



## **MASTER OF EDUCATION**

School of Education and Cognition Science

### **ESM641 RESEARCH METHODS IN EDUCATION**

**ASSIGNMENT (70%)**

## INTRODUCTION

This Guide explains the basis on which you will be assessed in this course during the semester. It contains details of the facilitator-marked assignment.

One element in the assessment strategy of the course is that all students should have the same information as facilitators about the Assignment. This guide also contains the marking criteria that facilitators will use in assessing your work.

Please read through the whole guide at the beginning of the course.

## ACADEMIC WRITING

### (a) Plagiarism

#### i) What is Plagiarism?

Any written assignment (essays, project, take-home exams, etc) submitted by a student must not be deceptive regarding the abilities, knowledge, or amount of work contributed by the student. There are many ways that this rule can be violated. Among them are:

- o Paraphrases: The student paraphrases a closely reasoned argument of an author without acknowledging that he or she has done so. (Clearly, all our knowledge is derived from somewhere, but detailed arguments from clearly identifiable sources must be acknowledged.)
- o Outright plagiarism: Large sections of the paper are simply copied from other sources, and are not acknowledged as quotations.
- o Other sources: often include essays written by other students or sold by unscrupulous organizations. Quoting from such papers is perfectly legitimate if quotation marks are used and the source is cited.
- o Works by others: Taking credit deliberately or not deliberately for works produced by another without giving proper acknowledgement. Works includes photographs, charts, graphs, drawings, statistics, video-clips, audio-clips, verbal exchanges such as interviews or lectures, performances on television and texts printed on the web.
- o The student submits the same essay to two or more courses.

#### ii) How can I avoid Plagiarism?

- o Insert quotation marks around 'copy and paste' clause, phrase, sentence, paragraph *and* cite the original source
- o Paraphrase clause, phrase, sentence or paragraph in your own words *and* cite your source
- o Adhere to the APA (American Psychological Association) stylistic format, whichever applicable, when citing a source and when writing out the bibliography or reference page
- o Attempt to write independently without being overly dependent of information from another's original works
- o Educate yourself on what may be considered as common knowledge (no copyright necessary), public domain (copyright has expired or not protected under copyright law), or copyright (legally protected).

### (b) Late Policy for Assignments

Assignments should be submitted to the lecturer before or on the announced due date. Late submissions will be subjected to penalty mark deductions. If you will not be in time to turn in your assignments, it is your responsibility to see that the assignments are submitted within two consequence semesters and submit to [secslatesubmission@aeu.edu.my](mailto:secslatesubmission@aeu.edu.my).

### (c) Turnitin

All relevant assignments **must** be submitted to Turnitin. When submitting your assignment, do exclude appendices (if any) and references. The Originality Report from Turnitin **must** be attached with your assignment during submission. Please upload to myPLS the Originality Report with similarity not more than 20%.

### (d) Documenting Sources

Whenever you quote, paraphrase, summarize, or otherwise refer to the work of another, you are required to cite its source parenthetical documentation. Offered here are some of the most commonly cited forms of material.

#### Direct

Simply having a thinking skill is no assurance that children will use it. In order for such skills to become part of day-to-day behaviour, they must be cultivated in an environment that value and sustains them. "Just as children's musical skills will likely lay fallow in an environment that doesn't encourage music, learner's thinking skills tend to languish in a culture that doesn't encourage thinking" (Tishman, Perkins and Jay, 1995, p.5)

#### Indirect

According to Wurman (1988), the new disease of the 21<sup>st</sup> century will be information anxiety, which has been defined as the ever-widening gap between what one understands and what one thinks one should understand.

### (e) Referencing

All sources that you cite in your paper should be listed in the *Reference* section at the end of your paper. Here's how you should do your Reference.

#### From a Journal

DuFour, R. (2002). The learning-centred principal: *Educational Leadership*, 59(8). 12-15.

#### From an Online Journal

Evnine, S. J. (2001). The universality of logic: On the connection between rationality and logical ability [Electronic version]. *Mind*, 110, 335-367.

#### From a Webpage

National Park Service. (2003, February 11). *Abraham Lincoln Birthplace National Historic Site*. Retrieved February 13, 2003, from <http://www.nps.gov/abli/>

#### From a Book

Naisbitt, J. and Aburdence, M. (1989). *Megatrends 2000*. London: Pan Books.

