EDUC 5513 CI01: Research Design in Education

Syllabus - web page

Course Information

SCHOOL OF EDUCATION MISSION: To develop reflective, responsive educators and counsellors through cohesive, challenging professional programs, in a collegial environment.

EDUC 5513: RESEARCH DESIGN IN EDUCATION

Open Acadia - Open Entry Continuous Intake

Course Information

Instructor Name: Deborah Toope, PhD

Instructor Bio: Dr. Deborah Toope has worked extensively in the public school system as a classroom teacher, special education teacher, literacy specialist, principal, program specialist, senior education officer, and director of schools. She has a background in literacies and language arts, curriculum and instruction, inclusive practices, technologies for learning, assessment for learning, leadership, and educational research. Working from a social justice perspective, her collaborative action research in the areas of literacies and digital technologies, inclusive practices, teachers' knowledge, and teacher research as professional development, enabled her to form school, district, and university partnerships. Most recently, she has worked with preservice teachers in a STEM education program as they designed and carried out teacher research inquiries with a focus on mathematics, science, and/or technologies. Her current research is focused on literacies and teachers' and preservice teachers' perspectives and experiences with learning through action research.

Email: deborah.toope@acadiau.ca

Office Hours:

Course Delivery: This is an **open entry continuous intake** course. This course is **self paced** and designed to be completed **asynchronously** within a **minimum of 13 weeks** or a **maximum of 6 months**. Participants requiring longer than beyond 6 months, must request an extension and written approval from the office of Graduate Studies.

Course Description (From Calendar): This course is designed to encourage participants to develop a critical research orientation to their work while maintaining an awareness of multiple research paradigms. Emphasis is placed on participants gaining an understanding of basic research concepts so as to be able to effectively apply them to analyzing, interpreting and critiquing current research literature.

Extended Course Description: This course focuses on the principles and issues in research design in the social sciences, and explores current research methodologies from the perspective of underlying epistemological assumptions informing various

approaches to research. This course takes into account considerations for selecting a research design: qualitative, quantitative, and mixed methods approaches. This involves understanding the differences among these approaches, considering philosophical worldviews, strategies for locating and analyzing research literature, understanding the use of theory, and anticipating ethical issues. Methods and procedures for quantitative, qualitative, and mixed methods studies will also be explored. This course provides you with opportunities to enhance your research and writing competencies by developing strategies for data collection, writing problem and purpose statements, formulating research questions and hypotheses, locating and analyzing research literature, writing for an audience, and the effective use of APA writing guidelines.

This course consists of scaffolded learning tasks that build towards the development of a *Proto Research Proposal* for a study that you can potentially carry out in the future. This will enable you to consider the kind of research you want to do, why the chosen topic is important to you, and what this particular inquiry might mean within your workplace context.as you engage in learning tasks that guide you through the process of designing a proto research proposal. There are twelve This course has twelve asynchronous modules that include the following:

- Introductory notes
- Pre recorded lectures
- List of required and suggested readings
- Other supplementary resources (videos, websites, podcasts, etc.)
- Learning tasks
- Forum discussion posts

Learning Objectives

The main learning goals for this course are for you to:

- Examine various approaches to educational research;
- Understand worldviews informing social science research;
- Consider multiple research methodologies and methods associated with quantitative, qualitative and mixed methods;
- Understand ethical issues associated with doing social science research;
- Apply research concepts to analyzing, interpreting and critiquing research literature and your own work;
- Develop research and writing competencies for writing a research proposal (i.e. framing a research problem, establishing a purpose, identifying a theoretical perspective, explaining decisions around methodology and methods, critically reviewing relevant literature, and contemplating ethical considerations).
- Engage in the process of conducting a literature review;
- Design a proto research proposal on a topic of interest.

Course Materials

This course involves doing the required readings, contributing to the **Researchers' Café**, completing learning tasks in your **Researcher's Notebook**, and designing a **Proto Research Proposal**. Details for each module can be found below and in the course site on ACORN.

Readings/Textbooks:

The required text for this course is Creswell, J. W. & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th Edition). Los Angeles, CA: SAGE.
Print ISBN: 9781506386706, 1506386709
eText ISBN: 9781506386690, 1506386695

This text is available through the Acadia Bookstore and online at http://www.acadiashop.ca/. There is free shipping available on textbooks through the Acadia Bookstore.

