



BRANDON UNIVERSITY

Founded 1899

Faculty of Education Graduate Studies & Field Research

07.751 (NET & NT1) Interpreting Education Research Regular Session 2012/2013 Term 2

Instructor Name: Heather Hunter

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Course Description:

Students will critically analyze research in education particularly Manitoba-based inquiry. Students are encouraged to pursue their own emerging questions in the educational field and to consider the many perspectives that education research offers to illuminate the complexity of these issues. The course will approach the topic of research design and data analysis from a critical standpoint as students consider the qualities and dimensions of well-designed educational research.

Course Objectives:

Students will:

- Become familiar with educational research terminology from a variety of perspectives
- Evaluate a range (both theoretical and methodological) of educational research
- Pursue compelling education issues in research literature and across various fields and disciplines
- Critically evaluate educational research using a variety of criteria
- Support their colleagues in their learning process
- Develop and refine their academic search strategies and writing skills without plagiarism
- Become more familiar with Manitoba-based education research linked to specialization

Required Texts & References:

Text:

Hittleman, D.R., & Simon, A. J. (2006). *Interpreting educational research: An introduction for consumers of research* (4th ed.). Columbus, OH: Merrill Prentice Hall.

Additional Resources:

Other sources are offered for weekly class materials. These articles, videos, PowerPoint presentations, reading materials and other resources will be posted on the Moodle Course Site.

Course Assignments and Course Grade Evaluation:

- APA version 6.0 required
- Assignment details will be provided on the Moodle Course Site..

Weekly Assignments/Class participation marks – Due: All Term

50%

(Note – rough drafts, peer feedback for final papers will be part of participation mark)

Literature Review (Draft Version) - Due: February 1

25%

Literature Review (Final Version) - Due: April 3

25%.

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- Minimum grade requirement for graduate program: B
 - Grade Equivalencies:

A+	96-100	B-	70-74
A	90-95	C+	65-69
A-	85-89	C	60-64
B+	80-84	D	50-59
B	75-79	F	Under 50%

Academic dishonesty will cancel out all the calculations above and result in a final grade of F-AD (Fail-Academic Dishonesty) (refer to the Graduate Calendar, section 5.3.2)

Instructor / Course Evaluation:

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation.

Instructor suggestions for getting the most out of the course:

- All assignments should be submitted via Moodle as Word documents only. When you upload your assignment in Moodle, there is a time stamp. It is expected that assignments are due on the date of submission (no later than midnight). Technical difficulties should be worked through before the first assignment due date. With the exception of extenuating circumstances, assignment due dates are firm. Students are responsible to contact the instructor in a timely manner if there are problems with meeting a due date.
- Proposed Class Schedule: While this is an asynchronous on-line learning environment, we will follow a weekly cycle from Monday to Sunday. Every Monday the weekly readings and class participation activities will be posted. Except where noted, all components of the weekly assignments should be posted to our Moodle Course Site by the following Sunday (midnight) in order to receive full credit.
- Instructor suggestions for getting the most out of the course: Students are expected to participate in weekly assignments. At times that may mean that you need to respond to a forum posting by a certain date in the week. At other times it may mean that you need to plan with your fellow classmates a schedule for reviewing or checking in with each other. There may be more pedagogical benefit if your group agreed to a "synchronous" learning time convenient for everyone to meet on-line. The resulting text tends to reflect a deeper engagement with the material. Time commitments for the course correspond with reading materials, weekly activities, learning the technology and library search strategies. As is typical of graduate level course work, you should plan on devoting about 10 hours per week to this course. You each arrive to this course with a range of familiarity and expertise with the topic of research as well as technology. While I may be able to respond to an email every two or three days, the forum area is a great place to seek help from your peers. Using group email is likely a preferred approach to doing this kind of sharing.

General Criteria for Assessment of Written Work (CIOP):

- CONTENT - relevant, specific, and substantive links to course content; explicit integration of carefully selected details or examples
- IDEAS - coherent development of ideas, argument/theme(s); scope and focus for thoughtful analysis with evidence of critical reflection
- ORGANIZATION - organized and coherent, concise written expression using a clear, compelling writing style
- PRESENTATION - technical quality evident in clarity of prose, spelling, grammar, punctuation, attention to detail, use of APA style version 6.0

Accommodations:

Brandon University is committed to providing reasonable accommodation for individuals with disabilities. Students are responsible for registering with Student Services, providing official documentation, and requesting appropriate accommodation with reasonable advanced notice. If you have registered with the Disability Services Coordinator, please inform me at the beginning of the course. For more information about services for students with disabilities, contact the Disability Services Coordinator located in the Accessible Learning Centre, Room 106 A.E. McKenzie Bldg or call 727-9759.

Note: Changes to this syllabus and schedule may be made at the discretion of the instructor in consultation with the class.

