

North Dakota State University
Education 703: Research, Measurement, and Program Evaluation
Summer 2010

June 6 – June 24, 2011, 9 a.m. – 12 p.m.

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I am happy to meet with you at anytime. Please call or send me an email to schedule an appointment.

The purpose of this course is to gain an understanding of the methods of research and the organization, reporting, analysis, and interpretation of research. The conceptual framework for this course is based on the mission statement of the College of Human Development and Education at North Dakota State University:

“The mission of the College of Human Development and Education at North Dakota State University is to provide educational programs and conduct research and other scholarly activities that focus on the lives of individuals and their families as they interact in work, educational, and living environments.”

The main objective of this course is to engage you in the research process by giving you the opportunity to present one chapter from the text to the class by using media, discussion, presentation methods, a collaborative class activity, and assessment. Through your own individual work and the work of your colleagues, you will come to understand research methods. You will also:

- Understand the theory and practice of various approaches to quantitative and qualitative research.
- Know the effective use of various statistical measures in the implementation of quantitative research.
- Know the effective use of interviewing and observation in the practice of qualitative research.
- Understand the role of research in educational settings and how it is applied both in practice and theoretical development.
- Demonstrate competence in evaluating, interpreting, and using research data.
- Understand the relationship between professional activity and research.
- Demonstrate an understanding of methods of inquiry and techniques appropriate for investigation in the field.

The textbook used for this course is:

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

The main assignment for this course is your presentation to the class. The presentation is worth 50% of the grade; participation in class is worth 30%; and assessments given by the presenter is worth a total of 20%. (Each presenter will give an assessment as part of the presentation that will be graded. The graded assessments are worth a total of 20% of the overall grade).

You will present one chapter from the textbook and you may present the material in any form that you wish, to include the following: media, a form of presentation (lecture or Powerpoint), collaborative activity for the class, discussion, and an assessment. The full presentation should take two hours. You will be graded on the effectiveness of presenting the material. *There are many tools for instructional use available at the end of each chapter in the textbook.* Essentially, address the following two questions: 1. What are the key points of the chapter? 2. What do we need to know to conduct our own research?

Students in the class will choose one chapter from Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* to present from the following schedule:

Class Period I, Monday, June 6: Introduction to the course. Chapter 1: The Process of Conducting Research, *Lyn DeLorme*.

Class Period II, Tuesday, June 7: Chapter 2, Identifying a Research Problem.

Class Period III, Wednesday, June 8: Chapter 3, Reviewing the Literature.

Class Period IV, Monday, June 13: Chapter 4, Specifying a Purpose and Research Questions or Hypotheses.

Class Period V: Tuesday, June 14: Chapter 5, Collecting Quantitative Data.

Class Period VI: Wednesday, June 15: Chapter 6, Analyzing and Interpreting Quantitative Data.

Class Period VII, Thursday, June 16: Chapter 7, Collecting Qualitative Data.

Class Period VIII, Friday, June 17: Chapter 8, Analyzing and Interpreting Qualitative Data.

Class Period IX, Monday, June 20: Chapter 9, Reporting and Evaluating Research.

Class Period X, Tuesday, June 21: Chapter 10, Experimental Designs.

Class Period XI, Wednesday, June 22: Chapter 11, Correlational Designs.

Class Period XII, Thursday, June 23: Chapter 12, Survey Designs.

Class Period XIII, Friday, June 24: Course Wrap-up.

Any student with disabilities or other special needs who requires special accommodations for success in this course is invited to share these concerns or requests with the professor as soon as possible.

Work in this course must adhere to the NDSU Code of Academic Responsibility and Conduct as cited in *Rights & Responsibilities of Community: A Code of Student Conduct* (1993, pp. 29-30). For the purpose of understanding in relation to this code, academic dishonesty can be divided into four categories and defined as follows (also see <http://www.ndsu.nodak.edu/policy/35.htm>).