

EDUCATION 429: RESEARCH FOR THE CLASSROOM TEACHER

Summer Session
June 29 - August 7, 1987
Tuesdays & Thursdays
1:00 - 4:50 p.m.

Instructor: Dr. A.S. Tindill
Location: MPX 7600

COURSE DESCRIPTION

This course is designed for all teachers, in-service and pre-service engaged in education K - 12. The course has, as its basic premise, the notion that all teachers should be familiar with, understand and be able to apply some basic guidelines as practitioners to educational research. Further, the understanding that some research is helpful, some is not helpful, some research is good, some is bad. Where are we as teachers? What do we know? What can we use? What should we ignore? and, where are we as professionals with respect to utilizing good research to assist practice and how can we contribute to the growing body of knowledge based on our own experience with children?

OBJECTIVES

- 1.1 To become familiar with what research means in the educational context.
- 1.2 To understand research design and the importance of integrity in research design.
- 1.3 To be able to determine from 1.2 above what is useful, what is useless and what needs re-design.
- 1.4 To understand the difference between experimental research, historical research, descriptive research, correlational research, face-value research and assumptions based on practice.
- 1.5 To be able to set up a classroom research experience from which new insights may be learned and variations of practice determined.
- 1.6 To be able to discuss research, dismiss faulty design, suggest improvements and in general advance the status of educational research.

TOPICS

- 2.1 Research per se
- 2.2 Pre test/Post test
- 2.3 Research biases
- 2.4 Treatment
- 2.5 Correlations vs. cause and effect relationships
- 2.6 Historical, contemporary and future research in education
- 2.7 Topics related to research which are applicable to the classroom teacher
- 2.8 Removing the mystery from research
- 2.9 Topics related to research and germane to class members enrolled in the course

COURSE EVALUATION

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| 3.1 | Active class participation | 15% |
| 3.2 | Ad hoc written assignments | 10% |
| 3.3 | A formal written research proposal which can be applied to your classroom assignment effective next school year | 75% |

AST:st:466

Outline for Education 429

Research in Education

This is a seminar course which explores contemporary research in Education. Students will study different forms of educational research, the empirical philosophies upon which such research is based, and the relationship between educational research and practice. The seminar portion of the course will involve presentations and critical analyses of ongoing research programs in the Faculty of Education at Simon Fraser University and other seminal works. Students will submit written syntheses and critiques of the presentations which demonstrate their ability to comprehend the essential connections between framing 'researchable' questions, collecting pertinent data, examining data which have been collected, and drawing conclusions from these examinations. The specific course outline is:

- I. Principles of Science and Educational Research
 1. Knowledge and knowledge changes
 2. Variables, constructs and relations
 3. Causality and probability
 4. Models, theories, and hypotheses
 5. Measurement, inference, and generalization

- II. Research Designs
 1. Experimental designs
 2. Quasi-experimental designs
 3. Descriptive and survey designs
 4. Developmental, longitudinal designs
 5. N of 1 design and case studies

- III. Areas of Educational Research (SFU projects will be used if available)
 1. Research on Learning, Motivation
 2. Research on Teaching
 3. Curriculum Development Studies
 4. Program Evaluation
 5. Policy Surveys

- IV. Educational Research and Practice
 1. The relationship between educational research and educational practice.
 2. The ethics of educational research.