



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 : 8820303146
Credit Hours : 3 credits
Semester : 5
Pre-requisite : -
Lecturer(s) : Team

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 field. 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:

- 1) Ary, D., Jacobs, L. C., & Sorensen, C. K. (2019). Introduction to Research in Education. Boston: Cengage.
- 2) Cohen, L., Manion, L., & Morrison, K. (2011). Research Methods in Education. London: Routledge/Falmer
- 3) Best, J.W. and Kahn, J.V. (2016). Research in Education. New York: Pearson Education.
- 4) Denzin, N.K. and Lincoln, Y.S. (2017). The SAGE Handbook of Qualitative Research. Thousand Oaks: SAGE Publications.
- 5) Merriam, S.B. and Tisdell, E.J. (2016). Qualitative Research: A Guide to Design and Implementation. San Fransisco: Jossey Bass.
- 6) Costello, P.J.M. (2012). Effective Action Research: Developing Reflective Thinking and Practice. London: Continuum.
- 7) McNiff, J. (2016). Writing Up Your Action Research Project. London: Routledge.
- 8) Bielska, J. (2011). The Experimental Method in Action Research. Katowice: Wydawnictwo Uniwersytetu.

A. Learning-teaching Activities

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Off-line	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the differences between qualitative and quantitative research	<ul style="list-style-type: none"> To explain the characteristics of qualitative research To explain the characteristics of quantitative research To explain the characteristics of mixed method 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 3	Subjective (3=correct; 2=almost correct; 1= a little bit correct, 0=incorrect)
2	Students are able to explain the scientific approach in educational research	<ul style="list-style-type: none"> To explain sources of knowledge To distinguish basic research from applied one To distinguish concepts from constructs To distinguish constitutive definitions from operational ones To explain variables 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective
3	Students are able to explain the research problems in educational research	<ul style="list-style-type: none"> To define research problems To distinguish theoretical research questions from practical ones 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Off-line	Online		
		<ul style="list-style-type: none"> To explain the criteria of good research problems To identify the variables in research problems 					
4	Students are able to explain the hypotheses in educational research	<ul style="list-style-type: none"> To define a hypothesis To explain the function of a hypothesis To distinguish alternative hypothesis from null ones 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective
5	Students are able to explain the Literature Review in educational research	<ul style="list-style-type: none"> To explain the purposes of literature review To describe the credible sources for literature review To explain the organization of literature review 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective
6	Students are able to explain the Sampling in educational research	<ul style="list-style-type: none"> To distinguish population from sample To explain the types of probability sampling To explain 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Off-line	Online		
		the types of non-probability sampling					
7	Students are able to explain the Research Instruments in educational research	<ul style="list-style-type: none"> 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 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective
8	Mid-term exam						
9	Students are able to explain Experimental and Ex post facto research as research methodologies	<ul style="list-style-type: none"> 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 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Off-line	Online		
		<p>the sample</p> <ul style="list-style-type: none"> To identify the instruments to collect data 					
10	Students are able to explain Correlational studies as a research methodology	<ul style="list-style-type: none"> To explain the purpose of correlational studies To distinguish the strength and the direction of correlation To explain how to draw the sample To identify the instruments to collect data 	<p>Criteria: Holistic rubric</p> <p>Quiz: Answer essay-type items</p>	-	<p>Google Classroom (lecture & discussion)</p> <p>Google Form (Quiz) [3 x 50 minutes]</p>	1, 2, 3	Subjective
11	Students are able to explain Surveys as a research methodology	<ul style="list-style-type: none"> 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 	<p>Criteria: Holistic rubric</p> <p>Quiz: Answer essay-type items</p>	-	<p>Google Classroom (lecture & discussion)</p> <p>Google Form (Quiz) [3 x 50 minutes]</p>	1, 2, 3	Subjective
12	Students are able to explain Basic Interpretive Research as a research methodology	<ul style="list-style-type: none"> To explain the purposes of basic interpretive research To explain the characteristics of basic 	<p>Criteria: Holistic rubric</p> <p>Quiz: Answer essay-type items</p>	-	<p>Google Classroom (lecture & discussion)</p> <p>Google Form (Quiz) [3 x 50 minutes]</p>	4, 5	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Off-line	Online		
		interpretive research <ul style="list-style-type: none"> • To explain how to draw the sample • To identify the instruments to collect data 					
13	Students are able to explain Case Studies as a research methodology	<ul style="list-style-type: none"> • To explain the purposes of case studies • To explain the characteristics of case studies • To distinguish different types of case studies • To explain how to draw the sample • To identify the instruments to collect data 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	4, 5	Subjective
14	Students are able to explain Development as a research methodology	<ul style="list-style-type: none"> • To explain the purposes of development • To explain the characteristics of development • To distinguish different types of development • To explain 	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	1, 2, 3	Subjective

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Off-line	Online		
		how to draw the sample • To identify the instruments to collect data					
15	Students are able to explain Action research as a research methodology	• To explain the purposes of action research • To explain the characteristics of case studies • To explain approaches to action research • To explain how to draw the sample • To identify the instruments to collect data	Criteria: Holistic rubric Quiz: Answer essay-type items	-	Google Classroom (lecture & discussion) Google Form (Quiz) [3 x 50 minutes]	6, 7, 8	Subjective
16	End-of-term Exam						

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	Plagiarism 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:

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

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:

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

Surabaya, 15 March 2018
Course Coordinator,

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