The publisher resources that accompany this text can be found at: https://edge.sagepub.com/creswellrd5e

Possible Educational Research Journals for Locating Articles:

Journal of Curriculum Studies

Curriculum and Teaching

Curriculum Perspectives

Curriculum Review

Canadian Journal of Science, Mathematics and Technology Education

Advances in Health Sciences Education

Asia-Pacific Science Education

Journal of the Canadian Association of Curriculum Studies

Journal of Curriculum Inquiry

Journal of Curriculum and Pedagogy

Journal of Curriculum and Theorizing

Journal of Curriculum and Teacher Dialogue

Curriculum Theory Network

Language, Curriculum, and Culture

[Learning Landscapes](#)

[Canadian Journal of Action Research](#)

Canadian Journal of Education

Canadian Journal of Nursing Research

Contemporary Issues in Technology and Education

Educational Researcher

Harvard Educational Review

Journal of Educational Technology

Canadian Journal of Counselling

Educational Studies in Mathematics

Canadian Journal of Mathematics, Science, & Technology Education

International Journal of Science and Mathematics Education

Journal of Mathematics Teacher Education

Visit the E-journal database available through [Acadia University's Vaughan Memorial Library](#) for other educational research journals related to your topic of interest.

Other Resources:

Publication manual of the American Psychological Association (7th Edition). Washington, DC: American Psychological Association. https://apastyle.apa.org/products/publication-manual-7th-edition

Supplementary Resources: See list of selected readings and resources in ACORN.

See the [student handbook](#) for ordering information.

You will find information on accessing Library resources from off-campus here - http://library.acadiau.ca/distance-education

Assignments & Evaluation

Assignments	Weight (%)

1. Researchers' Café (4 original posts to be graded upon completion of all 4 @ 5% each)
    • Thread 1 Module 2: Literature Map
    • Thread 2 Module 6: Elevator Pitch
    • Thread 3 Module 7: Researchable Questions
    • Thread 4 Module 10: Research Roundup
	20%

2. Researcher's Notebook (10 reflective responses to be graded at the end of the reflective response 5 and reflective response 10)	50%
3. Proto Research Proposal (to be graded at the end of course completion)	30%
TOTAL	100%

Researchers' Café Engagement (20%)

Being part of a research community is an important part of learning to become a researcher. While it is more challenging to build that sense of community within an open entry course, it does help to have opportunities to connect with other researchers and see examples of 'in progress' writing as part of the research design process. In this course, you will contribute to four threads within the Researchers' Cafe. These posts are intended for you to share samples of your research design and as a way to engage in scholarly conversations about certain aspects of the research process.

Module 2: Researchers' Café Thread 1 Literature Mapping

Drawing from the ideas presented in chapter 2 of Creswell and Creswell (2018), select 5-7 peer reviewed articles in your field of interests and create a literature map for your topic. Conducting a literature review is an important component of research design that will enable you to locate your study in the broader field, make connections to other studies on the topic, and help clarify the aims of your study. Creating a literature map is a way for you to visually represent and make connections across relevant literature. A literature map will also be useful in preparing and organizing the literature review section of your proto proposal. A quick Google image search for 'literature map' will reveal many ways to organize and connect the literature using concept mapping. To learn more about how to create a concept map, see the handout 'Teaching Concept Mapping' by Dr. Gregory McKinnon and check out the links to concept mapping programs. Share your literature map in the **Researchers' Café.**

Module 6: Researchers' Café Thread 2 Elevator Pitch

Imagine that you meet up with one of your colleagues in an elevator and they say something like… "I hear you are planning to conduct research – What's your research about?" What will you say? Using the information from chapter 6 of Creswell and Creswell (2018) and the resources in this module, write a short **elevator pitch** explaining the **problem** and **purpose** of your emerging research topic (about 1 minute). You can share your elevator pitch in the **Researcher's Café** in written format or by posting an audio file.

Module 7: Researchers' Café Thread 3 Researchable Questions

Using the information from chapter 6 of Creswell and Creswell (2018) and the resources in this module, write 1 or 2 emerging research questions and 2 to 4 subquestions for the research topic of your interest to share in the **Researchers' Café**. The handout "Writing Effective Research Questions'' will help guide this process. At this point, the learning focus is on sharing your initial 'in progress' research questions which are not expected to have fully formulated at this point in time.

