

Course: ED625-N Introduction to Research  
Credit: 3 credit hours  
Semester: Spring 2025 (Session 1)  
Day and Time: Online  
Instructor: Dr. Mary Briggs  
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## I. DESCRIPTION

This course introduces the graduate student to various research design methods used within the field of education. The course emphasizes analysis, methodology, and technique that can assist the student to prepare for the Master's thesis or research project. (Prerequisite: ED610)

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

## II. OBJECTIVES

A. Competencies: Upon completion of this course, the student should be able to:

1. Understand generally and discuss intelligently the nature of academic research.
  - a. PLO-2
  - b. Assignments: A-1, A-2; B-1; C-1, C-2, C-3, C-4, C-5, C-6, C-7
2. Recognize and explain some of the fundamental terminology and concepts unique to conducting research.
  - a. PLO-2
  - b. Assignments: A-1, A-2; B-1; C-2, C-3. C-7
3. Describe various kinds of quantitative data, including measures of central tendency, variability, and correlation.
  - a. PLO-2
  - b. Assignments: A-1, A-2; B-1; C-2, C-3, C-7
4. Describe the differences between quantitative and qualitative research methods.
  - a. PLO-2
  - b. Assignments: A-1, A-2; C-2, C-5, C-7

5. Understand and distinguish between reliability and validity.
  - a. PLO-2
  - b. Assignments: A-1, A-2; C-2, C-5
6. Identify the role of theory in research as well as various methods used for research reporting.
  - a. PLO-2
  - b. Assignments: A-1, A-2; C-2, C-5
7. Identify ethical issues and testing biases that can affect test results.
  - a. PLO-2
  - b. Assignments: A-1, A-2; C-2, C-5
8. Describe effective ways that research can be used to enhance student learning.
  - a. PLO-2
  - b. Assignments: A-1, A-2; C2
9. Conduct efficient, effective searches, utilize efficient note-taking strategies, and identify useful research through the application of appropriate evaluative criteria.
  - a. PLO-2 & 4
  - b. Assignments: A-1; C-1
10. Write and design a research proposal.
  - a. PLO-2
  - b. Assignments: A-1, A-2; B-1; C3, C4, C6, C7

### III. MATERIALS

The following textbooks are required for this course:

A. Bible (Please refer to Course Policies.)

B. Slavin, Robert E. (2007). *Educational research in an age of accountability*. Pearson. (ISBN: 978-0205439829 \$82.00; Used copies available for under \$18.)

C. Business & Education majors:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Hardcover: ISBN-10: 1433832151 \$52.00  
Paperback: ISBN-10: 143383216X \$31.00

### IV. REQUIREMENTS

A. Reading Assignments

1. **Textbook Reading:** Read the assigned textbook.
2. **Quizzes:** Complete five (5) “open book” quizzes posted on CANVAS. These Quizzes serve to reinforce the key ideas covered in the textbook chapters.

B. Activity Assignments

1. **Presentation of a Mini Research Proposal:** Prepare a PowerPoint presentation of your research proposal. Your research proposal should include the following: Introduction, Review of the Literature, Research Design, Research Question, Hypothesis, Procedures, and a Conclusion. You will present your PowerPoint presentation to your classmates.

C. Written Assignments

1. **Annotated Bibliography:** Choose four scholarly journal articles related to your Research topic. Complete an Annotated Bibliography Form for each article. Use the Annotated Bibliography Form found on CANVAS.
2. **Discussion Questions:** A total of three (3) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.
3. **Mini Literature Review:** Using your annotated bibliography, write a mini literature review. Begin with a brief introduction. Next write in a narrative form introducing the studies in your annotated bibliography and discussing the results of these studies. End with a brief conclusion. Content is more important than word count.
4. **Procedures:** Describe your proposed participants, setting, method of conducting research, method of gathering data, and method of analyzing data. Content is more important than word count.
5. **Reflections:** When you have completed the majority of the course work for the week, write a 200 – 250 word reflection on how you have grown as an educator as a result of completing that week's assignments.
6. **Research Topic:** Write a paragraph describing your research topic. Include an explanation of why you are interested in this topic.
7. **Research Questions, Hypothesis, and Design:** Formulate a quantitative research question and a qualitative research question for your topic. Include your hypotheses. Next choose one of your research questions. Determine which research design is the best design for collecting and analyzing data in order to answer your research question. Explain why this research design is better than other research designs.
8. **Final Exam**

