

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Arts in Child and Family Education
(One-year Full-time) A1M089
(Two-year Part-time) C2M021

Programme QF Level: 6

Course Title : Research Methods in Education

Course Code : ECE6180

Department : Early Childhood Education

Credit Points : 3

Contact Hours : 39

Pre-requisite(s) : Nil

Medium of Instruction: English

Level : 6

Part II

The University's 4Cs Learning Framework and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important attributes embodied in the 4Cs.

The 4Cs are:

- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Synopsis:

This course introduces participants to the practice and logic of social science inquiry in education. Within two broad paradigms of research (i.e., quantitative and qualitative), participants are required to engage in the complete process of investigation (i.e., design, data collection, data analysis, and reporting) using a selected set of research methods. Participants will develop knowledge about the selected methods, including an understanding of the strengths and weaknesses of each method. Participants will gain competence, through directed practice, in the choices researchers have to make at each stage of the research process in order to achieve high quality results. At the end of the course, participants will have gained understanding and skill in conducting research from design to reporting, such that they will be able to make use of the selected methods, with supervision, in their own masters level thesis research.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Understand and evaluate core research methods in both qualitative and quantitative paradigms
- CILO₂ Understand the similarities and differences between qualitative and quantitative paradigms in the research process
- CILO₃ Demonstrate competence in conducting empirical data collection, analysis, and reporting according to standards appropriate to both qualitative and quantitative paradigms
- CILO₄ Understand linkages between the methods and methodological processes taught in the course to a wide variety of research methods

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Overview of Quantitative and Qualitative research	CILO _{1, 2, 4}	lecture and discussion
Research ethics	CILO _{1, 2, 4}	lecture and discussion
Purposes and rationale of a literature review	CILO _{1, 2}	lecture and discussion
Finding a researchable topic and forming research questions	CILO _{1, 2, 4}	lecture and discussion
Designing a qualitative interview	CILO _{1, 2, 3}	lecture, exercise and discussion
Interview: data collection and analysis	CILO _{1, 2, 3}	lecture, exercise and discussion

Interpretation and reporting of qualitative data	CILO _{1, 2, 3}	lecture, exercise and discussion
Quantitative survey research: design, sampling and basic statistics	CILO _{1, 2, 3}	lecture, exercise and discussion
Quantitative data analysis	CILO _{1, 2, 3}	computer workshop (SPSS)

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Formulating good research questions and a short literature review	30%	CILO _{1, 2, 4}
b. Data collection, entry and data analysis	40%	CILO ₃
c. A brief research report	30%	CILO ₃

5. Required Text(s)

Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education*. (7th ed.). London: Routledge.

Field, A. (2013) *Discovering statistics using IBM SPSS statistics*. (4th ed.) CA: Sage Publications.

Mukherji, P. & Albon, D. (2015) *Research methods in early childhood: An Introductory*

王文科, 王智弘 (2009)。《教育研究法》，增訂十三版。台灣：五南圖書出版。

6. Recommended Readings

Survey Research

Farrell, A. Kagan, S. L. & Tisdall, E.K.M. (2016) *The Sage Handbook of Early Childhood Research*. CA: Sage.

Fowler Jr., F. J. (1993). *Survey research methods* (2nd ed.). Newbury Park, CA: Sage.

Gable, R. K., & Wolf, M. B. (1993). *Instrument development in the affective domain: Measuring attitudes and values in corporate and school settings*. (2nd ed.). Boston, MA: Kluwer Academic Publishers.

Oppenheim, A. N. (1966). *Questionnaire design and attitude measurement*. Aldershot, UK: Gower.

Rea, L. M., & Parker, R. A. (2005). *Designing and conducting survey research: A comprehensive guide*. San Francisco, CA: Jossey-Bass.

Sudman, S., & Bradburn, N. M. (1982). *Asking questions: A practical guide to questionnaire design*. San Francisco, CA: Jossey-Bass.

Relevant articles from Practical Assessment Research & Evaluation,
<http://www.pareonline.net>

Relevant chapters from Green, J. L., Camilli, G., & Elmore, P. B. (Eds.). (2006). *Handbook of complementary methods in education research*. Mahwah, NJ: LEA.

