

Research Methodologies in Education

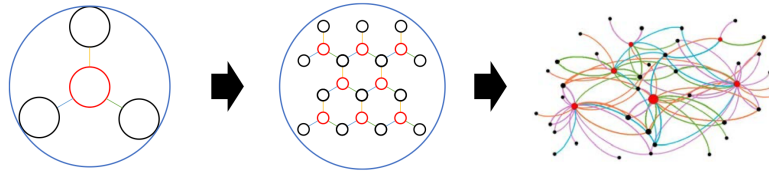


Figure 5.9. Transformation from circuit, to tessellation, to model.

EDCP 500.951

University of British Columbia
2021

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Graduate Assistant:
Office Hours: By appointment

Course Description and Valued Ends:

This course provides an introduction to educational research methods, methodologies, and philosophies. Specifically, the course: (1) Familiarizes students with a cross-section of methods available to educational researchers with a focus on methods of analysis; (2) Explores a cross-section of media & technologies available to students for the conduct of research 2.0, including data collection, coding, and analysis (e.g., databases & cybraries, data recording devices, OCR, translation, transcription and visualization apps, questionnaires, researchware, survey servers); (3) Familiarizes students with various rhetorical techniques for reading and writing research and analyzing paradigmatic orientations to inquiry; (4) Addresses challenges and regulation of research ethics and law.

Valued Ends of the Course:

My intention is to help you conceptualize, interpret, understand and do educational research. A major effort will be in helping you balance methodological practice with ethical, legal, and theoretical aspects. A second intention is to encourage you to formulate a research design and proposal to continue progress through more advanced stages.

Texts (Required): *EDUC 500 Research Methodologies in Education*. (in Canvas)

Assessment (see details below):

1. Participation (20%)
2. Research Topic, Intro, Positionality, Purpose, Problem (25%)
3. Final Research Proposal (55%)

Deadline:

Ongoing
July 13
July 23

- **Academic Honesty and Standards, and Academic Freedom +**
- **Policies and Regulations (Selected):** <http://www.students.ubc.ca/calendar>
- **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Disability-Accommodation-Policy_LR7.pdf.

Operational Definition of Letter Grade Categories (EDCP, Revised, 2008)

A level - Good to Excellent Work

A+ (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.

A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

A- (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B level - Adequate Work

B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.

B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.

B- (68-71%) Barely adequate work at the graduate level.

NOTE: For UBC's Faculty of Graduate Studies (FOGS), a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a Failing mark.

C & D level - Seriously Flawed Work

C (55-67%) Serious flaws in understanding of the subject *material*. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D level

D (50-54%)

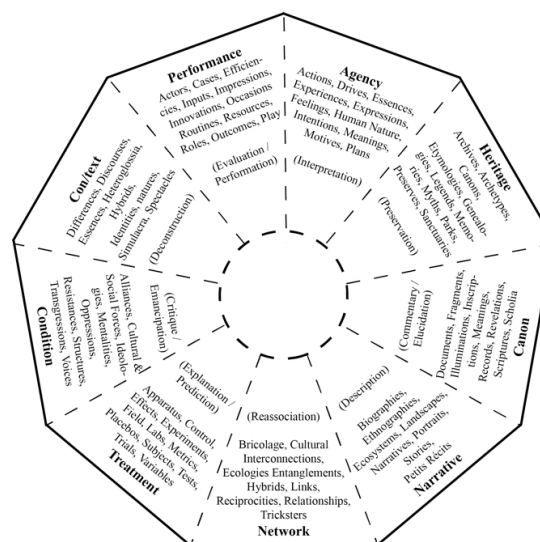
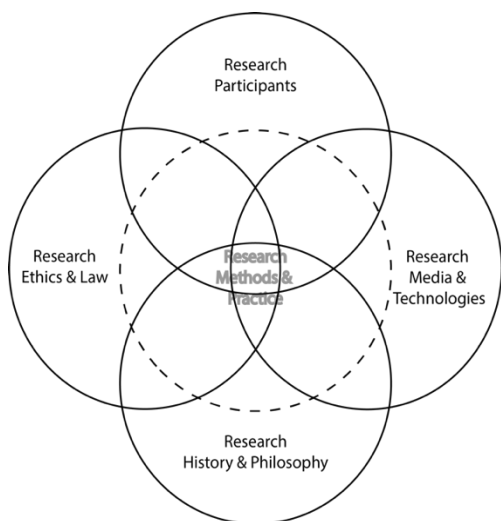
F level - Failing Work

F (0-49%)

