

# FACULTY OF EDUCATION ED 302 RESEARCH METHODS IN EDUCATION

# 🕏 SPRING, 2023-2024 🎗

#### **Course Information**

## Schedule & Classroom: ED 302\_SC01 Monday 11:00-13:00, D230 Tuesday 15:00-17:00, D226 ED 302\_SC02 Monday 13:00-15:00, D230 Wednesday 11:00-13:00, D230

Instructor Information	
Instructor:	Assoc. Prof. Dr. Münevver İLGÜN DİBEK
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Office hours:	Tuesday 09.00-11.00 by appointment ( <i>please put ED 302 in the subject of</i>
	ALL email correspondence)

## **Course Description**

## (2+2+0) 3 TEDU Credits, 5 ECTS Credits

The aim of this course is to provide details regarding how to conduct research in education. In this regard, the course aims to offer information on such issues as the differences between research methodologies and how to deal with data collection –analysis procedures. etc.

## **Extended Course Descriptions**

The nature of research, the process of conducting research, research methodologies, research by practitioners, the research problem, variables and hypotheses, locating and reviewing the literature, sampling, instrumentation, break, ethics and research, validity and reliability, internal validity, descriptive statistics, inferential statistics, statistics in perspective, working on researchable question and proposed research designs.

#### Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1. Define basic concepts and principles used in education research.
- 2. Explain the differences of various research methods.
- 3. Summarize the steps followed in education research process.

- 4. Exemplify writing research questions, selection of an appropriate sampling, literature review, data collection and data analysis processes.
- 5. Exemplify action researches.
- 6. Indicate differences between qualitative and quantitative research patterns.

#### **Course Materials**

#### **Recommended textbooks:**

- Fraenkel, J. R., Wallen, N. E. & Hyun, H. (2011). How to design and evaluate research in education. Boston, MA: McGraw-Hill
- Creswell, J. W. (2014). *Research design* (4<sup>th</sup> ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. New York, NY: Routledge.
- Matthews, B., & Ross, L. (2010). *Research methods: A practical guide for the social sciences.* Essex, England: Pearson Educated Limited.
- Neuman, W. L. (2009). Understanding research. Boston, MA: Pearson Education, Inc.
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7<sup>th</sup> ed.). London: Pearson Education Limited.

## **Recommended online sources:**

APA 7<sup>th</sup> Style: <u>https://owl.purdue.edu/owl/research\_and\_citation/apa\_style/apa\_style\_introduction.html</u> TEDU Library: <u>http://catalog.tedu.edu.tr/client/defaulttr</u>

## Student Workload (Total 92 hours)

Course readings (14 hours), Hands-on Work (13 hours), Resource Review (5 hours), Report on a topic (10 hours), Oral presentation (10 Hours)

#### Learning Activities

Explaining, Discussion, Questioning, Reading, Demonstrating, Problem Solving, Collaborating, Web searching, Peer Teaching, Hands-on Activities, Inquiry, Brainstorming Assignments

Within the scope of the course, the evaluation will be done through assignments, midterm and final exam. The percentages are as follows:

		Percentage		Grade Points	Letter Grades
		Scores			
	ſ	100-90		4.00	AA
Course Requirements	Weight	89-85		3.50	BA
Participation	10 %	84-80		3.00	BB
MIDTERM	30 %	79-75		2.50	СВ
Assignment 1: Report on a topic	20 %	74-70		2.00	СС
(Literature review)		69-60		1.50	DC
FINAL	40 %	59-50		1.00	DD
TOTAL	100 %	49-0		0.00	F
		Absent	&	0.00	FX
		Unsuccessful			

Participation (10%): Your participation in the activities conducted throughout this course, as well as the complete and timely submission of the activity sheets distributed to you throughout the semester, is expected. If the activity sheets are submitted incomplete, your score will be reduced. At the end of the semester, you are required to scan and upload the activities given to you to the LMS. Your uploaded activities are expected to be completed and comprehensive. The due date for the submission of this assignment will be announced to you

Midterm & Final Exam (30% & 40%): One in-class midterm and final exam will be given in class in response to questions that come directly from class experiences, and course readings. These exams will likely to include open-ended, multiple choice, short answer and matching questions.

Assignment 1: Report on a topic (Literature review) (20%): A literature search is a considered and organized search to find key literature on a topic. After revising the literature review by taking into consideration of the feedbacks provided by your instructor and peers during the presentation that you did, you will submit the final literature review about selected topic on Moodle as a softcopy. You will work in a group of 5-6. Rubric for this assignment will be given during the course. Due date for this assignment is 26<sup>th</sup> April, 2024.

## Assignment Description:

For this assignment you are asked to complete a small-scale literature review on an educational topic of your choice. You are asked to locate **at least 10 scholarly sources (peer-reviewed articles from scholarly journals, books, and book chapters from edited volumes, but NOT from blogs, internet/newspaper articles, and Wikipedia)** on your topic and write a 3 page literature review on the articles you've selected. It should not exceed **3 pages except for the references**. Use Times New Roman style, 12 point type size, paragraph properties (line spacing 1,5 lines), align text to the both left and right margins. You will submit it via Moodle platform.

- Steps to complete your small-scale literature review:
- 1. Choose an educational topic that you are interested in studying.
- 2. Locate journals that include your topic's information.
- 3. Select at least 10 primary sources
- 4. Read your sources and begin to sort and classify them *according to their findings*.

5. Organize your sources by sorting and classifying their findings in a meaningful way, always considering your original topic

6. Formulate an inquiry question(s)/ hypotheses that specifically describes what would like to know about your educational topic.

