



COURSE OUTLINE

Name of Institution
College

Rangsit University
Suryadhep Teachers College

PART 1 COURSE PARTICULARS

| | |
|---|--|
| 1.1 Program Title | Master of Education in Bilingual Education |
| 1.2 Degree Awarded | Master of Education (Bilingual Education) |
| 1.3 Course Code and Title | MBE 611 Methodology in Educational Research |
| 1.4 No. of Credits | 3 credits 3 (2-2-5) |
| 1.5 Program and Major | Master of Education in Bilingual Education |
| 1.6 Lecturers Responsible for the Course | Assistant Professor Dr. Anchalee Chayanuvat |
| 1.7 Semester | Semester 2/Academic Year 2024 (January-May 2025) |
| 1.8 Pre-requisite Course | None |
| 1.9 Co-requisite Course | None |
| 1.10 Class Location | Room 612 Building 3 Rangsit University |
| 1.11 Latest Date of Course Modification | 31 October 2024 |

Part 2 Course Objectives and Improvement Purposes

1. Course Objectives

At the end of the course, students are expected to be able to:

- Understand the purposes and functions of research (Know why research is necessary in all fields of knowledge)
- Present the characteristics of acceptable educational research
- Explain the differences among different types of research: quantitative, qualitative and mixed methods research (Why do the different types emerge? For what purposes?)
- Identify the significances of research in language learning development
- Design classroom action research or classroom-based research
- Describe the various sections required in a research proposal

- Use computer programs in validity and reliability calculation
- Synthesize the research findings of similar studies to generate research-based concepts for actual classroom use
- Hands-on experience on research design practice

2. Purposes of Improving the Course

This course is designed with some changes of knowledge delivery because when the course was taught in the previous year, it was found that some students could not understand the basic concepts of research and research designs. There have been some missing links. Besides, the number of hours for LECTURE has been reduced, while the number for PRACTICE has been increased.

Part 3 Course Description and Hours of Study

1. Course Description

MBE 611 Methodology of Educational Research

3(2-2-5)

Current research practices—quantitative, qualitative, mixed methods as well as action research methodologies with a focus on second language instruction and bilingual education, research on language acquisition and teaching, practices in using computer programs for both quantitative and qualitative data analysis.

2. Number of Hours per Semester

| Lecture (Hours) | Practice (Hours) | Field Work/ Cooperative Education (Hours) | Self-study (Hours) |
|--------------------|---------------------|---|-----------------------|
| 30 | 30 | -- | 60 |

3. Number of Hours per Semester for Individual Consultation

- 3 hours per student based on request after class



Part 4 Lesson Planning and Evaluation

1. Lesson Plans

| Week | Details of the Lessons | No. of Hours | Class Activities and Materials | Lecturer |
|--------------------|--|--------------|---|-------------------------------------|
| 1 22 March 2025 | <p>◆ MODULE 1 Introduction to the course</p> <p>--What is expected and Recommendations on how to learn the course</p> <ul style="list-style-type: none"> Glossary (Important research concepts and terms) Drawing from your own research experience <p>◆ The Big Concept: Research</p> <ul style="list-style-type: none"> What is RESEARCH? <ul style="list-style-type: none"> Types Differences and Worldviews Why? Significances Introduction to published studies Principles and methodologies in quantitative and qualitative research in language learning development | 9 | <p>Activities</p> <ul style="list-style-type: none"> Lecture Group discussion Self-study from lessons on the Internet Individual exercise <p>Assessment</p> <ul style="list-style-type: none"> Pre-test & Post test Student's Journal Student's Assignment <p>Materials</p> <ul style="list-style-type: none"> Power Points Journal Articles Excerpts from Textbooks | Asst. Prof. Dr. Anchalee Chayanuvat |
| 2 23 March 2025 | <p>◆ MODULE 2 Research Designs</p> <ul style="list-style-type: none"> Questions and Answers Quantitative and Qualitative Research: Advantages and Disadvantages | 9 | <p>Activities</p> <ul style="list-style-type: none"> Lecture Group discussion Self-study from lessons on the Internet <p>Assessment</p> | Asst. Prof. Dr. Anchalee Chayanuvat |

