



## **COURSE SYLLABUS**

### **MASTER OF ARTS IN EDUCATION**

#### **Curriculum Description**

The Master of Arts in Education (MAEd) program is designed to equip educators, administrators, and educational leaders with the advanced knowledge and skills necessary to foster effective learning environments. This program emphasizes a comprehensive understanding of educational theory, research methodologies, and practical applications in diverse educational settings. Students will engage with contemporary issues in education, explore innovative teaching strategies, and develop leadership capabilities that promote equity and inclusion. The MAEd program is delivered through a blend of online and in-person courses, allowing for flexible learning while fostering collaboration among peers. Graduates will be prepared to make meaningful contributions to the field of education, whether in classrooms, schools, or educational policy.

#### **Program Objectives**

1. **Advanced Knowledge Acquisition:** Equip students with a deep understanding of educational theories, philosophies, and practices to inform their teaching and leadership approaches.
2. **Research Proficiency:** Develop students' abilities to conduct educational research, analyze data, and apply findings to improve educational practices and outcomes.
3. **Culturally Responsive Teaching:** Foster an understanding of diversity in education, enabling students to create inclusive learning environments that respect and celebrate differences.



4. **Leadership Development:** Prepare students to take on leadership roles within educational institutions, focusing on effective communication, collaboration, and decision-making skills.
5. **Curriculum and Instruction Design:** Enable students to design, implement, and evaluate curricula that meet the needs of diverse learners and align with educational standards.
6. **Technology Integration:** Prepare students to effectively integrate technology into teaching and learning processes, enhancing student engagement and achievement.
7. **Policy and Advocacy:** Equip students with the knowledge and skills to engage in educational policy discussions and advocate for equitable educational practices.

### Program Outcomes

Upon successful completion of the Master of Arts in Education program, graduates will be able to:

1. **Demonstrate Expertise in Educational Theory:** Articulate and apply key educational theories and philosophies to enhance teaching and learning practices.
2. **Conduct and Analyze Research:** Design and implement educational research projects, critically analyze data, and effectively communicate findings to stakeholders.
3. **Implement Inclusive Practices:** Develop and apply strategies that promote equity and inclusion in diverse educational settings, ensuring all students have access to quality education.
4. **Exhibit Leadership Skills:** Lead collaborative efforts within educational settings, demonstrating effective communication, conflict resolution, and team-building skills.
5. **Design Effective Curriculum:** Create and assess curricula that are responsive to the needs of learners, utilizing best practices in instructional design.



**6.Utilize Technology Effectively:** Integrate technology into instructional practices to enhance learning experiences and outcomes for all students.

**7.Engage in Policy Advocacy:** Analyze educational policies and advocate for changes that promote equity, access, and quality in education at local, state, and national levels.



## **COURSE SYLLABUS**

<b>Course Title:</b>	<b>METHODS OF RESEARCH</b>
<b>Credit:</b>	3 Units
<b>Time Allotment:</b>	3 Hours / Week
<b>Professor:</b>	PIC Faculty
	Email: <a href="mailto:pic1@pic.edu.ph">pic1@pic.edu.ph</a>

### **I. COURSE DESCRIPTION**

This course provides a comprehensive overview of research methods applicable to educational settings. Students will explore qualitative, quantitative, and mixed-methods approaches, focusing on research design, data collection, analysis, and ethical considerations. The course aims to equip students with the skills necessary to conduct rigorous research and critically evaluate existing studies in educational management.

### **II. COURSE OBJECTIVES**

By the end of this course, students will be able to:

1. Understand and differentiate between various research methodologies.
2. Develop research questions and hypotheses relevant to educational management.
3. Design research studies using appropriate methodologies.
4. Collect and analyze qualitative and quantitative data.
5. Interpret research findings and communicate them effectively.
6. Apply ethical principles in educational research.