Interview Research

Bogdan, B.C. & Biklen, S.K. 著，黃光雄主譯（2001）。《質性教育研究：理論與方法》。台北：濤石文化事業有限公司。

Breakwell, G.M. 原著，王智霞、李開龍譯（1995）。《訪談技巧》。台北：商務印書館。

Creswell, J.W. 原著，張宇樑、吳榕椒翻譯（2007）。《研究設計：質化、量化及混合方法取向》。台北市：學富文化事業有限公司。

Stewart, D. W., & Shamdasan, P. N. 著，歐素汝譯（2000）。《焦點團體：理論與實務》，台北，弘智文化事業有限公司。

王文科（2000）。《質的教育研究法》。台北，師大書苑有限公司。

陳向明（2002）。《教師如何作質的研究》。臺北市，洪葉文化事業有限公司。

陳向明、林小英編（2004）。《如何成為質的研究者：質的研究方法的教與學》。北京，教育科學出版社。

Berg, B. L. (2004). *Qualitative Research Methods for the Social Sciences*. Boston, MA: Allyn & Bacon.

Corbin, J., & Morse, J. M. (2003). The unstructured interactive interview: Issues of reciprocity and risks when dealing with sensitive topics. *Qualitative Inquiry*, 9(3), 335-354.

Denzin, N. K., & Lincoln, Y. S. (2008). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The landscape of qualitative research* (pp. 1-55). Thousand Oaks, CA: Sage Publications.

Dilley, P. (2000). Conducting successful interviews: Tips for intrepid research. *Theory Into Practice*, 39(3), 131-137.

Gubrium, J. F., & Holstein, J.A. (2002). *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.

Legard, R., Keegan, J., & Ward, K. (2009). In-depth interviews. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 138-169). Thousand Oaks, CA: Sage Publications.

Merriam, S. (1997). *Qualitative Research and Case Study Applications in Education: Revised and Expanded from Case Study Research in Education*. Jossey-Bass Education Series.

Miles, M. B., & Huberman, M. A. (1994). *Qualitative Data Analysis*. Thousand Oaks Ca: Sage Publications,

Patton, M. Q. (2001). *Qualitative Evaluation and Research Methods* (3rd Edition). Thousand Oaks CA: Sage Publications.

- Punch, K. F. (2009). *Introduction to Research Methods in Education*. L.A., California: Sage.
- Rossmann, G. B., & Rallis, S. F. (2003). *Learning in the Field: An Introduction to Qualitative Research* (2nd Edition). Thousand Oaks: Sage Publications.
- Schostak, J. (2006). *Interviewing and representation in qualitative research*. Maidenhead, England: Open University Press.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press

7. Related Web Resources

Sage Research Methods <http://methods.sagepub.com>

youtube channels:

<https://www.youtube.com/user/statisticsfun/featured>

<https://www.youtube.com/channel/UCVJKVLFpGhL0I0pOPvGIQ>

<https://www.youtube.com/channel/UCafkV40656nWz9Jc129ZCFA>

Survey research: <http://www.socialresearchmethods.net/kb/survey.php>

Sample size calculator: <http://www.raosoft.com/samplesize.html>

Sampling designs: <http://www.socialresearchmethods.net/kb/sampprob.php>

and <http://www.socialresearchmethods.net/kb/samprnon.php>

Sampling error: <http://www.socialresearchmethods.net/kb/sampstat.php>

Generalisation from a sample:

<http://www.socialresearchmethods.net/kb/external.php>

Measurement instruments: <http://buros.unl.edu/buros/jsp/search.jsp>

Publication Manual of the American Psychological Association (6e).

<http://www.apastyle.org/>.

Wikipedia: http://labsome.rmit.edu.au/liki/index.php/Research_Interviews

8. Related Journals

American Educational Research Journal

British Journal of Educational Psychology

Child Development

Contemporary Educational Psychology

Educational Psychology

Educational Researcher

International Journal of Educational Research

International Journal of Qualitative Studies in Education

Journal of Adolescent Research

Journal of Applied Measurement

Journal of Educational Psychology

Learning and Instruction

Review of Educational Research
The Journal of Educational Research

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>).

Students should familiarize themselves with the Policy.

10. Others

Nil