Module 10: Researchers' Café Thread 4 Research Roundup

Imagine that you have been asked by your supervisor to present your initial research plans at the next faculty meeting. You have been allotted between 5 to 10 minutes and are not permitted to go over this time limit. Drawing from what you have learned and written so far, create a slide presentation (5 slides) highlighting key components of your research design including; central

topic and why this is important to you, the problem and purpose, your research questions/hypothesis, overall research design (qualitative, quantitative or mixed methods) and strategy of inquiry, key ideas from your literature review, your data collection methods and/or procedures, and potential contributions to the field. Post your presentation, including embedded audio, to the **Researchers' Café.**

Criteria of Assessment for Researchers' Café Engagement

Criteria	Exemplary (A range)	Proficient (B range)	Emerging (C range)	Undeveloped (D and below)
Understanding of Research Design	Demonstrates an exceptional understanding of research design concepts with reference to course materials where appropriate.	emonstrates an excellent understanding of research design concepts with reference to course materials where appropriate.	Demonstrates a beginning understanding of research design concepts with reference to course materials where appropriate.	Demonstrates limited understanding of research design concepts with reference to course materials where appropriate.
Engagement in Reflective Practice	Responses demonstrate an in-depth reflection on, and personalization of research design concepts and approaches explored in the course materials.	Responses demonstrate a general reflection on, and personalization of research design concepts and approaches explored in the course materials.	Responses demonstrate a limited reflection on, and personalization of research design concepts and approaches explored in the course materials.	Responses do not demonstrate any evidence of reflection on, and personalization of research design concepts and approaches explored in course materials.
Clarity of Expression	Strong organization of ideas that are logically presented. Ideas are original and focused. Clear and concise quality of writing throughout.	Ideas are well organized in the writing, which is clear and concise in most parts.	Ideas are presented in an organized fashion. Writing is sometimes unclear.	Limited clarity of ideas.
Contribution to Collective Learning	Exemplary commitment to the learning of members within research community, demonstrated through expanding on ideas by sharing examples of research design components in progress.	Strong commitment to the learning of members within research community by sharing examples of research design elements in progress.	Satisfactory commitment to the learning of members within research community by sharing some examples of research design elements in progress.	Limited sharing of examples of research design elements.

Researcher's Notebook (50%)

The Researcher's Notebook is a place where you can explore possibilities for a research design. As you begin to explore possibilities it is a good idea to think of yourself as a researcher who is about to carry out a research inquiry. This way, you can use your Researcher's Notebook as a way to document your research journey as you work through each module. As a researcher, you can use your notebook to record your responses to the assignments, ongoing thoughts about research design, raise questions for reflection and future consideration, highlight your favourite quotes from articles, jot down emerging ideas, keep track of interesting readings/references, list words/phrases that you find useful, etc. It is productive to start imagining yourself as a researcher and the kinds of research you might do in the future. Be strategic with assignments and plan to use sections (cut and paste from your notebook into your proto research proposal.

While you can record in your notebook at any time and as often as you want, you will be graded and receive feedback on the following learning tasks.

Module 1: Reflective Response 1 Setting the context

As you explore ideas for a possible research topic, it is important to take into account who might benefit from your research. In other words, consider research for what and for whom? In this reflective response you will begin to consider both.

First, provide a brief description of your workplace context. Next, think about a topic that you have already read and/or written about as part of your program thus far. Reflect on certain aspects of this topic in relation to why this is of interest to you, as

well as what you might like to know, understand and learn more about. Next, write a brief description of this topic responding to the following questions:

- What is your topic of interest?
- Why is this important to you?
- Why is this area significant to the field?
- What would you like to find out about this topic?
- How might your inquiry into this topic be beneficial for you and others with whom you work?
- Whose interest might be served by researching this topic?
- What are some potential challenges or barriers to researching this topic within your workplace context?

Due: End of Module 1

Weight: 5%

Module 2 Reflective Response 2 Identifying a research topic

Drawing from the ideas suggested in chapter 2, identify an emerging research topic that you are interested in learning more about. Next, write a 'working title' for your proto proposal. At this point, keep it simple by using the sentence starter 'my study is about...' . Next, identify 4-6 key words that are significant to your topic. Then, using these words, conduct an online search for peer reviewed scholarly articles written about this topic. Aim to limit your search by keeping it within the past five years. Next, select 3 to 5 relevant articles about your topic of interest. Then, read these articles and pay particular attention to how the abstracts are written. Next, drawing from these ideas, imagine that you have already carried out your research study and are now writing a short 150 word abstract for a peer reviewed journal about your study and findings. Once you have written your abstract, review your initial key words and revise this list based on your discoveries. Record each step of this process and your reflection in your researcher's notebook.