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|--------------------|---|---|---|--|
| | <ul style="list-style-type: none"> • Mixed-methods Research • Examples of Outstanding Researches (presented by the lecturer) • Research Components <p>◆ Project Plans and Discussions (E.g. Exploring research areas in language development)</p> | | <ul style="list-style-type: none"> • Pre-test & Post test • Student's Journal • Student's Assignment <p>Materials</p> <ul style="list-style-type: none"> • Power Points • Journal Articles • Excerpts from Textbooks | |
| 3 29 March 2025 | <p>◆ MODULE 3 Quantitative Research</p> <ul style="list-style-type: none"> • Questions and Answers • Examples of Quantitative Studies • Data Collection and Data Analysis • Designing instruments such as Questionnaires with an understanding of the use of Descriptive Statistics <ul style="list-style-type: none"> ○ Percentage ○ Mean ○ SD ○ T-test • The Use of SPSS • Reading research report to understand the statistical values and interpretation | 9 | <p>Activities</p> <ul style="list-style-type: none"> • Lecture • Group discussion • Self-study from lessons on the Internet <p>Assessment</p> <ul style="list-style-type: none"> • Pre-test & Post test • Student's Journal • Student's Assignment <p>Materials</p> <ul style="list-style-type: none"> • Power Points • Journal Articles | Asst. Prof. Dr. Anchalee Chayanuvat --and an Invited Speaker |
| 4 30 March 2025 | <p>◆ MODULE 4 Qualitative Research</p> <ul style="list-style-type: none"> • Questions and Answers • Why Qualitative Research Method? • The advantages of this research method • Examples of Qualitative Studies • Data Collection and Data Analysis | 9 | <p>Activities</p> <ul style="list-style-type: none"> • Lecture • Group discussion • Self-study <p>Assessment</p> <ul style="list-style-type: none"> • Pre-test & Post test | Asst. Prof. Dr. Anchalee Chayanuvat |

| | | | | |
|-------------------|--|---|--|-------------------------------------|
| | <ul style="list-style-type: none"> Designing methods of data collection and data analysis ◆ Classroom-based Research/ Teacher Research/ Action Research What is it? Why is it significant for teachers? Designing an action research <i>Group Presentations</i> | | <ul style="list-style-type: none"> Student's Journal Student's Assignment Practice in research design Preparation for research proposal writing <p>Materials</p> <ul style="list-style-type: none"> Power Points Journal Articles | |
| 5 1 April 2025 | Sharing Experience <ul style="list-style-type: none"> Seminar and Presentation of Each Individual Students' Project | 9 | <p>Activities</p> <ul style="list-style-type: none"> Presentations and Discussion <p>Assessment</p> <ul style="list-style-type: none"> Presentations Power Points Written work | Asst. Prof. Dr. Anchalee Chayanuvat |

2. Plan of Learning Outcome Measurement

| Methods of Assessment | Week | Proportion |
|--|------------|------------|
| <ul style="list-style-type: none"> Preliminary Checks & Pre-/Post-Tests | Weeks 1-4 | 20% |
| <ul style="list-style-type: none"> Class Participation | Every Week | 10% |
| <ul style="list-style-type: none"> Ability to design a questionnaire Ability to calculate the results by using descriptive statistics Ability to analyze qualitative data using the Grounded Theory/Litchman's 3 Cs Cycle | Week 3 | 20% |
| <ul style="list-style-type: none"> Final Project Oral Presentation | Week 5 | 20% |
| <ul style="list-style-type: none"> Written Final Paper | Week 5 | 30% |

- The scores obtained by each student will be turned into a grade based on the following criteria.

GRADING CRITERIA

| | | |
|----|---|--------|
| A | = | 80-100 |
| B+ | = | 75-79 |
| B | = | 70-74 |
| C+ | = | 65-69 |
| C | = | 60-64 |
| D+ | = | 55-59 |
| D | = | 50-54 |
| F | = | 0-49 |

Part 5 Reading List

1. Recommended Books for Reading

- Berg, B .L .and Howard, L) .2012 .(*Quantitative Research Methods for the Social Sciences*) 8th ed .(.USA :Pearson Educational Inc.
- Burns, R.B) .2000 .(*Introduction to Research Methods*. Malaysia :Longmans.
- Cohen, L., Manion, L .and Morrison, K) .2007 .(*Research Methods in Education*.London and New York :Routledge.
- Creswell, J. W. (2008). *Educational Research Planning Conducting and Evaluatin Qualitative and Quantitative Research.*, New Jersey: Pearson Educational International.
- Creswell, J. W. (2009). *Research Design: Qualitative and Quantitative and Mixed Methods Approaches*. Thousand Oaks, CA. Sage.
- Creswell, J.W. and Creswell, J. D. (2018). *Research Design: Qualitative and Quantitative & Mixed Methods*, (5th ed.). Great Britain: Sage Edge.
- Christensen, L.B., Johnson, R.B. and Turner, L.A. (2015). *Research Methods, Design and Analysis*. UK: Pearson Education Limited.
- Kent, R. (2015). *Analysing Quantitative Data*. India: CPI Group (UK) Ltd.
- Litchman, M. (2013). *Qualitative Research in Education, A User's Guide* (3 ed), USA: SAGE Publication.
- Mertler, C.A. (2012). *Action Research*. USA: SAGE Publications.
- Stake, R.E. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage.

2. Others

- The Internet
- Rangsit Library Databases such as Education Complete, Science Direct and ProQuests

