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.
EDUC 518 Course Syllabus

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 equipment
B. Internet access (broadband recommended)
C. 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

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

B. Course Requirements Checklist

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

C. 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 400 words. After posting the thread, the candidate must submit a 200-word reply to at least 1 classmate’s thread. (Outcomes: B, C, D, E)

D. Group Discussion Board Forum

For this collaborative discussion board, the candidate will self-enroll in 1 of 2 groups. One group will respond to the prompt using qualitative research methods, and the other group will respond to the same prompt using quantitative research methods. Each thread must be 400 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 1 other classmate’s thread. The reply must be a minimum of 200 words. (Outcomes B, C, D, E)

E. 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. (Outcome: E)

F. Quantitative Article Review

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

G. Qualitative Article Review

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

H. 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. (Outcomes: A, E, F, H)

I. 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. (Outcomes: B, G, H)

*This assignment must be submitted in LiveText to receive credit. Any submission outside of LiveText will be rejected and will result in the student receiving no credit for this assignment.
J. 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
(Outcomes: B, C, D, F)

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Group Discussion Board Forum</td>
<td></td>
</tr>
<tr>
<td>Thread</td>
<td>50</td>
</tr>
<tr>
<td>Reply</td>
<td>20</td>
</tr>
<tr>
<td>Topical Reference List</td>
<td>50</td>
</tr>
<tr>
<td>Quantitative Article Review</td>
<td>90</td>
</tr>
<tr>
<td>Qualitative Article Review</td>
<td>90</td>
</tr>
<tr>
<td>Literature Review</td>
<td>200</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (5 at 40 pts ea)</td>
<td>200</td>
</tr>
</tbody>
</table>

Total 1010

B. Scale

D- = 730–749  F = 0–729

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Disability Assistance

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

**EDUC 518**


<table>
<thead>
<tr>
<th>MODULE/WEIGHT</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1             | Gall et al.: chs. 1–2  
1 presentation  
1 website       | Course Requirements Checklist  
Background Check Quiz  
Advising Guide Quiz  
DB Forum 1  
Quiz 1         | 10  
0  
0  
50  
40           |
| 2             | Gall et al.: chs. 3–4  
1 presentation | DB Forum 2  
Quiz 2       | 50  
40             |
| 3             | Gall et al.: chs. 5–8 | DB Forum 3  
Topical Reference List | 50  
50             |
| 4             | Gall et al.: chs. 9–10 | Quantitative Article Review  
Quiz 3       | 90  
40             |
| 5             | Gall et al.: chs. 11–12 | Quiz 4       | 40             |
| 6             | Gall et al.: chs. 13–16  
Independent Research  
1 presentation | Group DB Forum – Thread  
Qualitative Article Review  
Quiz 5       | 50  
90  
40             |
| 7             | Gall et al.: ch. 17 | Group DB Forum – Reply  
Literature Review | 20  
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**.