EDUC 518

UNDERSTANDING EDUCATIONAL RESEARCH AND ASSESSMENT

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi

Course Charts

Professor’s Notes

Professor’s notes*

EDUC 518 Educational Research and Assessment

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From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),

1. How would you rate the overall level of difficulty of this course?
   Level of demand = 5
   Comments:

2. How would you rate the level of the reading requirements in this course?
   Level of demand = 5
   Comments: Research based reading in the field of study

3. How would you rate the level of the lecture requirements in this course?
   Level of demand = 1
   Comments: Lecture?

4. How would you rate the level of the online exam requirements in this course?
   Level of demand = 5
   Comments: Exam should probably be revised.

5. How would you rate the level of the discussion board requirements in this course?
   Level of demand = 5
   Comments:

6. How would you rate the level of the written paper requirements in this course?
   Level of demand = 8
   Comments: Several papers required

Additional comments:

Comments:
This is not a difficult course, but if students have trouble passing this class, they will have more trouble in later courses.
# EDUC 518 Course Chart

## Textbook

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ch. 1 Lecture Notes</td>
<td>Discussion Board 1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Chs. 2–3 Lecture Notes</td>
<td>Current Topics Literature Review: Teacher Journals</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Ch. 5 Lecture Notes</td>
<td>Discussion Board 2</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Ch. 15 Lecture Notes</td>
<td>Current Topics Literature Review: Research Journals</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Chs. 6–7 Lecture Notes</td>
<td>Discussion Board 3</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Chs. 8–9 Lecture Notes</td>
<td>Current Issues Research Paper</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Chs. 10–11 Lecture Notes</td>
<td>Discussion Board 4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Chs. 13–14 Lecture Notes</td>
<td>Action Research Presentation Exam</td>
<td>20</td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 100
COURSE SYLLABUS

SCHOOL OF EDUCATION

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
This course is designed to help educators gain a basic understanding of the nature of educational research. At the conclusion, students should be able to apply what they have learned in actual practice and in a God-centered manner.

I. PREREQUISITES
None

II. REQUIRED RESOURCE PURCHASES

III. ADDITIONAL MATERIALS FOR LEARNING
A. Internet access (broadband recommended)
B. Microsoft Word
NOTE: Microsoft Office is available at a special discount to LU students.
IV. **MEASURABLE LEARNING OUTCOMES**

After completing this course, the student should be able to:

A. Give several examples of how research has contributed to knowledge about education.
B. Conduct a complete literature review on an educational topic.
C. Describe the types of test validity and reliability.
D. Contrast action research with more traditional forms of education research.
E. Explain the difference between causal-comparative and experimental research.
F. List and describe three common experimental research designs.
G. Describe the main characteristics of qualitative research.
H. Design and conduct a research project in an educational setting.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings

B. Discussion Boards (4)

Students will participate in four discussion boards in which they will answer to questions provided and respond to one other classmate’s postings. The student’s original post to the question should be between 50–200 words and the interaction response should be between 25–100 words. Further details about DB expectations are found in the Course Overview and Guide section in About Your Course area.

C. Current Topics Literature Reviews (2)

Students are expected to complete two current topics literature reviews choosing articles from teacher journals and research journals. With the teacher journals, this project is intended to acquaint the graduate student with some of the available literature in education and related fields. In research journals, this project is intended to acquaint the graduate student with some of the available research oriented literature in education.

D. Action Research Presentation

Students will be divided into groups and complete a group assignment which includes working towards completion of the design of a school-based research problem or question. Further details are provided in Week 8 of this course.

E. Current Issues Research Paper

Each student will write a traditional education research paper about a topic of their choice. The final paper should be approximately ten pages in length. The paper should include adequate citations of other research findings and should be written in APA style.

F. Exam
Students will complete an exam at the end of this course. The exam consists of twenty questions and will have a one-hour time limit. The exam must be completed in one sitting and students are responsible for keeping track of their time.

VI. **EVALUATION AND GRADING**

A. **Points**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (4 @ 5 points)</td>
<td>20</td>
</tr>
<tr>
<td>Current Topics Literature Reviews (2)</td>
<td>20</td>
</tr>
<tr>
<td>Current Issues Research Paper</td>
<td>20</td>
</tr>
<tr>
<td>Action Research Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

B. **Scale**

A = 94–100  B = 87–93  C = 80–86  D = 73–79  F = 0–72

C. **Disability Assistance**

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.