Due: End of Module 2

Weight: 5%

Module 3 Reflective Response 3 Making use of theory

After reading chapter 3 and viewing the resources for Module 3, write a draft theoretical perspective for your research proposal. The scripts outlined in chapter 3 might be helpful as you prepare to do this. Keep in mind the relationship between your epistemological stance and the kind of methodologies you might employ. You may find that writing a theoretical perspective feels awkward or artificial at first but it is important to play with the language and engage with this process.

Due: End of Module 3

Weight: 5%

Module 4 Reflective Response 4 Ethical considerations

After reading chapter 4 in Creswell and Creswell, complete the TCPS CORE 2 Tutorial: https://tcps2core.ca/register

The online tutorial TCPS 2: CORE (Course on Research Ethics) is an introduction to the 2nd edition of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2). It consists of eight modules focusing on the guidance in TCPS 2 that is applicable to all research regardless of discipline or methodology.

The purpose of TCPS 2: CORE is to provide an introduction to TCPS 2. The entire course takes about 3 hours to complete. Upon completion, you will receive a certificate confirming your have successfully passed the tutorial. **You will need to upload a copy of you certificate into the assignment folder in ACORN under Module 4. Please note that if you have previously completed this course, you can upload a copy of your certificate into the assignment folder in ACORN under Module 4.**

To register:

- go to https://tcps2core.ca/welcome
- From the Welcome Page, click on the Log-In link. On this page you can click on the registration link. Fill in the required fields and register.
- A confirmation email will be sent to the email address that you provide. When you complete the registration page, an

activation email is automatically sent to the email address you entered. If you do not see it in your inbox, please check your spam or junk mail folder.
- Click on the activation link only once to activate your account or copy and paste the complete activation url supplied into the url window of your browser
- Once your account is activated you can proceed to the log in page and begin the tutorial.

Next, reflect on what you have learned in relation to ethical considerations and record your initial thoughts in your researcher's notebook. Then, write a couple of short paragraphs explaining how you plan to address each of the following: informed consent, confidentiality, and potential benefits and harms in your proto research proposal.

Note: Also, it will be helpful to review Acadia Research Ethics Board Policies and Procedures http://research.acadiau.ca/reb/policies.html

Due: End of Module 4

Weight: 5%

Module 5 Reflective Response 5 Writing Introductions

Our experience with academic writing is often in the form of formal papers reporting on research findings that have already taken place. However, a great deal of learning comes from the act of writing itself - informally, as you work through the research process. Writing effective introductions can be both challenging and satisfying. After reading chapter 5, use the 5-step plan as a guide to write an introduction for your emerging research study. First, you will need to locate and read several (4-6) scholarly articles relevant to your topic of interest. You can use articles from previous assignments. Keep in mind that this is 'in-progress' writing and does not have to be polished. This is an opportunity for you to explore the components of writing effective introductions and employ these techniques in your own writing.

Due: End of Module 5

Weight: 5%

Module 6 Reflective Response 6 Crafting a purpose statement

Crafting an effective purpose statement is an essential component of a research proposal and helps establish a clear focus for your research. The intent of a purpose statement is for you to state why you plan to investigate this particular topic as well as what you intend to accomplish by conducting this study. In this module you have had an opportunity to explore and apply techniques for writing and evaluating purpose statements. For this assignment, select one of the scripts proposed in chapter 6 (quantitative, qualitative, or mixed methods) and write a purpose statement for your proposed research study. Once you have written a draft statement, reflect on this experience in terms of what this might mean for you as a researcher.

Due: End of Module 6

Weight: 5%

Module 7 Reflective Response 7 Formulating Research Questions

After reading chapter 7 and reviewing the resources for Module 7, apply the elements for writing good research questions and/or hypotheses to formulating one or two central research questions and/or a hypothesis for your research study. Next, write three to five subquestions that work to inform your central research question. This process will enable you to narrow your topic to something that is manageable. The handout "Writing Effective Research Questions", will help guide this process.

