

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 518

UNDERSTANDING EDUCATIONAL RESEARCH AND ASSESSMENT

COURSE DESCRIPTION

Overview of the nature of research on human development, learning, and pedagogical knowledge and skills. Topics include current trends and issues in education, skills in data collection and assessment, and application of research in the school setting.

RATIONALE

The objective of this course is to help the candidate gain a basic understanding of the nature of educational research. At the conclusion, the candidate will have the skills and knowledge necessary to critically evaluate educational research and to judiciously apply findings in his/her professional settings.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Examine scientific reason as it is related to a biblical worldview.
- B. Describe the steps for conducting research (i.e., the research process).
- C. Identify characteristics of qualitative and quantitative research designs.
- D. Contrast the objectives of qualitative and quantitative research approaches.
- E. Critically evaluate educational literature.

- F. Compose a literature review on an educational topic.
- G. Develop a research study proposal.
- H. Employ improved scholarly writing skills and the ability to communicate with acumen, clarity, and succinctness.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

Candidate-led discussions, lectures, article/text readings, case studies, and self-directed research delivered through the Blackboard learning environment.

A. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

B. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, throughout the course, the candidate will participate in 4 Discussion Board Forums. For each forum, the candidate must respond to the prompt provided by posting a thread in the forum. Each thread must be at least 300 words. After posting the thread, the candidate must submit a 150-word reply to at least 1 classmate's thread. (MLO: B, C, D, E)

C. Topical Reference List

The candidate will develop a reference list including a minimum of 10 research articles relevant to his/her selected educational topic. Reference citations must be in current APA format and must be followed by an abstract for the article. (MLO: E)

D. Quantitative Article Review

The candidate will summarize and critically evaluate a *quantitative* journal article on his/her selected research topic. (MLO: A, C, D)

E. Qualitative Article Review

The candidate will summarize and critically evaluate a *qualitative* journal article on his/her selected research topic. (MLO: A, C, D)

F. Literature Review

The candidate will write a traditional Literature Review on his/her selected educational topic. The review must be a synthesis (not simply a summary) of relevant research findings related to the selected topic. The review must be written in current APA format. (MLO: A, E, F, H)

G. Research Proposal

As a culminating project for this course, the candidate must incorporate all of his/her previous work into a 25-slide PowerPoint presentation Research Proposal. The candidate is not required to conduct the proposed research; instead, he/she must simply outline a possible research plan. (MLO: B, G, H)

H. Quizzes (5)

The candidate will complete 5 open-book/open-notes quizzes. Quizzes will contain 20 multiple-choice questions and will have a 2-hour time limit (MLO: B, C, D, F)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Topical Reference List	100
Quantitative Article Review	100
Qualitative Article Review	100
Literature Review	200
Research Proposal	100
Quizzes (5 at 40 pts ea)	200
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. LiveText Submission Exception: Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Candidates with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

COURSE SCHEDULE

EDUC 518

Textbook: Gall, Gall & Borg, *Applying Educational Research* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Gall et al.: chs. 1–2 1 presentation 1 website	Course Requirements Checklist Background Check Quiz Advising Guide Acknowledgement Introduction/Welcome DB Quiz 1	10 0 0 0 40
2	Gall et al.: chs. 3–4 1 presentation	DB Forum 1 Quiz 2	50 40
3	Gall et al.: chs. 5–8	DB Forum 2 Topical Reference List	50 100
4	Gall et al.: chs. 9–10	Quantitative Article Review Quiz 3	100 40
5	Gall et al.: chs. 11–12	Quiz 4	40
6	Gall et al.: chs. 13–16 Independent Research 1 presentation	DB Forum 3 Qualitative Article Review Quiz 5	50 100 40
7	Gall et al.: ch. 17	Literature Review	200
8	1 website	DB Forum 4 Research Proposal	50 100
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.