

FACULTY OF EDUCATION
EDUC 204 RESEARCH METHODS IN EDUCATION

☁️ FALL, 2021-2022 ❄️



TED UNIVERSITY

Course Information

Schedule & Classroom:
Thursday 11:00-13:00-Distance Education

Instructor Information

Instructor: Assist. Prof. Dr. Münevver İLGÜN DİBEK
Office: D111
Office phone: 0312 585 0353
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Office hours: Thursday 09.00-11.00 through zoom meeting & By Appointment (***please put EDUC 204 in the subject of ALL email correspondence***)

Course Description

(2+0+0)2Credits/3ECTS

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.

This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all the changes.

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* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Best, J. W., & Kahn, J. V. (2006). *Research in education* (10th 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 Education Limited.
- Neuman, W. L. (2009). *Understanding research*. Boston, MA: Pearson Education, Inc.
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). London: Pearson Education Limited.

Recommended online sources:

APA Style: <https://owl.english.purdue.edu/owl/section/2/10/>

TEDU Library: <http://catalog.tedu.edu.tr/client/defaulttr>

Student Workload (Total 92 hours)

Lectures (28 hours), Readings (28 hours), Group Projects (16 hours), Report on a topic (10 hours), Homework (10 hrs)

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:

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Course Requirements	Weight
Report on a topic (Sampling procedure in large scale assessments)	15 %
Group Presentation	15 %
Report on a topic (Literature review)	35 %
Article Critique	35 %
TOTAL	100 %

Percentage Scores	Grade Points	Letter Grades
100-90	4.00	AA
89-85	3.50	BA
84-80	3.00	BB
79-75	2.50	CB
74-70	2.00	CC
69-60	1.50	DC
59-50	1.00	DD
49-0	0.00	F
Absent & Unsuccessful	0.00	FX

❖ **Report on a topic (Sampling procedure used in large scale assessments) (15%):**

There are several large scale assessments such as Trends in International Mathematics and Science Study (TIMSS), The Program for International Student Assessment (PISA) and Progress in International Reading Literacy Study (PIRLS) in the world in which various countries participate. Turkey is one of them. The results obtained from these assessments have critical consequences for education politicians such as changing the education systems of countries. Who are the individuals involved in such an important practice and how these people are selected for these practices are important. At this point, you are expected to choose any of the large-scale assessments mentioned above, make some research and report the following information:

- 1) Target Population and Sample
- 2) Sampling methods
- 3) Comments about representativeness of sample.

The assignment must be submitted on Moodle as a softcopy **until 26th November, 2021.**

❖ **Group Presentation (15 %):** The purpose of this assignment is to facilitate your abilities to research a topic of study so you can learn to (1) identify and formulate **an inquiry question(s)/hypotheses** that defines what you'd like to learn, (2) apply your knowledge on reading research that you've learned in class, (3) analyze information found in educational journal articles, and (4) synthesize new knowledge into a written small-scale literature review. In the presentation, working in a group of 3-5 (NOT less than or more than), you will

- ✓ present the topic for your research in one sentence.
- ✓ produce a justification for your research topic.
- ✓ produce aims and objectives for your research
- ✓ develop a clear, concise and workable research question/hypothesis.

The instructor and your peers review these steps AND offer advice for changes and improvement, where necessary. You are then modified accordingly for the literature review assignment. All

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member of the group must be active during the presentation. Group presentations will be performed in the week of **6-10th December, 2021**.

❖ **Report on a topic (Literature review) (35%)**: 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 3-5. Rubric for this assignment will be given during the course. Due date for this assignment is **24TH December, 2021**.

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. For this assignment, further descriptions will be available on Moodle. Also, this assignment will be introduced and reviewed in lecture.

❖ **Small-scale article critique (35 %)**: Working in a group of 3-5, you will critically analyze the given article with respect to several aspects. The purpose of this assignment is to give you practice in applying your knowledge about the research methods you have learned about in the course and assess your competencies in research method content and critical thinking. For this assignment, further descriptions will be available on Moodle. Also, this assignment will be introduced and reviewed in lecture. The assignment must be submitted on Moodle as a softcopy **until 10th January, 2022**.

Tips for this assignment:

- The format of your paper should **NOT be like a Q & A list**. Instead, you should integrate your answers into an essay format. Be sure to explain the reasons for your opinions.
- Whenever possible, provide examples from the article to support your conclusions.
- If you find fault in an area of the article, consider an alternative approach that would improve the methods.
- Make sure that you cover the those questions listed above if you have not already covered them in your critique.

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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 (3 weeks / 6 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.

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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.

NOTE: Tentative course schedule will be available on Moodle and introduced in lecture.

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