Due: End of Module 7

Weight: 5%

Module 8 Reflective Response 8 Exploring Quantitative Methods

For this reflection, you have the option of either drafting a plan for using a quantitative research design that you will later use in your proto research proposal, or writing a paragraph explaining why a quantitative design is not a suitable choice for your research and provide a strong rationale for your decision. If you decide to choose a quantitative design, it is important that you describe the procedures you plan to use for either an experimental or survey study. Also, include an explanation as to why you

have chosen a quantitative research design and how it will benefit your research. You can use the checklist in Table 8.1 to help guide the process.

> **Due:** End of Module 8

> **Weight:** 5%

Module 9 Reflective Response 8 Exploring Qualitative Methods

For this reflection, you have the option of either drafting a qualitative research design plan to be used in your proto research proposal, or writing a paragraph explaining why a qualitative research design is not a suitable choice for your research and provide a strong rationale for your decision. If you have chosen a qualitative research design, you will need to select one methodological approach (research strategy of inquiry) as a framework for writing your plan. You may choose from those we have explored in this module, or select an alternative that we have not emphasized but is most suitable for your study. It is important to keep your research questions at the forefront as you make decisions about data collection methods that are appropriate for the kind of knowledge you wish to produce. You can use the checklist in Table 9.1 to guide the process.

> **Due:** End of Module 9

> **Weight:** 5%

Module 10 Reflective Response 10 Exploring Mixed Methods Procedures

For this reflection, you have the option of either writing a draft plan for your research using a mixed methods design or writing a paragraph explaining why you have decided not to use mixed methods and provide a rationale for your decision. If you are using a mixed methods design, you can use the checklist in Table 10.1 to help guide the process.

> **Due:** End of Module 10

> **Weight:** 5%

Note: *Feedback will be ongoing and provided in a shared document for each reflective response. grades will be entered at the end of Reflective Response 5 and Reflective Response 10.*

Criteria of Assessment for Researcher's Notebook Reflective Responses

Criteria	Exemplary (A range)	Proficient (B range)	Emerging (C range)	Undeveloped (D and below)
Understanding of Research Design Elements	Demonstrates an exceptional understanding of research design elements with appropriate references to course readings/viewings.	Demonstrates an excellent understanding of research design elements with appropriate references to course readings/viewings.	Demonstrates a beginning understanding of research design elements with some reference to course readings/viewings.	Demonstrates limited understanding of research design elements without referencing course readings/viewings.
Engagement in Reflective Practice	Responses demonstrate an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Responses demonstrate a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Responses demonstrate a limited reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials.Viewpoints and interpretations are unsupported. Examples, when applicable, are not provided.	Responses do not demonstrate any evidence of reflection on, and personalization of, the theories, concepts, and/or strategies presented in course materials.Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.

Criteria	Exemplary (A range)	Proficient (B range)	Emerging (C range)	Undeveloped (D and below)
Evidence of Extending Practice	Responses show strong evidence of synthesis of ideas presented and insights gained. The implications of these insights for the respondent's overall practice are thoroughly detailed, as applicable.	Responses show evidence of synthesis of ideas presented and insights gained. The implications of these insights for the respondent's overall practice are presented, as applicable.	Responses show little evidence of synthesis of ideas presented and insights gained. Few implications of these insights for the respondent's overall practice are presented.	Responses show no evidence of synthesis of ideas presented and insights gained. No implications for the respondent's overall practice are presented.
Clarity of Expression	Strong organization of ideas that are logically presented. Ideas are original and focused. Clear and concise quality of writing throughout.	Ideas are well organized in the writing, which is clear and concise in most parts.	Ideas are presented in an organized fashion. Writing is sometimes unclear.	Limited clarity of ideas.

Modules 11 and 12 Bringing it all together

In preparation for writing your proto research proposal, reread your Researcher's Notebook making note of particular sections you can move under particular headings in your proposal (see the outline provided). Next, reflect on your reflective responses and instructor comments making notes about revisions. You may be able to copy and paste sections from your notebook directly into your proto proposal with minor revisions. You may also find that some sections may need further development as your research ideas have evolved over the course. Once you bring your reflections together in your proposal, you can spend time organizing and revising in preparation for submission of your final proto research proposal.