### **III. LEARNING OUTCOMES**

#### **1. Understanding Research Methodologies:**

Demonstrate a comprehensive understanding of various research methodologies, including qualitative, quantitative, and mixed methods, and their applicability in educational management.

#### **2. Formulating Research Questions:**

Develop clear and focused research questions and hypotheses that address relevant issues in the field of education.

#### **3. Research Design Proficiency:**

Design appropriate research studies, selecting suitable methodologies and research designs based on specific research objectives.

#### **4. Data Collection Skills:**

Implement effective data collection methods, including surveys, interviews, observations, and archival research, ensuring reliability and validity.

#### **5. Data Analysis Competence:**

Analyze qualitative and quantitative data using appropriate statistical techniques and software tools, interpreting results accurately.

#### **6. Ethical Research Practices:**

Apply ethical principles in conducting research, including informed consent, confidentiality, and the ethical treatment of participants.



## 7. **Research Proposal Development:**

Write a comprehensive research proposal that includes a literature review, research design, methodology, and ethical considerations.

## 8. **Critical Evaluation of Research:**

Critically evaluate existing research studies, assessing their methodology, findings, and implications for educational practice and policy.

## 9. **Effective Communication:**

Communicate research findings clearly and effectively through written reports and oral presentations, tailored to various audiences in the educational community.

## 10. **Reflective Practice:**

Engage in reflective practice regarding the research process, identifying strengths, challenges, and areas for future improvement in conducting educational research.

# IV. **LEARNING PLAN**

<b><u>WEEK</u></b>	<b>LEARNING MATERIALS</b>	<b>LEARNING OBJECTIVES</b>
Week 1: Introduction to Research in Education	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"><li>Creswell, J. W. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (Chapter 1).</li></ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"><li>Class discussion on the role of research in educational settings.</li><li>Group activity: Identify examples of basic vs.</li></ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"><li>Understand the importance of research in educational management.</li><li>Differentiate between basic and applied research.</li></ul>



	applied research.	
Week 2: Research Paradigms and Methodologies	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Creswell, J. W. (2018). <i>Research Design</i> (Chapter 2).</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Group presentations on various research paradigms.</li> <li>Class debate on the merits of different methodologies.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Identify and explain different research paradigms (positivism, interpretivism).</li> <li>Understand qualitative, quantitative, and mixed methods.</li> </ul>
Week 3: Developing Research Questions and Hypotheses	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Creswell, J. W. (2018). <i>Research Design</i> (Chapter 3).</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Workshop on crafting research questions.</li> <li>Peer review of drafted questions.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Formulate clear and focused research questions.</li> <li>Develop testable hypotheses.</li> </ul>
Week 4: Literature Review	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Selected articles from educational journals.</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Hands-on session on using academic databases.</li> <li>Group sharing of literature review findings.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Conduct a comprehensive literature review.</li> <li>Synthesize findings from existing research.</li> </ul>
Week 5: Research Design	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Creswell, J. W. (2018). <i>Research Design</i> (Chapter 4).</li> </ul> <p><u>Activities:</u></p>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Understand different research designs (descriptive, correlational,</li> </ul>



	<ul style="list-style-type: none"> <li>Case studies on research designs in education.</li> <li>Group discussion on design selection.</li> </ul>	<p>experimental).</p> <ul style="list-style-type: none"> <li>Choose appropriate designs for specific research questions.</li> </ul>
Week 6: Sampling Methods	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Gravetter, F. J., &amp; Wallnau, L. B. (2021). <i>Statistics for The Behavioral Sciences</i> (Chapter on sampling).</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Exercises on calculating sample sizes.</li> <li>Discussion on sampling strategies in educational research.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Differentiate between probability and non-probability sampling.</li> <li>Determine appropriate sample sizes.</li> </ul>
Week 7: Data Collection Methods	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Creswell, J. W. (2018). <i>Research Design</i> (Chapter 5).</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Role-playing interviews and designing survey instruments.</li> <li>Class discussion on pros and cons of different methods.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Implement various data collection methods effectively.</li> <li>Ensure reliability and validity in data collection.</li> </ul>
Week 8: Qualitative Data Analysis	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Selected readings on qualitative data analysis.</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Hands-on coding exercise with qualitative data.</li> <li>Group analysis of case studies.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Analyze qualitative data using coding and thematic analysis.</li> <li>Utilize qualitative software tools.</li> </ul>





