

教育研究方法

Research Methods in Education

Lecturer: Dr. Zhou Yisu 周憶粟博士
Office: Faculty of Education (E33) 3022
Class capacity: 34
Medium of instruction: Chinese
Meeting time: Wednesday 18:30 - 21:30

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Version: Fall 2019
Venue: E33-1030
Office Hour: Wednesday 14:00-17:00

Course Description

This course aims at developing foundational skills for educational research. The course consists of two parts. In the first part, we cover the very basics: What is educational research? What are the different approaches to education issues? To answer these questions, we look back at various traditions social sciences.

The second part more specifically discuss different methods. It covers methods of collecting, analyzing, and interpreting data. Quantitative topics include application of statistical concepts/procedures, graphs, numerical summaries; normal distribution, correlation/regression analyses, probability, statistical inferences for one or two samples, hypothesis tests, chi-square tests, and factor analysis. Qualitative topics include data analyses in case studies, observations, and ethnography studies.

This course provides students with basic concepts and knowledge of research. The course's goals are thus two fold. After equipping students with basic concepts, they can become independent readers of other people's research. Knowing what to say in educational research, they can move one to more specialized research methods as a researcher. After the successful completion of this course, there are other research courses designed by the Faculty of Education to provide more in-depth knowledge for students.

This course is to equip students with necessary background for conducting their M.Ed. thesis later in the programme. Students are asked to synthesize existing literature on their own topic of choices and propose a plausible research plan as a main form of assessment.

Textbook:

1. Abbott, A. (2004). *Methods of Discovery: Heuristics for the Social Sciences*. W. W. Norton
2. Abbott, A. (2014). *Digital Paper: A Manual For Research and Writing with Library and Internet Materials*. University of Chicago Press
3. Check, J. and Schutt, R. K. (2012). *Research Methods in Education*. SAGE Publications, Thousand Oaks, CA

Additional reading materials will be accessible via UM's Moodle site.

Prerequisite: No prior course work on related topics is required. This course is intended to be taken for first year MA student as compulsory.

Assessment and Evaluation: Final grade for this course will consists of 4 parts:

I. Attendance (15%)

II. Mid-term Exam (25%)

III. Research Proposal (60%)

Course Policies

Basics

Writing assignments and the reference style used should follow the Publication Manual of the American Psychological Association – the APA Manual 6th Edition (<http://www.apastyle.org/manual/>). It is student's responsibility to ensure that all writing assignments are free of grammar and usage errors.

Complete and submit assignments on time. Late submission will lead to penalty to final grade.

The use of technology (laptops, tablets, and smart phones) are permitted for notetaking and information checking only.

Absence Policy

Student must contact the instructor in case of illness or emergencies that preclude attending class sessions. Email is the preferable means of communication at any time of the day, *prior to classes*. If no prior arrangements have been made before class initiates, the absence will not be excused.

If you are unable to attend due to personal and/or family emergency, contact the instructor as early as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

Academic Dishonesty

Zero-tolerance policy on academic dishonesty. All writing assignments will be automatically checked by the Turnitin system for plagiarism. To avoid confusion, clearly cite the sources you use. Students are encouraged to refer to the [Rules on Handling Student Academic Dishonesty](#), in which important regulations, policies, and procedures related to academic dishonesty are specified.

For students need help on English writing or training on proper use of citation, please make an appointment with [English Language Center](#).

Conflict Resolution

Students have the option to submit a grievance to the the university under circumstances when they believe they have been subjected to unfair treatment, bias, or improper handling. Appeal could be sent to Prof. Kong Zhao Wei (zwkong@um.edu.mo).

Grading System

>= 93.00	A	63.00 - 67.99	C
88.00 - 92.99	A-	58.00 - 62.99	C-
83.00 - 87.99	B+	53.00 - 57.99	D+
78.00 - 82.99	B	50.00 - 52.99	D
73.00 - 77.99	B-	<= 50	F
68.00 - 72.99	C+		

Disability Support Services

Student Affairs Office (SAO) provides disability support services for students with permanent or temporary physical and mental disabilities so that they can have equal opportunity in education, university life and other services in the university.

