

FOSO COLLEGE OF EDUCATION DEPARTMENT OF EDUCATION COURSE OUTLINE

2023/2024 ACADEMIC YEAR, YEAR THREE, SEMISTER ONE

INTRODUCTION TO RESEARCH METHODS IN EDUCATION

Course Instructor(s) & Contacts		Dr. Anthony Baabereyir – 0244753866 Mr. Anthony Assafuah – 0544103572 Dr Jerome Nketsiah – 0542016437 Mr. Jonathan Agbamey – 0240206034 Mr. Sylvester Tenkorang - 0240742808					
Context	<p>This course addresses the need to embed research inquiry in a particular research paradigm. It presents a number of research paradigms and a range of research methods that may offer understandings and tools to interrogate a research problem. This undergraduate course provides a comprehensive introduction to research proposal writing, research methodologies, and foundational research theories and protocols. Students in the course learn about the cyclical nature of applied research and the iterative process of research writing. The course teaches students how to write a proposal and engage in independent studies. The curriculum is sequential, helping students to identify a study topic, formulate inquiry questions, organize a literature review, and select appropriate research designs and methodologies.</p> <p>By the end of the course, students will complete a proposal that includes an introduction, problem statement (significance of study), literature review, methods section, references, budget and a project timeline.</p>						
Course Code: EBS 339		Course Level: 300		Credit Value: 2		Semester: 2	
Pre-requisite							
Course Delivery Modes	Face - to face	Practical Activity	Work- Based Learning	Seminars	Independent Study	e-learning opportunities	Practicum
	√	√	√	√	√	√	
Course Description for significant learning (indicate NTS, NTECF)	<p>This course is designed to introduce students to the rudiments of research methods and their application to Education and in their subject area of specialization in particular. It lays the foundation for the undergraduate project work required in partial fulfilment of the BED certificate. The course provides an understanding of the nature of, and importance of research as a tool for solving problems. Emphasis is on three main areas:</p> <ol style="list-style-type: none"> i. Becoming consumers of research ii. Planning, conducting and reporting research iii. Writing and presentation skills. 						

Course Content	Units	Strand	Sub- Strand (if any)
	1	The Nature of Research	<ol style="list-style-type: none"> 1. Definition of research and educational research 2. Characteristics of research 3. Sources of knowledge 4. Characteristics of Scientific Inquiry 5. Applying Scientific Inquiry to education 6. Classification of Educational research 7. Definition and importance of research in Education
	2	Planning and Conducting Research.	<ol style="list-style-type: none"> 1. Variables in Educational Research and their scales of measurement 2. The meaning and examples of variables in education 3. Types of variables 4. The research problem 5. Sources of research problem 6. Characteristics of a good research problem 7. Statement of the research problem 8. Research hypotheses and research questions
	3	Review of related Literature.	<ol style="list-style-type: none"> 1. Meaning of Literature Review 2. Purposes/Importance of reviewing related literature. 3. Sources of literature <ul style="list-style-type: none"> • Primary sources • Secondary sources 4. Parts of the Literature Review

4	Research Design	<ol style="list-style-type: none"> 1. Meaning of Research Design 2. Types of the research designs Descriptive design <ul style="list-style-type: none"> • Experimental design 3. Main difference between descriptive and experimental designs 4. Descriptive Design: Nature and characteristics 5. Steps involved 6. Forms of descriptive research: 7. Descriptive Design: Population, Sample and Sampling techniques 8. Data collection instrument and procedures: <ul style="list-style-type: none"> • Observation • Questionnaire • Interview
5	The Research Proposal	<ol style="list-style-type: none"> 1. Meaning and importance of Research proposal 2. Components/Parts of research proposal: Background to the study Statement of the problem Purpose/objectives of the study □ Justification and significant of the research questions, and delimitation of the study 3. Methodology: Research design Population Sample size Sampling techniques Instruments Data collection procedure Data analysis Budget for the study Timeline for the study
6	Preparation, Organization and Analysis of Data	<ol style="list-style-type: none"> 1. Cleaning data 2. Grouping data 3. Analysis of Data
7	Writing the Research Report	<ol style="list-style-type: none"> 1. Structure and content of research report 2. Referencing

Course Assessment Components:	Component	Breakdown of Assessment Method	Weightings (100%)	Units CLO	Core Skills	Date
(assessment of, for and as learning)	1. Formative Assessment					
	2. Summative Assessment	i. Quiz 1	10%	1 to 2	Independent and Critical Thinking Skills.	<i>Will be determined</i>
		ii. Quiz 2	20%	1 to 4		
		iii. Proposal writing- Individual and Group presentation	10%	1 to 6		
	End of semester examination	60%	CLO 1 to 6	Independent and Critical Thinking Skills.	<i>Will be determined</i>	
Instructional Resources		1. Smartphones 2. Projectors 3. Laptop				
Required Text (core)	<p>Asamoah-Gyimah, K., & Anane, E. (nd). Research methods in education. University of Cape Coast: Institute of Education</p> <p>American Psychological Association. (2015). Publications manual of the American Psychological Association (7th ed.). Washington. DC: Author</p> <p>Ary, D., Jacobs, L. C., Razavie, A., & Sorensen, C. (2006). <i>Introduction to research in education</i>. (7th ed.). Fort Worth, Holt Rhinehart and Wiston.</p> <p>Best, J. W., & Khan, J, V. (1998). <i>Research in education</i>. (7th Ed.). Boston, Allyn & Bacon</p> <p>Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research methods in education</i>. (6th Ed.). New York: Routledge Taylor and Francis Group.</p> <p>Cresswell. J. W. (2002). Educational research: Planning; conducting and evaluating quantitative research and qualitative research. Upper Saddle River, NJ: Merrill/Prentice Hall.</p> <p>Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). <i>How to design and evaluate research in education</i>. (8th Ed.). New York, NY: McGraw-Hill</p> <p>Gall, M. D., Gall, J. P., & Borg, W. R. (2007). <i>Educational Research: An Introduction</i>. (8th Ed.). Boston: Pearson Education Inc.</p> <p>Gay, L. R., Mills, G. E., & Airasian, P. (2009). <i>Educational research: Competencies for analysis and applications</i>. Upper Saddle River, NJ, Merrill/Pearson.</p>					
Additional Reading List	Publication Manual of the APA 7 th Edition Research articles in Journals					