<p>Week 9: Quantitative Data Analysis</p>	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Field, A. (2018). <i>Discovering Statistics Using IBM SPSS Statistics</i> (Chapters on descriptive and inferential statistics).</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Using SPSS for data analysis exercises.</li> <li>Class discussion on interpreting statistical results.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Conduct descriptive and inferential statistical analyses.</li> <li>Interpret quantitative data accurately.</li> </ul>
<p>Week 10: Mixed Methods Research</p>	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Creswell, J. W. (2018). <i>Research Design</i> (Chapter on mixed methods).</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Group discussion on mixed methods studies.</li> <li>Develop a mixed methods research design in groups.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Integrate qualitative and quantitative approaches effectively.</li> <li>Design a mixed methods study.</li> </ul>
<p>Week 11: Writing Research Proposals</p>	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Creswell, J. W. (2018). <i>Research Design</i> (Chapter on writing research proposals).</li> <li>Example research proposals from educational journals.</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Workshop on drafting research proposals.</li> <li>Peer review of proposal</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Structure a comprehensive research proposal that includes all essential components.</li> <li>Articulate the significance and potential impact of the proposed research.</li> </ul>



	drafts in small groups.	
Week 12: Ethical Considerations in Research	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>American Educational Research Association (AERA) Code of Ethics.</li> <li>Selected readings on ethical dilemmas in research.</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Case studies on ethical issues in educational research.</li> <li>Group discussion on how to navigate ethical challenges.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Understand the ethical principles guiding educational research.</li> <li>Apply ethical considerations in research design and implementation.</li> </ul>
Week 13: Presenting Research Findings	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Guidelines for effective research presentations (e.g., PowerPoint design principles).</li> <li>Selected articles on communicating research findings.</li> </ul> <p><u>Activities:</u></p> <ul style="list-style-type: none"> <li>Prepare and deliver a short presentation of research proposals.</li> <li>Peer feedback sessions on presentation skills.</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Communicate research findings effectively through written and oral presentations.</li> <li>Tailor presentations to different audiences in the educational community.</li> </ul>
Week 14: Critical Evaluation of Research	<p><u>Learning Materials:</u></p> <ul style="list-style-type: none"> <li>Selected research articles for critique.</li> <li>Creswell, J. W. (2018). <i>Research Design</i> (Chapter on evaluating research).</li> </ul>	<p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Critically assess the quality of existing research studies.</li> <li>Understand concepts of validity, reliability, and generalizability.</li> </ul>



	<u>Activities:</u> <ul style="list-style-type: none"> <li>• Group critique of selected research articles.</li> <li>• Class discussion on strengths and weaknesses of the studies reviewed.</li> </ul>	
Week 15: Final Project Presentations	<u>Learning Materials:</u> <ul style="list-style-type: none"> <li>• Guidelines for final project presentations.</li> </ul> <u>Activities:</u> <ul style="list-style-type: none"> <li>• Students present their final research proposals to the class.</li> <li>• Q&amp;A session following each presentation for peer and instructor feedback.</li> </ul>	<u>Learning Objectives:</u> <ul style="list-style-type: none"> <li>• Present a comprehensive research proposal incorporating feedback and learning from the course.</li> <li>• Demonstrate the ability to defend research choices and methodology.</li> </ul>
Week 16: Course Review and Reflection	<u>Learning Materials:</u> <ul style="list-style-type: none"> <li>• Course readings and notes.</li> <li>• Reflection prompts provided by the instructor.</li> </ul> <u>Activities:</u> <ul style="list-style-type: none"> <li>• Reflective discussion on key learnings and future research interests.</li> <li>• Submission of a reflective journal summarizing personal growth and insights gained from the course.</li> </ul>	<u>Learning Objectives:</u> <ul style="list-style-type: none"> <li>• Reflect on the learning journey throughout the course.</li> <li>• Identify areas for further exploration and application in educational management.</li> </ul>



