

EDCI 589 APPLIED RESEARCH COURSE DESCRIPTION & INFORMATION

Course Description

EDCI 589 Applied Research (3 semester hours)

Prerequisite: 24 hours of Initial Licensure/M.Ed. course work or approval of program advisor; open to Track I students only

This course provides an experience in conducting and applying research for the advancement of the educational profession. In a workshop format, the course covers principles of educational research, including development of a topic, review and synthesis of scholarly literature, and practical application of research findings. Students write an in-depth literature review on a topic of their choice that is beyond the scope of regular course offerings. They also develop an authentic means of applying the findings from their literature review (such as a unit plan, website, or professional development presentation). Final project reports will be archived in the campus library.

Course Information

EDCI 589, Applied Research, is the capstone course for the Master of Education degree with initial licensure. It is required for all Track I students seeking the M.Ed.

Notifying your Advisor: The course will normally be taken in the student's last semester, but for scheduling purposes, it is important that advisors know two or three semesters in advance of when you plan to take this course. Therefore, as students approach the final year of M.Ed. course work, they should consult with their program advisor about when to take EDCI 589.

Early Registration Required: Registration for the course is similar to registration for any other course. However, because space may be limited, students must register during advising and early registration in the Fall or Spring semester prior to taking the course. Students will normally not be permitted to register for the course during late registration or drop/add period.

Course Format: There will usually be 3 or 4 sections per semester with about 10 students per section. In this format, each student will be able to work on a research project that is of individual interest and have close consultation with the professor as well as peer feedback. Class meetings will be scheduled throughout the semester. It is expected that most class sections will be conducted in a workshop style, so small group meetings, online discussion, and individual conferences with the instructor may also be included as part of the required classroom time.

Course Content: In this semester-long course, students will research the available scholarly literature on a topic of their choice, write a review of the literature, and develop a practical application of their research findings. The course will consist of lectures and activities focusing on skills for conducting and writing a review of scholarly literature in the field of education. Students will also receive guidance in developing research topics that lead to a meaningful and practical application of the research that can potentially

meet the needs of other teachers, administrators, parents, or students. (Students are responsible for knowing and fulfilling the research policy of the school division where they conduct research, if applicable.) Individual faculty may include additional content and activities relating to educational research in the course sections they teach, and they are expected to establish criteria for grading of the final project as well as any drafts or other assignments that constitute the course grade.

CGPS Writing Center: Students may obtain additional valuable guidance on drafting and writing the literature review at the CGPS Writing Center, located in the South Building. When you make an appointment for consultation in the Writing Center, be sure to give the staff a copy of any grading criteria and or other relevant handouts provided by your instructor.

Binding and Archiving: Upon completion of the project, and in order to receive a grade for the course, students must submit two bound copies. One copy is shelved in the library's archives; the other copy is for the instructor. Students must use the format of the "Sample Cover and Title Page" attached for the bound copies. The front cover should be made of clear plastic so that the title page shows through as the cover page. The back cover should be made of a sturdy black vinyl or paper board. The binding should be a permanent wire or spiral binding. Students are responsible for having copies appropriately bound for archiving. Additional formatting requirements (e.g., margin width, page layout, type fonts, etc.) and archival preparation of supplemental components such as CDs or videos may be established by the individual instructors.