## V. METHODS

### A. Teaching and Learning

1. Reading and research
2. Writing
3. Developing a Research Proposal
4. Lectures
5. Discussions
6. Reflections
7. Exam

### B. Grading

#### 1. Weight given to assignments:

<b>Assignments:</b>	<b>Points:</b>
Annotated Bibliographies	100 (25 x 4 articles)
Class Video Report Form	70 (10 x 7 reports)
Discussion Questions	60 (20 x 3 questions)
Mini Literature Review	120
Presentation of Research Proposal	120
Procedures	120
Quizzes	50 (10 x 5 quizzes)
Reading assignments	60
Reflections	70 (10 x 7 reflections)
Research Topic	10
Research Questions, Hypotheses, and Design	120
Final Exam	100
<b>Total:</b>	<b>1,000 points</b>

#### 2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

#### 3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

## VI. COURSE POLICIES

### A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any

of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

## **B. Academic Honesty**

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

*All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.*

## **C. Academic Activity & Participation**

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

## **D. Technology**

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

## **E. Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

## **F. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**G. The Clark Academic Center**

**The Clark Academic Center** (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

**VII. COURSE OUTLINE AND CLASS SCHEDULE:**

<b>Week</b>	<b>Dates</b>	<b>Class Topics:</b>	<b>Assignments for the Week:</b>
1	Jan. 13 <sup>th</sup>	The Role of Research in Education  The Final Product  Planning a Study: Reviewing the Literature and Writing a Proposal  Implementing Your Study	<i>Due by Midnight Jan. 19<sup>th</sup></i> 1. Read pages 218 – 220. 2. Choose a research topic. 3. Annotated Bibliography #1 4. Complete DQ#1 5. Read Chapters 2, 3 & 4. 6. Write Reflection.
2	Jan. 20 <sup>th</sup>	Quantitative Research Designs Part I	<i>Due by Midnight Jan. 26<sup>th</sup></i> 1. Complete Ch. 2 – 4 Online Quiz. 2. Annotated Bibliography #2, #3, and #4. 3. Read Chapter 5 & 6. 4. Write Reflection.
3	Jan. 27 <sup>th</sup>	Quantitative Research Designs Part II	<i>Due by Midnight on Feb. 2<sup>nd</sup></i> 1. Complete Ch. 5 & 6 Online Quiz. 2. Mini Review of the Literature 3. Complete DQ#2. 4. Read Chapters 7 & 8. 5. Write Reflection.

4	Feb. 3 <sup>rd</sup>	Qualitative Research Designs	<p><i>Due by Midnight Feb. 9<sup>th</sup></i></p> <ol style="list-style-type: none"> <li>1. Complete Ch. 7 &amp; 8 Online Quiz.</li> <li>2. Research Questions, Hypotheses, &amp; Design</li> <li>3. Read Chapters 13 &amp; 14.</li> <li>4. Write Reflection.</li> </ol>
5	Feb. 10 <sup>th</sup>	Basic and Intermediate Statistics	<p><i>Due by Midnight Feb. 16<sup>th</sup></i></p> <ol style="list-style-type: none"> <li>1. Complete Ch. 13 &amp; 14 Online Quiz.</li> <li>2. Procedures</li> <li>3. Complete DQ#3.</li> <li>4. Read Chapters 10 &amp; 11.</li> <li>5. Write Reflection.</li> </ol>
6	Feb. 17 <sup>th</sup>	Measurement Threats to Internal and External Validity	<p><i>Due by Midnight Feb. 23<sup>rd</sup></i></p> <ol style="list-style-type: none"> <li>1. Complete Ch. 10 &amp; 11 Online Quiz</li> <li>2. Prepare presentation.*</li> <li>3. Write Reflection.</li> </ol>
7	Feb. 24 <sup>th</sup>	Student Presentations* Action Research	<p><i>Due by Midnight March 2<sup>nd</sup></i></p> <ol style="list-style-type: none"> <li>1. Read Chapter 9.</li> <li>2. Prepare for Final Exam</li> <li>3. Write Reflection.</li> </ol>
8	March 3 <sup>rd</sup>	Final Exam Due	<i>All work due by Fri., March 7<sup>th</sup></i>

***About Changes to this Syllabus:*** *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*