Course Schedule

Date	Module	Activity	Assignment	Module Topics (see Readings next section)
Day 1 July 5	Intro		Course Intro	Course introduction + SOUL Research 2.0 Etymology, History and Philosophy of Research
Day 2 July 6	Intro - #1		Readings & Assignments	Module 1: Research Identifications: Positionality → Rationale
Day 3 July 7	# 1- #2		Readings & Assignments	Module 2: Research Ethics & Law
Day 4 July 8	#2 - #3		Readings & Assignments	Module 2: Research Ethics & Law
Day 5 July 9	#3		Readings & Assignments	Module 3: Research Designs: Topics, Problems, Questions, and Purposes
Day 6 July 12	#3		Readings & Assignments	Module 3: Research Designs: Topics, Problems, Questions, and Purposes
Day 7 July 13	#4		First Assignment Due	Module 4: Reviews of Literature: Disciplinary Context and History of the Problem
Day 8 July 14	#4		Readings & Assignments	Module 4: Reviews of Literature: Disciplinary Context and History of the Problem
Day 9 July 15	#5		Readings & Assignments	Module 5: Research Methods
Day 10 July 16	#5		Readings & Assignments	Module 5: Research Methods
Day 11 July 19	#5		Readings & Assignments	Module 5: Research Methods
Day 12 July 20	#5		Readings & Assignments	Module 5: Research Methods
Day 13 July 21	#5		Readings & Assignments	Module 5: Research Methods
Day 14 July 22	#6		Readings & Assignments	Module 6: Research Engagement
Day 15 July 23	#6		Final Assignment Due	Module 6: Research Engagement

Course Major Topics & Readings



1. Research Identifications: Positionality and Rationale

- Glesne, C. (2016). Personal positionings. In *Becoming qualitative researchers* (pp. vii-viii). Toronto, ON: Pearson.
- Malhotra, N. & Hotton, V. (2018). Contemplating positionalities: An ethnodrama. *Journal of General Education*, 67(1-2), 152-171.
- Lukenchuk, A. (2017). Methodology: Choosing among paradigms and research designs. In *Outliving your dissertation: A guide for students and faculty* (pp. 57-85). New York, NY: Peter Lang.

2. Research Ethics and Law

- TCPS 2 Tutorial Course on Research Ethics (CORE). (2018).
- Buchanan, E. A. (2011). Internet research ethics: Past, present, and future. In M. Consalvo & C. E. West (Eds.), *Handbook of internet studies* (pp. 83-108). Sussex, UK: Wiley-Blackwell.

3. Research Designs: Topics, Problems, Questions, and Purposes

- Babione, C. (Ed.). (2015). Chapters 1, 4). In *Practitioner teacher inquiry and research* (pp. 3-27, 81-85). San Francisco, CA: Jossey-Bass.
- Glesne, C. (2016). Chapters 1-2. In *Becoming qualitative researchers* (pp. 2-63). Toronto, ON: Pearson.

4. Reviews of Literature: Disciplinary Context and History of the Problem

- Ulysse, B. (2017). Review of literature. In A. Lukenchuk (Ed.), *Outliving your dissertation: A guide for students and faculty* (p. 45-55). New York, NY: Peter Lang.
- Maxwell, J. A. (2006). Literature reviews of, and for, educational research: A commentary on Boote and Beile's "Scholars before researchers." *Educational Researcher*, 35(9), 28-31.

5. Research Methods

- Tracy, S. J. (2020). Entering the conversation of qualitative research. In *Qualitative research methods* (pp. 25-47). New York, NY: Wiley.
- Gravetter, F. J. & Wallnau, L. B. (2021). Introduction to statistics. In *Essentials of statistics for the behavioral sciences* (10th ed.) (pp. 1-41). Scarborough, ON: Wadsworth, Cengage Learning.

6. Research Engagement: Presentation, Mobilization, & Judgment

- Tracy, S. J. (2020). Qualitative methodology matters: Exiting and communicating impact. In *Qualitative research methods* (pp. 344-366). New York, NY: Wiley.

