

## ECC 511: Research Methods in Education

### School of Education and Leadership

3 Credits  
Effective Date ( )  
Course Dates:( )

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

*Prerequisite Courses: N/A*

### Faculty Information

Professional experience information for instructors is found under Faculty online at <https://www.cityuniversity.ca/our-faculty/>

### Contact Information

Contact information for instructors is found under Faculty Information online at <https://www.cityuniversity.ca/our-faculty/>

### Course Description

This course introduces students to various designs and processes in educational research. Students learn how to find, evaluate, and critique published research materials to better inform their own practice and/or policymaking. Upon completion of the course students will have sufficient understanding of educational research to formulate their own educational research proposals for their capstone projects

### Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **Course Outcomes**

In this course, learners:

- Demonstrate scholarly research through the analysis of all elements of a research study
- Examine ethical standards for research with human participants
- Analyze quantitative and qualitative research methods
- Evaluate professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives.
- Discuss how learning involves recognizing the consequences of one’s actions.

## **Additional Information**

### **Declaration of Inclusion**

The CityU Master in Educational Leadership program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that our program resides on the ceded and unceded territories of our First Nations and our programming acknowledges the First Nations, & many others whose histories, languages, & cultures continue to influence our vibrant Canadian communities. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC and diversely-abled communities.

### **Indigeneity**

City University philosophically and pragmatically supports the First Nations perspective of learning as being rooted in reciprocity, the relational, and the experiential. City University instructors are required to infuse into their curriculum the traditional teachings from many indigenous communities. This blend of indigenous knowledge allows for cultural uniqueness and practices that come from the reflections on the telling of stories, traditional teachings, and the understandings of ceremony.

### **Sustainable Development Goals**

In 2015 the United Nations created 17 goals to achieve a sustainable world by the year 2030 ([THE 17 GOALS | Sustainable Development \(un.org\)](#)) City University actively supports these goals and requires that each course syllabus articulate and include as part of its content, at least two of these goals that relate to the course’s objectives and outcomes. Through these actions, City University hopes to inspire our students to help create a more inclusive, equitable, and safe world for the future.

## Grading Scale

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<b>Overview of Required Assignments</b>	<b>% of Final Grade</b>
Attendance and Participation	15%
Collegial Evaluation of Research Approaches	25%
Critique of Research Journal Article	25%
Ethics in Research	10%
Research Plan	25%
<b>TOTAL</b>	<b>100%</b>

## Course Assignments and Grading

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Attendance and Participation

Class attendance and participation is an integral part of this course. Coming prepared to class is essential because the information, knowledge, skills, and expertise they exchange with peers and instructors contributes toward a strong learning community. It is highly important that students attend and actively participate in class.

<b>Components</b>	<b>% of Grade</b>
Regular attendance and preparation	30%
Active participation in experiential activities	30%
Collegial participation in class discussions	40%
<b>TOTAL</b>	<b>100%</b>

### Critique of Research Journal Article

Students will select and critically evaluate one scholarly article from a list provided by your instructor that will include both indigenous and sustainability topics. If a Student prefers to conduct a critique of a research article other than those supplied by the instructor, students must secure approval of the instructor prior to beginning the assignment. Students evaluate the methods used, analysis of the data, implications for practical use, and the sphere of influence and conclusions drawn.

<b>Components</b>	<b>% of Grade</b>
Selection of relevant article	20%
Clear identification of research mode attributes	30%
Theoretical reasoning supported by appropriate sources	20%
APA format and writing conventions	10%
Research evaluation: evaluation of ethics, rigor, and validity	20%
<b>TOTAL</b>	<b>100%</b>

### Collegial Evaluation of Research Approaches

In a small group, students will organize a 45-minute presentation on one or two research approach(es), as assigned by the instructor. Students are expected to use scholarly resources (4-6 resources) to prepare the presentation and should include a reference list at the end of the presentation. The presentation should include a visual presentation using a slide deck tool available to the instructor and colleagues to view after the presentation. Standard requirements for each presentation are:

1. A clear introduction including the topic of the presentation.
2. An overview of the key concepts and terminology of the research approaches being presented.
3. A short discussion of a research study and how it fits the criteria of the approach being presented.
4. An interactive class discussion in small groups or as a large group. This may include discussion questions or other creative ideas.
5. A summary or closure of the presentation.

Students should provide the class and instructor with a 1–2-page handout (physical or digital) with an overview of the major points about the research approach(es) which will also cite the resources used in preparation for the presentation (texts, journal articles, dissertations/thesis, websites, or videos); this is a means of sharing discoveries with your colleagues, which is one demonstration of scholarship.

<b>Components</b>	<b>% of Grade</b>
Active participation in group & class discussions	30%
Group Presentation: Clearly stated understanding of the attributes of research approaches	30%
Group Presentation: Theoretical reasoning supported by appropriate sources	25%
Group presentation: Handout (1 - 2-page overview)	15%
<b>TOTAL</b>	<b>100%</b>

## Ethics in Research

This assignment will provide students with understanding of the role of the Institutional Review Board (IRB), the purpose of ethical review boards in general, and CityU's process for reviewing research projects that involve human subjects. In particular, the IRB has created an online module that is available through the Learning Management System. MEd students enrolled in the research methods course are also registered in the ethics module. The instructor will provide details about the process. Students are expected to successfully complete the module before the completion of this research methods course. The module can be done in your own time at home via the internet. Expected completion time is approximately 2 hours.

<b>Components</b>	<b>% of Grade</b>
Successful completion of online ethics module	90%
Email pass confirmation to program coordinator and instructor	10%
<b>TOTAL</b>	<b>100%</b>

## Research Plan

Students will develop a research plan (6 - 8 pages) that will create the first chapter of a possible capstone project. Your instructor will provide the template for the cover page, first chapter, and reference page.

The research plan should demonstrate an understanding of research design and methods with clearly developed sections as outlined in the template provided by your instructor.

It is anticipated that students may build on the research conducted in ECC510 (annotated bibliography) and/or their research article critique assignment as a starting point for this research plan assignment. Some time will be allocated in-class for working on this with instructor input. The focus for this assignment is to create a working document and not a final Chapter 1 of your capstone project.

<b>Components</b>	<b>% of Grade</b>
Background Information: Theory/Methodology	15%
Statement of Research Issue/Problem	10%
Purpose and Significance of the Study	20%
Research Question(s)	10%
Research Design	25%
Relevant references for theory and related research studies	10%
Scholarly writing, APA format and writing conventions	10%
<b>TOTAL</b>	<b>100%</b>

## Course Policies

### Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

### Participation

You are responsible for meeting or exceeding the participation requirements as listed in the syllabus and in the Learning Management classroom.

### Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## University Policies

Students are responsible for understanding and adhering to all of CityU's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### Antidiscrimination

City University in Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CityU policy. CityU also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or

external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should always be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment, and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the **my.cityu.edu** student portal. Accommodations must be requested by the 20% mark of this course (e.g., day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled *Attendance* under *Student Rights & Responsibilities*.

## **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **Support Services**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.