## **V. LEARNING OUTPUTS**

### **1. Research Methodology Proficiency:**

Demonstrate an understanding of various research methodologies, including qualitative, quantitative, and mixed methods, and their relevance to educational management.

### **2. Research Question Development:**

Formulate clear, focused, and researchable questions and hypotheses that address significant issues in education.

### **3. Research Design Application:**

Design and justify appropriate research studies, selecting suitable methodologies and research designs based on specific educational objectives.

### **4. Data Collection Competence:**

Implement effective data collection techniques, ensuring reliability and validity in gathering qualitative and quantitative data.

### **5. Data Analysis Skills:**

Analyze and interpret qualitative and quantitative data using appropriate statistical tools and software, drawing meaningful conclusions.

### **6. Ethical Research Practices:**

Apply ethical principles in the research process, including informed consent, confidentiality, and the ethical treatment of participants.

### **7. Research Proposal Creation:**

Develop a comprehensive research proposal that includes a literature review, methodology, and ethical considerations relevant to educational management.



### 8. **Critical Evaluation Ability:**

Critically evaluate existing research studies, assessing their methodologies, findings, and implications for educational practice and policy.

### 9. **Effective Communication:**

Communicate research findings clearly and effectively through written reports and oral presentations, tailored to various stakeholders in the educational community.

### 10. **Reflective Research Practice:**

Engage in reflective practice regarding the research process, identifying personal strengths, challenges, and areas for future improvement in conducting educational research.

## **VI. REFERENCES:**

### 1. **Creswell, J. W. (2018).**

*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.

- A comprehensive guide on research design, covering various methodologies, data collection techniques, and proposal writing.

### 2. **Gravetter, F. J., & Wallnau, L. B. (2021).**

*Statistics for The Behavioral Sciences* (10th ed.). Cengage Learning.

- This text provides foundational knowledge in statistics, essential for analyzing quantitative data in educational research.

### 3. **Field, A. (2018).**

*Discovering Statistics Using IBM SPSS Statistics* (5th ed.). Sage Publications.



- A user-friendly guide to statistical analysis using SPSS, with practical examples relevant to educational research.

**4. American Educational Research Association (AERA).**

*Code of Ethics.*

- Guidelines outlining ethical principles and standards for conducting educational research, crucial for ensuring integrity and respect for participants.

**5. Selected Articles from Educational Journals (e.g., *Educational Researcher*, *Journal of Educational Psychology*).**

- Peer-reviewed articles that provide real-world examples of research methodologies and findings in education, useful for literature reviews and critical evaluations.

**6. Mertens, D. M. (2014).**

*Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods* (4th ed.). Sage Publications.

- This book discusses integrating diverse methodologies and the importance of cultural considerations in educational research.

**7. Patton, M. Q. (2015).**

*Qualitative Research & Evaluation Methods* (4th ed.). Sage Publications.

- A foundational text on qualitative research methods, offering insights into data collection and analysis techniques.

**8. Babbie, E. R. (2016).**

*The Practice of Social Research* (14th ed.). Cengage Learning.

- This book covers a broad range of research methods and emphasizes ethical considerations



and practical applications in social research.

**9. Robson, C., & McCartan, K. (2016).**

*Real World Research* (4th ed.). Wiley.

- A practical guide that bridges theoretical concepts with real-world applications in research, particularly in social and educational contexts.