If you have physical, visual, hearing, speech, learning or psychological impairment(s) which substantially limit your learning or activities of daily living, please contact Student Affairs Office (SAO) directly or through your instructor. We will assess your special educational needs and communicate with your instructor so as to provide you with the most appropriate support. To learn more about our services, please contact us: scd.disability@um.edu.mo; Tel: 8397-4901; Website: <http://www.um.edu.mo/sao/>.

Weekly arrangement:

Session	Date
1. Explain educational phenomena	Aug 21, 2019
2. Heuristics & Research Design	Aug 28, 2019
3. Finding relevant materials	Sep 4, 2019
4. Tools	Sep 11, 2019
5. Gathering data	Sep 18, 2019
6. Ethics	Sep 25, 2019
7. Holiday, NO CLASS	Oct 2, 2019
8. Conceptualization & Measurement	Oct 9, 2019
9. Conducting survey	Oct 16, 2019
10. Analyzing quantitative data	Oct 23, 2019
11. Qualitative methods I	Oct 30, 2019
12. Qualitative methods II	Nov 6, 2019
13. Mixed methods	Nov 13, 2019
14. Project consultation I	Nov 20, 2019
15. Project consultation II	Nov 27, 2019

Note:

- Quantitative methods include: statistical concepts / procedures, graphs, numerical summaries; normal distribution, correlation/regression analyses, probability, statistical inferences for one or two samples, hypothesis tests, chi-square tests, and factor analysis, and etc.
- Qualitative methods include: case studies, observations, and ethnography studies, and etc.

- During consultation sessions, students are required to have a face-to-face sitdown with the instructor to discuss the research plan.

Research Proposal Evaluation Rubrics

In this assignment, you will be asked to write a research proposal. The assignment will require you to identify a topic in the field of education that is of your interest. You are expected to search the literature on your chosen topic, and to write an original proposal describing the historic and recent background on the topic, taking into account the local context, to identify important unanswered questions, and to propose a research plan to address these questions and the corresponding data analysis strategies.

The assignment presents an opportunity to integrate your learning, abilities and interests through writing up a proposal that is personally interesting and relevant to you, and thereby to prepare you for your master thesis.

Towards these ends, a staged approach will be adopted to complete the proposal along with the progression of lectures each week. The nature of this assignment thus requires your sustained attention and effort over the entire semester.

The requirements of this proposal are similar to M.Ed. thesis and hence we are helping you to prepare your thesis, which is the major hurdle in your M.Ed.

In your proposal, you are expected to include the following elements with a word limit of 5000 words (including the references):

1. Identify a research topic which is:

- equipped with relevant literature as reflected in chapter 2 literature review
- a topic of your interests and/or relevant in your workplace
- able to allow you to generate one or two research questions

(0-15 marks)

2. Review the Literature. The literature review should:

- summarise the area of interest and include statements that reiterate major findings from the review of literature
- provide a good cross section of studies that are relevant to the area of your investigation item be presented with your own words and plagiarism is not allowed
- develop a series of controlled vocabulary
- identify current gaps in the literature

(0-30 marks)

3. Describe your research design:

- type of research you are going to conduct and justify your choice with respect to research questions stated previously
- methods of data collection and justify your choice

- instruments you are going to use (if any) and list the sources (A draft of questionnaires or measuring scales can be included in the appendices.)
- detailed procedures for implementing your study and justify how it ensures reliability and validity
- consideration of ethical issues

(0-15 marks)

4. Specify potential subjects/participants for your proposed study, by reporting:
 - characteristics of the subjects (e.g., age groups, school type, grade level, subject content, etc.)
 - sampling methods in details

(0-10 marks)

5. Recognize and articulate the significance and limitations of your proposed research in your workplace (0-10 marks)
6. List the sources used to complete your proposal & include them in the reference list. Your referencing style should be in accordance to APA guidelines and requirement (0-10 marks)
7. Consistency among all parts above (0-10 marks)

Note:

- Students need to attend half of the marks in all parts in order to get a pass (i.e., score 5 out of 10 or score 7.5 out of 15).
- Use the *Publication Manual of the American Psychological Association* (6th ed.) (2010) to guide your referencing.