Proto Research Proposal (30%)

The final assignment of EDUC 5513 is an opportunity for you to bring all of the elements from your Researcher's Notebook by connecting the pieces of your emerging research study into a more formal proto-proposal. The proto-proposal is an initial proposal, capturing the overview of your proposed study and the potential implications and contributions to the broader field. The proto-proposal simulates a piece of academic writing that would be submitted to a funding body for a grant application. It is meant to summarize the preliminary plans of a research project, by grounding it within existing literature and clearly articulating the methodologies, methods and research questions or hypotheses (if applicable).

The proto-proposal includes the following sections:

- **Title Page (Page 1)**
- **Abstract & Keywords (under .5 page on 2nd page):** 5-6 keywords that describe your study; abstract & keywords;
- **Introduction and Purpose (2-3 pages):** frame the study, identify your area of interest, your reasons for pursuing this study (problem), and a clear statement of purpose that narrows in on the general area of interest you will investigate in the study; include any essential definitions;
  - **Research Questions:** one to three specific research questions or hypothesis that will guide the study and inform the methodologies and methods;
- **Preliminary Literature Review (2-4 pages):** provide a brief review of a small sample of the literature (6-8 peer reviewed articles). The literature review section demonstrates some familiarity with what has been written about the topic and assists in establishing a conceptual framework for the study;
- **Theoretical Perspective (paragraph**): Explaining the use of theory
- **Methodology (2-4 pages):** explore the assumptions that underlie a particular way of studying a phenomenon (i.e., philosophical rationale for approaching the study in a particular way). The methodology results from the assumptions and philosophical premises that ground the study. For this section, you will need to name and justify your reasons for selecting this methodology for your specific study;
  - **Methods:** list the specific techniques and procedures you will use to undertake your study - interviews, focus groups, audiovisual materials, documents, and observations are examples of research methods. These are

influenced by the selected methodological approaches;
- **Ethical Considerations (1-2 pages):** note whether or not REB approval would be needed and what ethical considerations apply to your study and how these will be approached;
- **Potential Contributions/Implications (.5-1 pages):** explain to the audience of your proposal what makes your study relevant, current, and valuable within the field of study you have selected. Explore how your study addresses gaps in literature or expands or clarifies previous research in the area. Address potential implications or how your findings may inform practices or policies within your field of study.

The proto-proposal is between 10-15 pages including title page, abstract/keywords, and references. Please follow these style guidelines for your proto-proposal:

- 12pt font
- 1.5 line spacing
- Times New Roman
- No less than 1″ margins
- APA 7 formatting required

Due: Upon completion of course

Weight: 30%

Criteria of Assessment for Proto-Proposal

Criteria	Exemplary (A range)	Proficient (B range)	Emerging (C range)	Undeveloped (D and below)
Clarity of Expression	Strong organization of ideas that are logically presented. Ideas are original and focused. Clear and concise quality of writing throughout that results in high reader interest and engagement with the work.	Ideas are well organized in the writing, which is clear and concise in most parts of the paper and results in reader interest and engagement.	Ideas are presented in an organized fashion. Writing is sometimes unclear and results in a moderate level of reader interest.	Limited clarity of ideas. Fails to engage the reader.
Grammar, Spelling, & use of APA (7th)	Correct grammar and spelling through careful choices in syntax and usage. Minimal APA errors.	Correct grammar and spelling with some evidence of thoughtful choices in syntax and usage. Some APA errors.	Contains grammatical and spelling errors that impede communication. Several APA errors.	Contains several grammatical and spelling errors. Rarely uses APA correctly.
Depth of Understanding	Paper demonstrates a thorough review of the literature and extension between different sources that evidences a depth of understanding as well as a critical consideration of the topic in relation to existing research.	Paper demonstrates a strong review of the literature and makes some extension between different sources that evidences a strong understanding of the topic.	Paper demonstrates a sufficient literature review that evidences a good understanding of topic.	Paper fails to demonstrate a depth of understanding of the topic.
Logical connection to Methodology and Methods	The proposed methodologies and methods logically extend from the identified purpose and research questions of the study. Literature review strongly supports proposed research questions and design. Ethical considerations are thoroughly addressed.	The proposed methodologies and methods are well articulated and connect to the research questions and purpose. Some connections made to the literature review that justify the proposed design. Ethical considerations are addressed.	The proposed methodologies and methods somewhat extend from the identified purpose and research questions, with some areas needing further development. Ethical considerations are somewhat addressed.	Minimal to no connections between literature, methodologies, methods, purpose, and research questions. Ethical considerations are left largely unaddressed.

