

Syllabus for  
**GPED 683—Educational Research Design**  
3 Credit Hours  
Fall 2015  
Webnet

*The Mission of the Oral Roberts University School of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world. The School of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

Designed for graduate students desiring to develop a research proposal. Includes topic selection; library search; research methodology, design, and style; and techniques of writing. Provides students with an understanding of basic research methods related to the investigation of current educational issues or problems. (Offered online only.)

Prerequisites: None

**II. COURSE GOALS**

Educational Research Design is intended to enable the student to develop graduate level skills in reading and interpreting research, analyzing research studies, formulating research problems, selecting appropriate research methodologies, conducting research, and writing research proposals or reports.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

- A. Upon satisfactory completion of this course, the student will be able to do the following:
1. Explain the importance of accurate information in decision-making and the role of the scientific method as it applies to the educational setting.
  2. Review an education-related research prospectus or report and present the findings.
  3. Prepare a thesis or research prospectus using accepted and appropriate research methodologies.
  4. Apply basic competency in research methods and writing skills.
  5. Identify the major findings of educational research and relate those findings to practice.
  6. Describe the School of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to educational research.

- B. Objectives for Students in the Administrator Preparation Programs:  
The Administration Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following NCATE Guidelines:
- 2.2: Use qualitative or quantitative data to inform decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research.  
Activity 2.2: Develop a written proposal for conducting a research study using appropriate methodology.
  - 2.3: Engage staff in an ongoing study of current best practices, relevant research, and the demographic data, and analyze their implications for school improvement.  
Activity 2.3: Present a report describing and analyzing relevant research on selected school improvement efforts.
  - 2.4: Analyze and interpret educational data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications.  
Activity 2.4: Given various scenarios dealing with educational data, issues, and trends, analyze and interpret said information, and formulate it for presentation at a public meeting.

Artifacts in this course will address ELCC standards 1 and 2. Specific instructions for this artifact will be described in an addendum to the syllabus. This addendum will be given out in class.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
- 1. Textbooks  
Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and application* with MyEducationLab (10<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson. ISBN 9780132613170
  - 2. Other  
None
- B. Optional Materials
- 1. Textbooks  
None
  - 2. Other  
None

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for

plagiarism, either by submitting the work for electronic verification or by other means.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School and/or Department Policies and Procedures

1. Class Attendance is an absolute MUST for the student to gain full benefit from his/her enrollment. To cover unavoidable absences, each student will be allowed to miss the number of credit hours earned for the class. This allowance is for absences such as illness and other emergencies. If a student has absences in the excess of this number, the earned grade for the course will be affected. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
2. Students who miss class for University-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do makeup work nor complete an exam missed.
3. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *The American Heritage Dictionary* defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the course of these words by using the proper reference notation as dictated by the *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.).
4. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures
  - a. Evaluation is based upon written work, online self-tests, a project, and a final examination. A total of 100 percentage points is possible for the course.
  - b. Values for assignments:
  - c.
    - (1) Weekly Online Quizzes (10 %)
    - (2) Weekly Discussion Threads (10 %)
    - (3) Weekly Dropbox Assignments (20 %)
  - d. Research Assignment

- (1) Research Question (10 %)
  - (2) Introduction and Review of Literature (20 %)
  - (3) Methodology (10 %)
- e. Final Examination (10 %)
- f. Grading Scale:
  - A=90-100%
  - B=80-89%
  - C=70-79%
  - D=60-69%
  - F=Below 60%
- g. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.
- 2. ePortfolio Requirements
  - a. Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in an ePortfolio format as prescribed by the School of Education.
  - b. The ePortfolio artifact for this course is the final research project. The completed research project demonstrates a number of competencies and is an important component of the ePortfolio.
- 3. Other Policies and/or Procedures
  - a. Assignments:
    - (1) Dropbox Assignments:
 

The weekly written assignments are the heart of the course in that they reflect your understanding of the material and provide the means for a written dialogue with the instructor over the course of the semester. These are submitted to the dropbox as a Word document and can be seen only by you and the instructor.
    - (2) Project:
 

The project-related assignments are designed to expose you to published research and to give you experience in completing a research plan. Please note the due dates for each. Unavoidably, the intensity of the course content and concomitant assignments increase as the semester progresses.
    - (a) Research Question: **Due Session 2**
    - (b) Introduction and Review of Literature Sections: **Due Session 5**

