

## EDF 600 Educational Research

Credit Hours: 3

Prerequisites: None

### Course Description

Principles and procedures in the scientific study of educational problems, examination of principal research methods, survey of significant research studies, and application of research principles.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: standards-based instruction, knowledge of the learner, best pedagogical practices, and content knowledge.

### Conceptual Framework

#### Southeastern Louisiana University College of Education and Human Development Conceptual Framework

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. All aspects of this course are aligned with the Conceptual Framework, including the course objectives, field experiences and assessments. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (DV) and Technology (TY).

The following is the link to the conceptual framework on the COEHD website.

[http://www.selu.edu/acad\\_research/colleges/edu\\_hd/about/conceptual\\_framework/](http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/)

### Diversity

Students will be prepared to function in a diverse environment and/or community.

### Technology

Students will be prepared to utilize technology in their professional environment or practice.

### Course Objectives

1. Identify and discuss the main types of educational research (e.g. descriptive, causal-comparative, correlational, experimental, quasi-experimental, single-subject, and qualitative research). [CK]
2. Utilize preliminary, primary, and secondary sources of research information. [KL, PP]
3. Define terminology associated with educational research. [CK]
4. Identify a problem statement, a null hypothesis, and a research hypothesis. [CK]
5. Describe research techniques relating to sampling, instrumentation, research design and statistical analysis. [CK]
6. Evaluate a research report. [PP]
7. Plan a simple research project and write a proposal in APA format. [CK, PP, KL]

### Methodologies

Teaching strategies may include, but is not limited to discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

**Evaluation**

Student performance in the course will be evaluated based on the successful completion of weekly assignments and examinations. In addition, each student is required to complete one article critique and a research proposal.

**Unit (COEHD) Assessment**

Artifacts to be designated by the instructor will be placed in the student's Portfolio on PASS-PORT, the unit's required electronic portfolio system.

As students complete any professional development activities, they are required to enter them into PASS-PORT.

There are no required Field Experiences.

**Required Texts**

McMillan, J. H. (2000). *Educational research: Fundamentals for the consumer* (3rd ed.). New York; Longman.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

**References**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Best, J. W., & Kahn, J. V. (1998). *Research in education* (8th ed.). Boston: Allyn and Bacon.

Crowl, T. K. (1996). *Fundamentals of educational research* (2nd ed.). Dubuque, IA: Brown & Benchmark.

Fraenkel, J. R., & Wallen, N. E. (1996). *How to design and evaluate research in education* (3<sup>rd</sup> ed.). New York: McGraw-Hill.

Gay, L. R. (1996). *Educational research: Competencies for analysis and application* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

McMillan, J. H. (2000). *Educational research: Fundamentals for the consumer* (3rd ed.). New York: Longman.