Criteria	Exemplary (A range)	Proficient (B range)	Emerging (C range)	Undeveloped (D and below)
Implications & Contributions	Strong support for potential implications and contributions to the broader field, supported by the design and literature review. Proposal makes a strong argument for the importance of the study and current relevance.	Sufficient support made for some potential implications and contributions.	Proposal identifies some implications and contributions possible from the study but these are not well supported by the literature review.	The implications, contributions, and relevance for the study are not well articulated or supported by the design.

Schedule

Module & Topics	Learning Tasks
Module 1: **Choosing a Research Design**	**Read** • Module Notes • Chapter 1 **View** • Pre-recorded Lecture • When should I choose a mixed methods approach? (Cresswell Sage) • Qualitative Research: Methods in the Social Sciences (Sage) • Quantitative Research: Methods in the Social Sciences (Sage) **Explore** • Publisher resources that accompany this text can be found at: https://edge.sagepub.com/creswellrd5e **Researcher's Notebook** • Reflective Response 1: Setting the context

Module & Topics	Learning Tasks
Module 2: **Locating the Literature**	**Read** - Module notes - Chapter 2 **View** - Pre-recorded Lecture [How to read and understand a research study (Sage)](#) **Explore** [Research resources at Acadia's Vaughan Memorial Library](#) - Literature Review Map Examples (Researchers' Café ACORN) **Researcher's Notebook** - Reflective Response 2: Identifying a research topic - Publisher resources that accompany this text can be found at: https://edge.sagepub.com/creswellrd5e **Researcher's Café** - Discussion Thread 1: Literature Map
Module 3: **Exploring the Use of Theory**	**Read** - Module notes - Chapter 3 **View** - Pre-recorded Lecture **Explore** [USC Libraries Research Guides](#) - Publisher resources that accompany this text can be found at: https://edge.sagepub.com/creswellrd5e **Researcher's Notebook** - Reflective Response 3: Making use of theory

Module & Topics	Learning Tasks
Module 4: **Ethical Considerations**	**Read** • Module Notes • Chapter 4 **View** • Pre-recorded Lecture **Explore** • [Research Ethics Board Acadia University](#) • Publisher resources that accompany this text can be found at: https://edge.sagepub.com/creswellrd5e **Researcher's Notebook** • Reflective Response 4: TCPS CORE 2 Tutorial Course
Module 5: **Writing Effective Introductions**	**Read** • Module notes • Chapter 5 **View** • Pre-recorded Lecture **Explore** • [10 tips for writing an effective introduction to original research papers](#) • [Acadia University's Writing Centre](#) • Publisher resources that accompany this text can be found at: https://edge.sagepub.com/creswellrd5e **Researcher's Notebook** • Reflective Response 5: Writing Introductions
Module 6: **Crafting a Purpose Statement**	**Read** • Module Notes • Chapter 6 **View** • Pre-recorded Lecture **Explore** • [Cresswell, J. W. (2016). Chapter 12 Scripting a Qualitative Purpose Statement and Research Questions](#) • [Writing an Effective Purpose Statement (with Sample Statements) Northcentral University](#) • [Purpose of the Study: Common Errors in Writing Your Purpose Statement](#) • Publisher resources that accompany this text can be found at: https://edge.sagepub.com/creswellrd5e **Researcher's Notebook** • Reflective Response 6: Crafting a Purpose Statement **Researchers' Café** • Discussion Thread 2: Elevator Pitch

Module & Topics	Learning Tasks
Module 7: **Writing Research Questions and Hypotheses**	**Read** - Module Notes - Chapter 7 **View** - Pre-recorded Lecture - The Research Questions (Cresswell Sage) **Explore** - How to write a hypothesis - What makes a good qualitative research question? - Quantitative Research Questions - Publisher resources that accompany this text can be found at: https://edge.sagepub.com/creswellrd5e **Researcher's Notebook** - Reflective Response 7: Formulating Research Questions **Researchers' Café** - Discussion Thread 3: Researchable Questions
Module 8: **Quantitative Methods**	**Read** - Module Notes - Chapter 8 **View** - Pre-recorded Lecture - How Results Can be Misleading: Problems with Reliability and Validity (Sage) **Explore** - Himmerlfarb Health Sciences Library - Learning about Research and Research Methods through Podcast - Publisher resources that accompany this text can be found at: https://edge.sagepub.com/creswellrd5e **Researcher's Notebook** - Reflective Response 8: Exploring Quantitative Methods