**10. Selected Online Resources and Databases (e.g., JSTOR, ERIC, Google Scholar).**

- Access to a wealth of academic articles, research papers, and educational resources for literature reviews and research proposals.

## **VII. COURSE REQUIREMENTS**

1. Active participation in class discussion is required.
2. Each student has to take and pass all formative (quizzes/written assignments) and summative tests (midterm/final exams).  
Homework must be submitted the next meeting.
3. Students have to submit a compilation of all the required outputs as stipulated in the learning outcomes.

## **VIII. GRADING SYSTEM**

**General Average.** The students will be graded for two quarters (midterm and final rating periods) according to the following:

▪ Class Attendance	10%
▪ Participation in Class Discussion and Pair/Group Activities	25%
▪ Individual Formative Tests, Homework, Research	25%
▪ Summative Examination (Midterm/Final Exams)	<u>40%</u>
<b>TOTAL</b>	<b>100%</b>



**Final Grade.** The students will be given a final grade based on their average grade (AG) in the mid grading period (1st quarter of the term) and in the final grading grade (2<sup>nd</sup> quarter). Midterm average grade has a weight of 50% and the final grading period has also a weight of 50%.

### **College Equivalent Rating:**

95.5-100% 4.5 = A+ (Truly Exceptional Performance)

90.5-95.4% 4.0 = A (Excellent Performance)

85.5-89.4% 3.5 = B+ (Good Performance)

80.5-84.4% 3.0 = B (Acceptable Performance)

75.5-79.4% 2.5 = C+ (Marginally Acceptable Performance)

70.5-74.4% 2.0 = C (Passing but below expectations for graduate work)

65.5-69.4% 1.5 = D+ (Poor) 60.5-64.4% 1.0 = D (Lowest Passing Grade)

<59.4% 0.0 = F (Academic Failure No Credit Earned)

## **IX. CLASS POLICIES**

All students who are enrolled in this course should conform to the following class policies:

1. Regardless of a disability, all students are responsible for fulfilling the essential requirements of courses/programs/degrees, including attendance expectations.
2. No one is allowed to attend a class unless officially enrolled on a credit or non- credit basis with the appropriate fees paid. Students who attend, participate and strive to complete course requirements without formal enrolment will not receive credit for their work.
3. In compliance with the University regulations governing class attendance, students who stop attending the class for five (5) or six





(6) times without justifiable reasons or who have never attended class will be dropped from the class. (Attendance is defined as online attendance to class meetings, participation or presence in an academically related activity such as submission of an assignment ( e.g., homework, research paper), quiz/ examination, or participation in group activities. )

4. Severe consequences on students who miss term exams without a "satisfactory explanation" shall be imposed, namely, a failing grade in the course. To avoid such dire action, the policy instructs students "unable to take a midterm/final examination because of illness or other reasons over which they have no control" to notify the instructor/professor immediately. Students should be prepared to document their illness or the extenuating circumstances that caused them to miss the exam.
5. Students are excused from classes to participate in university-approved events or competitions. Before missing classes, the participants must present their instructors with a letter signed by both the director of the Student Affairs and the faculty adviser/coach of the student. These letters confirm the dates and locations of the events. An excused absence does not excuse students from completing course work missed during their absences.
6. Students who face emergencies, such as a death in the family, serious illness of a family member, court appearances, hazardous weather that makes attendance impossible or other situations beyond their control that preclude class attendance should notify their instructors immediately to be excused from their class.
7. Students without notifications of absence or excuse letters will not be allowed to have make-up course work such as quiz, but will be



allowed to take midterm and/or final examinations.

## **X. Class Participation and Behavior**

1. Class participation is a very important part of the learning process in this course. Students will be evaluated on the quality of their contributions and insights
2. Any form of cheating will immediately earn you a failing grade.
3. If a student is disruptive, the faculty member may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.

\*\*\*\*\* **END** \*\*\*\*\*