7. Write your review.

- Outline for writing your small-scale literature review:

The introduction is used to establish the context of your review to the reader. To establish the context, it is important to do the following in this opening paragraph:

a. Define the topic of your study and provide any background information that helps your reader to understand the topic.

b. Once you provide the background information, you will **describe the findings** from the primary sources you found. Be sure that you have sorted your articles into different themes based on the articles' *findings (sometimes called results)*. Also, you **compare, contrast and/or connect the articles** you've selected.

c. In the last paragraph, it is important to summarize the main findings from the articles that you reviewed and to point out the information that you found particularly important to know that answered the inquiry question/hypotheses that you established in the first paragraph of your review. To put it in different words, you will provide the justification of your study. That is, you will give explanation why your study is important. After that, write **your statement of the purpose** of your study. Finally, conclude by stating **research question/hypotheses of study**.

d. At the last page of your review, you will include all references that you mentioned in your paper. Please use **APA 7**<sup>th</sup> **style** when completing this list.

## **COURSE POLICIES**

## I. Plagiarism

**a.** Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

**b.** All parties to plagiarism are considered equally guilty. If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly!

## II. Cheating

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

If you are caught cheating in an exam, this is a "disiplin suçu" and I strictly follow YÖK procedures: http://www.yok.gov.tr/web/guest/icerik/-/jo content/56 INSTANCE rEHF8BIsfYRx/10279/17960

## III. Attendance

This course requires your regular participation, attendance, and punctuality. It is expected that you attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about the emergencies prior to class. *Exceeding 20% of attendance (12 hours) will result a half letter grade reduction: an AA becomes BA or a CC becomes a DC.* The TEDU policy concerning attendance will be followed strictly.

## IV. Late Work

You are supposed to turn in each assignment on time. I will only accept late assignments in unusual circumstances (e.g. documented illness). In all other cases, I will reduce %10 of the total point per day for late work, and the assignment will not be accepted after three days late.

# V. Late Assignment Submission Policy

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. *In all other cases, there will be a 10% point-reduction per day for late work, and work will not be accepted if it is three or more days late.* 

## VI. Extra Credit

There is no rewriting or extra credit offered in this course.

# **VII. Class Participation**

Class participation is an integral part of this course. Classes may involve interactive lectures, small group discussions and activities, concept mapping, case studies, audiovisuals, video presentations, class presentations, field trips, observations, handouts, written assignments, exams, library/web research projects and journals.

## VIII. Class Readings

Please read the assigned readings prior to class so that you may participate fully in the discussion. All readings may not necessarily be discussed directly in class, but it is assumed that you will have read the materials so that it may serve as a jumping off point for discussion.

## IX. Announcements

All announcements will be made on the Moodle site for this course or using e-mail. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to stay informed.

## **Tentative Course Schedule**

Date	Topic/Assessment	Readings		
Week 1	First meeting and overview of the	Syllabus and Textbooks		
19-23 February	course			
Week 2 26 February - 01 March	Main components of the research methods course	Ch 1: The Nature of Educational Research (Creswell, 2012) Ch 2 : The Research Problem (Fraenkel et al., 2012) Activity about research problem		
Week 3 4 - 8 March	Main components of the research methods course (continued) & the role of ethics on research	<ul> <li>Ch 5 : Variables and Hypothesis (Fraenkel, Wallen &amp; Hyun, 2012)</li> <li>Ch 2, Ch 4 (Creswell, 2012)</li> <li>Activity about variables and hypothesis</li> </ul>		
Week 4 11 - 15 March	Conducting the literature review using several sources	Ch 4: Ethics and Research (Fraenkel et al., 2012) Activity about evaluating the proposals regarding ethical rules & Role play about ethics		
Week 5 18 - 22 March	Conducting the literature review using several sources & Giving appropriate citation	Ch 3: Locating and Reviewing the Literature (Fraenkel et al., 2012); Ch 3, Ch 9 (Creswell, 2012) APA 7 <sup>th</sup> style Activity about Literature Review Activity about APA		
Week 6 25 - 29 March	The methods of selecting samples from population	Ch 6: Sampling (Fraenkel et al., 2012) Activity about sampling		
Week 7 1- 5 April	MIDTERM			
Week 8 8 - 12 April	FEAST OF RAMADAN	FEAST OF RAMADAN		

Week 9	The types of data collection tools	Ch 7: Instrumentation (Fraenkel et al., 2012)
WEEK 5	The types of data conection tools	
15 - 19 April		Activity about instrumentation
Week 10	The validity and reliability of the	Ch 8: Validity and Reliability (Fraenkel et al.,
22 - 26 April	scores obtained from data collection instruments	2012) Activity about validity
	Submission 1: Literature Review	
	(Due date 26 <sup>™</sup> April, hour:23:55)	
Week 11	The validity and reliability of the	Ch 8: Validity and Reliability (Fraenkel et al.,
29 April – 3 May	scores obtained from data collection instruments (Continued)	2012) Activity about reliability
Week 12	The types of research design	Ch 13: Experimental Research (Fraenkel et al.,
		2012)
6- 10 May		Activity about experimental design
Week 13	The types of research design	Ch 15: Correlational Research
		Ch 17: Survey Research
13- 17 May		(Fraenkel et al., 2012)
		Activity about survey design
Week 14	The types of research design	Ch 19: Observation and Interviewing
20.24.54		(Fraenkel et al., 2012)
20- 24 May		Ch 20: Content Analysis (Fraenkel et al., 2012)
Week 15	The types of research design	Ch 24: Action Research (Fraenkel et al.,
		2012)
27- 31 May		,