Module & Topics	Learning Tasks
Module 9: **Qualitative Methods**	**Read** • Module Notes • Chapter 9 **View** • Pre-recorded Lecture • • [Introduction to Grounded Theory (Sage)](#) **Explore** • University of Victoria Libraries • Qualitative Conversations: Visual and Arts Based Research Podcast • Art Research International: A Transitional Journal • Publisher resources that accompany this text can be found at: https://edge.sagepub.com/creswellrd5e **Researcher's Notebook** • Reflective Response 9: Exploring Qualitative Methods

Module & Topics	Learning Tasks
Module 10: **Mixed Methods Procedures**	**Read** - Module Notes - Chapter 10 **View** - Pre-recorded Lecture [Developing Mixed Methods Research (Sage)](#) **Explore** [NCBI](#) - Journals from the list provided **Researcher's Notebook** - Reflective Response 10: Exploring Mixed Methods **Researchers' Café** - Discussion Thread 4: Research Roundup

Module & Topics	Learning Tasks
Module 11: **Critical Educational Research Social Justice Scholarship**	**Read** - Module Notes - Researcher's Notebook **View** - Pre-recorded Lecture - **Explore** - [Meet the Education Researcher](#) - Selection of articles (ACORN) - **Learning Task** - Work on writing proto research proposal
Module 12: **Bringing it all Together: Proto Research Proposal**	**Read** - Module Notes - Researcher's Notebook **Learning Task** - Finish writing a proto research proposal

You have 6 months to complete this course. You may set your own schedule, but if you intend to complete the course in less than 3 months, you should let me know so that we can arrange a schedule.

Please do not leave all of your course work until a few weeks before your completion date. Although I will make every effort to accommodate your schedule within reason, I need time to grade assignments and mark exams.

Acadia University Grading

Any course with a grade of less than B- cannot be considered for credit in School of Education Graduate Programs.

Grade	GPA Value	Range	Description per Acadia Calendar
A+	4.00	94-100	
A	4.0	87-93	Excellent
A-	3.67	80-86	
B+	3.33	77-79	
B	3.0	73-76	Good
B-	2.67	70-72	
C+	2.33	67-69	
C	2.0	63-66	Average
C-	1.67	60-62	
D+	1.33	57-59	
D	1.0	53-56	Pass
D-	0.67	50-52	
F	0.0	0-49	Failure

Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved. The following are considered infractions of academic integrity and may lead to sanction:

a. Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise.

b. Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.

c. Self-plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.

d. A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.

Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university. See the Acadia University Academic Calendar for more information.

Acadia University Student Supports

ACCESSIBLE LEARNING SERVICES

Accessible Learning Services (http://accessiblelearning.acadiau.ca/) can assist students in accessing support resources across campus to help maximize their ability to fully participate in, and profit from, all opportunities within the Acadia community.

WRITING CENTRE

The Acadia University Writing Centre (http://writingcentre.acadiau.ca/) offers free assistance to all members of the Acadia community that is aimed at enhancing academic writing skills.

STUDENT COUNSELLING CENTRE

Acadia University's Student Counselling Centre offers free, confidential counselling services to students aimed at mitigating the impact of life challenges on personal wellbeing and academic performance. Information on the Student Counselling Centre is available at https://counsel.acadiau.ca/Counsel-main.html.

ABORIGINAL GATHERING SPACE AND RESOURCE CENTRE

The Aboriginal Gathering Space and Resource Centre is the home of the Indigenous Students Society of Acadia (ISSA). The Aboriginal Student Advisor can be reached by phone at 902-585-1602 or via email at aboriginal@acadiau.ca.

ACADIA WOMEN'S CENTRE

The Acadia Women's Centre brings together women, men, trans and intersex people of both the Acadia and Wolfville communities to support students and ensure that there is a safe and inclusive space to talk about issues within Acadia's community. Contact via email at womens.centre@acadiau.ca.

ACADIA EQUITY OFFICE

The mandate of the Equity Office (https://equity.acadiau.ca/) is to protect the health, safety, and security of members of the University community in relation to the Discrimination and Harassment Policy. The Equity Officer can be reached at 902 585-1298.

SCHOOL OF EDUCATION CURRICULUM CENTRE

The School of Education maintains a curriculum centre for student use in Seminary 130. Hours of operation are posted at the start of each academic term.

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◄ Announcements

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