; and supports educational programs that enhance student growth and development in preparing effective and committed teachers.
TE Departmental Goals:

Our goals, which are consistent with the philosophy of the College of Education, are as follows:

1) To provide quality instructional programs to assist all students in their professional and personal growth.
2) To improve professional practice in schools and other educational institutions.
3) To prepare individual candidates for a variety of roles in the education profession.

Course Description:

This introductory web-based course in education research focuses on evaluating and interpreting educational research and applying its findings to educational practice. The course will provide opportunities for students to:

- Define and differentiate between and among typical research methodologies and explain how different methodologies contribute to practice;
- Conduct and interpret preliminary, primary, and secondary sources of research;
- Compare and contrast various research designs; and
- Analyze research methodology. This will include the use of statistical techniques and conditions to describe educational phenomena and to determine the validity and reliability of research methods.

Course Objectives:

At the conclusion of this course, the student will be able to:

1) Define and differentiate between research methodologies and explain how each contributes to practice. (K-a)
   **Assessment:** Online Reports and Discussion
2) Discuss and differentiate among preliminary, primary, and secondary sources of research. (K-a)
   **Assessment:** Online Reports and Discussion
3) Conduct a review of the professional literature and develop, albeit on a preliminary basis, a potential research project in an educational area of interest. (K-d; D-b)
   **Assessment:** Literature Review and Proposed Research Project
4) Discuss and distinguish between experimental and non-experimental (descriptive) research models and evaluate published studies that have used these designs. (K-d)
   **Assessment:** Online Reports and Discussion and Analysis of Research Articles
5) Explain the statistical techniques typically used to determine the validity and reliability of research methods and test findings regarding applicability to the population of interest. (K-a)
   **Assessment:** Online Reports and Discussion and Proposed Research Project
6) Explain how quantitative and qualitative research methods are used to describe educational phenomena. (K-d)
   **Assessment:** Online Reports and Discussion and Proposed Research Project
Content Outline Summary: (For more details, you may go to “Start Here” and “Course Outline.”)

I  Analysis of Research Typology and Methodology
II  Reviewing Research Literature on Education
III  Experimental and Quantitative Research Applications in Education
IV  Descriptive and Qualitative Research Applications in Education
V  Applications of Research Methodology
VI  APA Format

Mode of Instruction:

Readings from text and sectional notes, online discussion, literature review, projects, peer group review, and presentations.

Requirements:

1. **Participation in learning community-building activities.** Introduce yourself in the Discussion Board. There is also a specific forum in the Discussion Board for conversations on topics of interest you may choose to share with others during the semester.

2. **Use of UNK email.** Please be sure to check your UNK LoperMail account at least several times a week. This is one way you will receive information about this course and feedback on assignments. Your classmates too need to have easy access to you, particularly when we begin small group work.

3. **Weekly on-line discussions.** Discussion forums will be held over the semester. Timely use of these discussions is essential in an online class. They give you the opportunity to process what you are learning and collaborate in one another’s learning. Both large and small group formats will be used.

4. **Proposed Mock Research Project with Literature Review:** You will select a research topic that will help you learn more about an area of interest relevant to your work. You will conduct a review of professional literature of that topic and then develop an idea for a potential research project. Carefully follow the guidelines provided under the “Course Instructions” link in the “Getting Started” tab of our Blackboard site and the Assignment Rubric. Follow the paper format and submission guidelines carefully.

5. **Presentation of Research Project Idea:** You will summarize your literature review findings and provide a draft of your Mock Research Project on the Discussion Board so that classmates may provide you with constructive feedback to help you finalize your project.

6. **Analysis of Research Literature:** You will analyze one quantitative research study, one meta-analysis, and one qualitative research study.

Instructor:

Kenneth E. Anderson, Ph.D.
Associate Professor and Chair
Department of Teacher Education
University of Nebraska at Kearney
Kearney, Nebraska 68849
COE Bldg., B 183
Phone: 308-865-8971
Course Resources:

Required Text:


Supplementary Materials:

There will be supplementary materials provided online and cited in feedback comments.

Attendance:

Students are expected to be active participants in Discussion Board topics and any scheduled real-time chats. Blackboard permits instructors to track student usage across a number of factors and this feature will be used to track student usage and participation on our Discussion Board. The data which is collected will assist in assessing student participation levels and in scoring each week’s assignments.

Students with Disabilities:

UNK is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities you are encouraged to stop by room 163 in the Memorial Student Affairs Building, the Academic Success Office and make an appointment with David Brandt, the Disabilities Coordinator at 308-865-8214 or by e-mail at brandtl@unk.edu.

If you have an accommodation plan please review it with me as soon as possible, so we can make any arrangements necessary for your learning. No accommodations will be provided until a Reasonable Accommodation Plan is in place. Please remember, plans are not retroactive and cannot be used for assignments or events prior to the date of my signature.

To the greatest extent possible, UNK shall observe confidentiality with respect to any request for accommodation.

Assessments:

All work will be assessed according to the guidelines under “Scoring and Marking Policies” under the “Syllabus and Start Here” tab of our Blackboard site.
Final Course Marks:

Final mark assignment will be consistent with the grading system adopted in the fall of 2001. Grade point will be determined by the Registrar according to the following conversion: A+ (4.0), A (4.0), A- (3.67), B+ (3.33), B (3.0), B- (2.67), C+ (2.33), C (2.0), C- (1.67), D+ (1.33), D (1.0), D- (0.67), F (0.0).

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Notes:

1. Communication with the instructor. Questions about the class should be placed in the “Questions for Dr. Anderson” discussion forum so that other class members can benefit from the instructor’s responses. Use email or the phone for personal questions. Put the class number, your last name, and a brief topic of your email in the subject line, e.g., TE 800- Need help. If you need to speak directly to Dr. Anderson, call during daily office hours or arrange a time using email.

2. All papers and reports should be written on a professional level using APA (6th edition) style. See APA link in “External Links.” Be sure to run a spell check and a grammar check. Prior to submitting any paper, it is a good idea to solicit feedback on content, mechanics of writing, and APA format from others whom you trust.

3. Submission of papers and reports. All weekly assignment posts will be submitted directly to the Discussion Board. The proposed Mock Research Project will be submitted to the instructor through the assignment link provided in the “Mock Research Project” tab in Blackboard.

4. Work will generally not be accepted late without prior approval from the instructor. Email or call if you have a problem.

5. Feedback. A group feedback report will be posted under the “Assignment Feedback” link in the Module tabs at the conclusion of each assignment. In addition, individualized feedback will be provided in the Grade Center after the conclusion of each assignment. On occasion, feedback will also be provided within the Discussion Board forums when necessary.

6. Academic dishonesty will be dealt with according to University regulations.