This introduction must be submitted in APA format and will constitute the Introduction and Review of Literature portions of your final research report. It should include:

      - i) a statement of the problem
      - ii) the significance of the problem
      - iii) a research question
      - iv) a review of the literature
      - v) a testable hypothesis (where appropriate).
    - (c) Article or Presentation Submission: **Due Session 8**

This is the first time we are doing this project in this format for class, so please be patient with me. We will be working on either a conference presentation proposal

or a manuscript to be submitted for publication. We'll talk more about this later.

b. Deadlines and Late Work:

- (1) Each unit begins at 12:01 a.m. on a Monday and ends at midnight the following Sunday. The assignments for that week are to be submitted by that time. The eCollege system keeps track of the dates of all communication.
- (2) Please allow plenty of time to meet weekly deadlines. Computers, networks, and Internet Service Providers are not as reliable as they should be and something always goes wrong at the last minute. One observer noted that the likelihood of electronic failure was directly proportional to the crucial nature of the task and the anxiety level of the user. Do your work early in the week if possible.
- (3) Though the units do not “open” or “close” on schedule, each week's work should be completed during that week. IT is understandable that from time to time there may be special circumstances that prevent you from completing the work within a given week, but that should be the exception. The progressive nature of the course and the workload is such that it is necessary to keep close to the schedule in order to successfully complete the course. If you find you are falling more than a week behind, please contact me. Likewise, the course work as a whole must be completed within the semester. An “Incomplete” can be granted only in very rare circumstances.

c. Instructor Accessibility and Office Hours:

I will make every attempt to respond to specific questions within 24 hours of receiving the message—especially during the first several weeks for the course. (Please identify the course in the subject line of the email.) Depending upon the number of students in the course and how many questions are asked, it may be necessary to group questions together and make a general response.

## VI. COURSE CALENDAR

The units begin at 12:01 a.m. on Monday of each week.

<b>Week</b>	<b>Topic</b>
1	Chapter 1 Introduction to Educational Research Chapter 2 Selecting and Defining a Research Topic
2	Chapter 3 Reviewing the Literature Chapter 4 Preparing and Evaluating a Research Plan Chapter 5 Selecting a Sample <b>(Research Question Due)</b>
3	Chapter 6 Selecting Measuring Instruments Chapter 14 Qualitative Data Collection Chapter 15 Narrative Research
4	Chapter 16 Ethnographic Research Chapter 17 Case Study Research Chapter 18 Qualitative Research: Data Analysis and Interpretation
5	Chapter 7 Survey Research Chapter 8 Correlational Research Chapter 9 Causal-Comparative Research; Experimental Research <b>(Introduction and Review of Literature Due)</b>
6	Chapter 10 Experimental Research Chapter 11 Single-Subject Experimental Research Chapter 12 Descriptive Statistics
7	Chapter 13 Inferential Statistics Chapter 19 Mixed Methods Research Chapter 22 Evaluating a Research Report
8	Work on Project <b>(Methodology Due)</b>

**Course Inventory for ORU's Student Learning Outcomes**  
**GPED 683—Educational Research Design**  
**3 Credit Hours**  
**Fall 2015**  
**Webnet**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
--	--	-------------------------------------	----------------------------------	---------------------------------	----------------------------

<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge			<b>X</b>	
1B	Sensitivity to the Holy Spirit			<b>X</b>	
1C	Evangelistic capability			<b>X</b>	
1D	Ethical behavior	<b>X</b>			

<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	<b>X</b>			
2B	Information literacy	<b>X</b>			
2C	Global & historical perspectives		<b>X</b>		
2D	Aesthetic appreciation			<b>X</b>	
2E	Intellectual creativity	<b>X</b>			

<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle				<b>X</b>
3B	Physically disciplined lifestyle				<b>X</b>

<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	<b>X</b>			
4B	Interpersonal skills			<b>X</b>	
4C	Appreciation of cultural & linguistic differences			<b>X</b>	
4D	Responsible citizenship		<b>X</b>		
4E	Leadership capacity		<b>X</b>		

This course specifically addresses the ORU School of Education Institutional Standards: 1, 6, 8, 14.