UNESA Universitas Negeri Surabaya	COURSE SYLLABUS	Revision Date: March 2018

Faculty : Faculty of Languages and Arts
Study Program : English Education
Subject : Educational Research Methodology
Code : 8820302052
Credit Hours : 3 credits
Semester : 5
Pre-requisite : -
Lecturer(s) : Team

Program Learning Outcome

5. Conduct research about English learning
7. Apply critical thinking and analytic skills in solving problems in English instructions.
10. Demonstrate skills in leadership and collaboration

Course Learning Outcomes:

1. Demonstrate thorough understanding about concepts on educational research methodology.
2. Conduct research on the teaching and learning of English as a foreign language.
3. Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language.
4. Demonstrate the awareness of the values, ethical issues and norms in conducting.

Description:

This subject explores types and characteristics of various research methods for education filed. This covers: (1) the nature of quantitative and qualitative approaches: process of conducting research and the difference between quantitative and qualitative approaches; (2) the steps in the process of research: from collecting data up until reporting and evaluating data; (3) research design: types and their characteristics. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

References:

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2) Cohen, L., Manion, L., & Morrison, K. 2005. Research Methods in Education. London: Routledge/Falmer
3) Gall, M. D., Gall, J. P., & Borg, W. R. 2003. Educational Research: An Introduction. Boston: Pearson Education, Inc
4) Classroom Action Research: The Teacher as Researcher. 1989. Journal of Reading, 33 (3), 216-218.
5) Adelman, C. 1993. Kurt Lewin and the Origins of Action Research. Educational Action Research, 1 (1), 7-24
6) Bielska, J. 2011. The Experimental Method in Action Research. Katowice: Wydawnictwo Uniwersytetu Al 5skiego
7) Burns, A. 2010. Doing Action Research in English Language Teaching: A Guide for Practitioners. New York: Routledge
8) Costello, P. J. M. 2003. Action Research. London: Continuum
9) Crotty, M. 1998. The Foundations of Social Research: Meaning and Perspective in the Research Process. Crows Nest: Allen & Unwin

10) Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. L., & Creswell, J. D. 2005. Mixed Methods Research Designs in Counseling Psychology. Journal of Counseling Psychology, 52 (2), 224-235
11) Jones, D., Kaufmann, E., & Rudd, R. 1990. Daily Classroom Improvement with Action Research. The Agricultural Education Magazine, 76 (6), 8-9
12) McCutcheon, G., & Jung, B. 1990. Alternative Perspectives on Action Research. Theory into Practice, 29 (3), 144-151
13) Merriam, S. B. 2009. Qualitative Research and Case Study Applications. San Fransisco: Jossey Bass
14) Neuman, W. L. 2007. Basics of Social Research: Quantitative and Qualitative. Boston: Pearson Education, Inc
15) Singh, Y. K. 2006. Fundamentals of Research Methodology and Statistics. New Delhi: New Age International Limited Publishers
16) Strauss, A. L., & Corbin, J. 1998. Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. Thousand Oaks: Sage Publications
17) Whitehead, J., & McNiff, J. 2006. Action Research: Living Theory. London: Sage Publications

A. Learning-teaching Activities

Meet-ings	Competences	Indicators	Topics	Methods	Sources	Time allot-ment	Learning Experience
1	To explain the basic concepts about qualitative and quantitative research	● To differentiate between approaches to research, research methodologies and research methods ● To distinguish quantitative approach to researchfrom qualitative one ● To explain the characteristics of mixed method research	● Approaches to research, research methodologies and research methods ● Quantitative research ● Qualitative research ● Mixed method research	Lecture and discussion	1, 3, 9	150’	●Read book chapter about research approaches, methodologies and methods (Crotty, 1998) ●Collect data from a questionnaire ●Discuss the differences of quantitative & qualitative data ●Discuss the approaches to research
2	To explain the scientific approach in educational research	●To explain sources of knowledge ●To distinguish basic and applied research ●To distinguish concepts and constructs ●To distinguish constitutive definitions	● Sources of knowledge ● Types of research ● Concepts & constructs ● Types of definitions ● Variables	Lecture and discussion	1, 2, 3	150	●Brainstorm the sources of knowledge ●Discuss the types of research ●Read books and browse the internet about the topics

		from operational ones ● To explain variables					
3	To explain the research problems in educational research	● To define research problems ● To distinguish theoretical research questions from practical ones ● To explain the criteria of good research problems ● To identify the variables in research problems	Research problems: ● Definition ● Types ● Criteria ● Variables	Lecture and discussion	1, 2, 3	150	● Discuss the research problems ● Read books and browse the internet to find the examples ● Work in pairs to formulate research problems
4	To explain the hypotheses in educational research	● To define a hypothesis ● To explain the function of a hypothesis ● To distinguish alternative hypotheses from a null one	Hypotheses: ● Definition ● Functions ● Types	Lecture and discussion	1, 2, 3	150	● Brainstorm the definition of a hypothesis ● Discuss some aspects of hypotheses ● Read books and browse the internet to find the examples ● Work in pairs to formulate a hypothesis
5	To explain literature review in educational research	● To explain the purposes of literature review ● To describe the credible sources for literature review ● To explain the organization of literature review	Literature review: ● Purposes ● Sources ● Organization	Lecture and discussion	1, 2, 3	150	● Brainstorm the purposes of literature review ● Browse the internet to find the sources of literature review ● Work individually to make the outline of literature review
6	To explain sampling in	● To distinguish a population from a sample	Population and sample Sampling:	Lecture and discussion	1, 2, 3	150	● Brainstorm the concept of sampling