Course Assignments

Participation:

Participation is valued at 20% of your final grade. We refer to the scholarly level of participation as **academic conversation**, which entails a variety of things including academic conversation, articulation and presentation. Participation is interdependent with **preparation** for each module. One goal of preparation is to sustain increasingly sophisticated academic conversations or engagement with the readings, course and peers. A second goal is to develop systematic approaches for engaging with the readings and your peers (i.e., developing reading, speaking, writing, organizing, and reflection form(at)s and styles that are effective). **Read for Meaning along with Purpose...**

Participation	
Low-----	Avg-----High
Appropriately and accurately articulates key constructs and themes in readings, etc.	1-----4-----7
Reveals an attempt to further threads of discussion and produce new threads for discussion and research	1-----3.5-----6
Advances collective knowledge and consciousness by engaging with authors, peers, instructors in the online course	1-----4-----7
Total: xx / 20	

Assignments:

1. Research Topic, Positionality, Purpose and Problem (25%)

Write a clear research topic statement for your research proposal, including the introduction, positionality, research/inquiry purpose, and problem. *First section of the final assignment. (3-4 pages, double-spaced)

2. Research Proposal (55%)

Develop your research proposal, with a revision of the first assignment if necessary. Elaborate on the Introduction through a Literature Review. Discuss how you will go about investigating the research problem by providing a methodology, including anticipate data analysis and ethics. Briefly outline your knowledge mobilization plan. Adjust to the outline for MA and MEd proposals. (14-20 pages, double spaced, + references + Appendices if needed)

MA, EdD, or PhD Qualitative or Quantitative Research Design Proposal Format

Section	Pages
Title	
Introduction (Brief History of the Problem, Rationale)	(1/2 page)
Positionality: Why me? Why this? Why now? Relation of Self to Problem	(1/2 page)
Purpose (General Focus) (Why?)	(1/2 – 1 page)
Problem or Focus of Inquiry (What?) Clear Statement—Research Question(s) or Problem(s)	(1/2 page or less)
Review of Literature History of the Problem; Context Theoretical Framework Key Concepts	(6-8 pages)
Method(s) (How?, When?, Where And Who?) Appropriateness of and Issues around methods chosen Sample (Participants) or Unit(s) of Analysis Data Collection (Protocols or Instrumentation)	(3-6 pages)

	Sites (Sources) Participant Ethics	
If QDA	Data Analysis (How?) Analysis and Coding	(2-4 pages)
If QnDA	Data Analysis (How?) Variables, Statistical Techniques	(2-4 pages)
If Mixed	Data Analysis (How?) Analysis and Coding Variables, Statistical Techniques	(2-4 pages)
	Research Ethics Specific ethical implications and protocols	(1/2 – 1 page)
	Report of Outcomes Knowledge Mobilization Plan Recipients of Outcomes Permissions to Share Intellectual Property and Publish Significance of research; Future research	(1/2 page)
	References	Attach
	Appendices (e.g. Timeline, consent forms, glossary)	Attach

MEd Graduating Project Proposal Format

	Section	Pages
	Title	
	Introduction: What are your general and more specific interests in what you want to explore across a longitudinal timeline? This reflects a focus on your practice and curriculum (i.e., Teacher Inquiry).	(1/2 page)
	Positionality: Why me? Why this? Why now? Relation of Self to Problem	(1/2 page)
	Inquiry Purpose: Why is this important? Who is the potential audience or participants that will likely gain from your inquiry?	(1/2 – 1 page)
	Inquiry Question(s) or Problem: What is the question (or are the questions) that ground(s) your inquiry?	(1/2 page or less)
	Review of Literature History of the Problem; Context Key Concepts: : Identify 2-3 concepts that you intend to explore or focus on in your inquiry. Provide a brief description of these or definitions as related to your interests and inquiry.	(6-8 pages)
	Method(s) (How?, When?, Where And Who?) Method of Teacher Inquiry Procedures	(3-6 pages)
	Ethical Considerations: Identify any ethical considerations that may arise in your inquiry or ethical problems that will have to be resolved before or during the inquiry (e.g., parental consent).	(1/2 – 1 page)
	References	Attach
	Appendices (e.g. Timeline, consent forms, glossary)	Attach

Research Proposal

Quality of Introduction, Positionality, Purpose, Problem: Discussion of issues, general reason for selection of topic, how the introduction prepares the reader for what is to follow, etc.	10
Quality of Literature Review: Discussion of how the literature review sources relate to thesis topic (in broad, general terms, in terms of purpose/problems, etc.).	10
Quality of Methodology: Discussion of how the method/s relate to problem (procedures, ethics, etc.).	10
Quality of Writing, Style, Communication of Concepts: Grammatical, spelling, punctuation errors; overall organization and readability; developed logically, organized well; APA format followed; clean, readable, layout.	10
Quality of Substance: Relevance of writing in discussion of research issues as they relate to the topic. General quality of outline in terms of logical, informative discussion & development.	15
Total	55