	educational research	● To explain the types of probability sampling ● To explain the types of non-probability sampling	● Probability ● Non-probability				● Discuss the types of sampling ● Practice drawing a sample in the class
7	To explain research instruments in educational research	● To explain the function of research instruments ● To explain the research instruments to collect quantitative data ● To explain the research instruments to collect qualitative data	Research instruments: ● Function ● Types (Tests, Questionnaires, Interviews, Observations, Documents)	Lecture and discussion	1, 2, 3	100	● Brainstorm the concept of research instruments ● Discuss various types of instruments ● Work in pairs to devise an instrument and use it to collect data
8	UTS	All above				100	
9	● To explain the experimental research as a research methodology ● To explain the ex-post facto research as a research methodology	● To distinguish experimental and ex-post facto research ● To explain characteristics of experimental research ● To explain experimental research designs ● To explain characteristics of ex-post facto research ● To explain ex-post facto research design ● To explain how to draw the sample ● To identify the instruments to collect data	Experimental research: ● Characteristics ● Designs ● Sampling ● Instruments Ex-post facto research: ● Characteristics ● Designs ● Sampling ● Instruments	Lecture and discussion	1, 2, 3, 6	150	● Discuss experimental and ex-post facto research ● Collect data for a mini experimental study ● Collect data for a mini ex-post fact study ● Report the results
10	To explain correlational studies as a	● To explain the purpose of	Correlational studies: ● Purpose	Lecture and discussion	1, 2, 3	150	● Discuss correlational studies

	research methodology	correlational studies ● To distinguish the strength from the direction of correlation ● To explain how to draw the sample ● To identify the instruments to collect data	● Strength & direction of correlation ● Sampling ● Instruments				● Collect data for a mini correlational study ● Report the results
11	To explain surveys as a research methodology	● To explain the purposes of a survey ● To distinguish different types of survey ● To explain how to draw the sample ● To identify the instruments to collect data	Surveys: ● Purpose ● Types ● Sampling ● Instruments	Lecture and discussion	1, 2, 3	150	● Discuss surveys ● Collect data for a mini survey ● Report the results
12	To explain basic interpretive research as a research methodology	● To explain the purposes of a basic interpretive research ● To explain the characteristics of basic interpretive research ● To explain how to draw the sample ● To identify the instruments to collect data	Basic Interpretive Research: ● Purposes ● Characteristics ● Sampling ● Instruments	Lecture and discussion	1, 2, 3, 10, 14, 16	150	● Discuss basic interpretive studies ● Collect data for a mini basic interpretive study ● Report the results
13	To explain case studies as a research methodology	● To explain the purposes of a survey ● To explain the characteristics of case studies ● To explain how to draw the sample ● To identify the instruments to collect data	Case Studies: ● Purposes ● Characteristics ● Sampling ● Instruments	Lecture and discussion	1, 2, 3, 10, 14, 16	150	● Discuss case studies ● Collect data for a mini case study ● Report the results

14	To explain development as a research methodology	● To explain the purposes of development ● To explain the characteristics of development ● To explain how to draw the sample ● To identify the instruments to collect data	Development: ● Purposes ● Characteristics ● Sampling ● Instruments	Lecture and discussion	3	150	● Discuss development ● Develop a student worksheet or instructional media ● Write and report the results
15	To explain action research as a research methodology	● To explain the purposes of action research ● To explain the characteristics of action research ● To explain how to draw the sample ● To identify the instruments to collect data	Action Research: ● Purposes ● Characteristics ● Sampling ● Instruments	Lecture and discussion	4, 5, 7, 11, 12, 17	150	● Discuss action research ● Collect data for mini action research ● Report the results

Requirements for passing the course:

Class Participation	**:**	20%
Assignments	**:**	30%
Mid-term exam	**:**	20%
End-of-term exam	**:**	30%

Notes:

- Attendance must be more than 75% of the total meetings. Students who are absent 4 (four) times or more will fail this course.
- The assignment should be submitted on time. Late submission will cause a 5-point deduction.

Assessment

1. Rubric for Assignment

No	Descriptions	Scores
1	The content is relevant to the assigned topic.	0 – 5

2	The concepts are comprehensively discussed.	0 – 5
3	The sentence structures are correct, with sophisticated use of grammar.	0 – 3
4	The diction is appropriate for a particular context.	0 – 3
5	The mechanics are accurately used.	0 – 3
6	Plagarism is kept to a minimum as shown by the similarity index in Turnitin.	0 – 3

The above raw scores are converted into a score that ranges from 0 to 100. The following formula is used to compute the converted score:

$$\text{Converted score} = \frac{\text{Total Score}}{\text{Maximum Score}} \text{ x } 100$$

2. Rubric for Mid-term and End-of-term Exams

Descriptions	Scores
The answer is correct; the explanation is comprehensive; an accurate example of the concept is provided.	3
The answer is almost correct; the explanation is sufficient but some aspects are not discussed; a quite good example of the concept is provided.	2
The answer is a little bit correct; the explanation only includes a few aspects of the concept; the example is not relevant to the concept.	1
The answer is incorrect; the explanation is inaccurate; no example is provided.	0

The above raw scores are converted into a score ranging from 0 to 100 by using the following formula:

$$\text{Converted score} = \frac{\text{Total Score}}{\text{Maximum Score}} \text{ x } 100$$

Surabaya, 15 March 2018
Course Coordinator,

Kusumarasdyati
NIP. 197002212000032001