#### From a Chapter in a Book

Nickerson, R. (1987). Why teach thinking? In J. B. Baron & R.J. Sternberg (Eds), *Teaching thinking skills: Theory and practice*. New York: W.H. Freeman and Company. 27-37.

#### From a Printed Newspaper

Holden, S. (1998, May 16). Frank Sinatra dies at 82:

## ASSIGNMENT (70%)

### INSTRUCTION:

This Assignment consists of **SIX** parts. Answer **ALL Parts**

### Part 1 (12%) – 3 pages

This assignment is intended to develop your ability to read an academic article critically.

Read the article:

#### **Effects of Teaching through Online Teacher versus Real Teacher on Student Learning in the Classroom**

By Sirous Hadadnia, Norouz Hadadnia and Nina Shahidi

Analyse the research article using the following suggested guidelines.. You may discuss issues not addressed in the questions.

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#### **Research Area and Theory**

- What is the purpose of the study?
- What are the research questions(s) and / or hypotheses that guided the research?
- What are the variables that are investigated?
- What is the theory that underpins the study?

#### **Review of Literature**

- brief description

#### **Methodology**

- Explain the research method employed for the study
- How is the sample selected?
- What are the data collection instruments used in the study?
- What, if anything relating to the methodology would you do differently and why?

#### **Findings (1 page)**

- What are the main findings of the study?
- Discuss briefly

#### **Discussion and Conclusion**

- What do the authors say about the findings of the study?
- What conclusions do they make?

## Part 2 (8%) – 2 pages

Write a short essay titled: “***Theory in Educational Research***” focusing on the following:

- What is a theory?
- Importance of theory in educational research
- Examples of theory in education
- Give your opinion – 1 page

## Part 3 (10%) – 3 pages

You have been appointed to lead a research team assigned with the task of finding the reasons why students having completed secondary school **do not want to continue to higher education**. The team has decided to conduct a survey involving students in the final year of secondary schools in the state of Selangor in Malaysia (or any state / province in your country).

- a) Suggest THREE research questions that will guide data collection.
- b) Explain how you plan to draw the sample of students using stratified sampling. What subgroups would you include?

## Part 4 (10%) – 3 pages

In many surveys, the questionnaire is the main instrument for data collection. What is a questionnaire? Discuss guidelines you will follow to produce a good questionnaire. Provide examples to support your answer.

## Part 5 (15%) – 5-6 pages

A researcher conducted a study to determine the effectiveness of the Phonics method and the Whole Word method in teaching reading among kindergarten children. She used a quasi-experimental design and the sample of children was randomly assigned. The results of the study are shown in the table below.

Group	N	Mean	Standard Deviation
Phonics Method	25	32.2	2.5
Whole Word Method	25	30.7	2.2

At the end of the experiment which lasted for 10 weeks, all subjects were tested on their reading performance and the scores were compared.

- a) Why do you think the researcher selected a quasi-experimental design and not a true design?
- b) What is meant by random assignment?
- c) State **TWO (2)** null hypotheses for the study.
- d) Discuss **FOUR (4)** threats to the internal validity of the experiment.
- e) Explain any **TWO (2)** techniques that the researcher could use to ensure the two groups are equivalent in ability
- f) In order to reject the null hypothesis, it is necessary to analyse the data statistically. Explain

## Part 6 (15%) – 5-6 pages

### Attitude Towards Recycling

- Design a SIX (6) item attitude scale to measure the above.
- Use a 5-point Likert scale:
  - o 1 Strongly Disagree
  - o 2 Disagree
  - o 3 Undecided
  - o 4 Agree
  - o 5 Strongly Agree
- Write a Report (5-6 pages) focussing on the following [You decide on the format]:
  - o Purpose of the attitude scale and what is being measured
  - o Explain how you selected each item – 3 negative items & 3 positive items
  - o Briefly describe how you would ensure that the attitude scale measures what it is supposed to measure.
- Attach your attitude scale

## FORMAT

- a) Format for the assignment:
  - a. 12 New Times Roman font
  - b. 1½ spacing
- b) Submit online to MyPLS all the SEVEN Parts in **ONE FILE**.
- c) Do not copy and paste from the internet or from the learning materials. If you do, MARKS WILL DEDUCTED.
- d) Use the Cover Page.
- e) Name the file as ESM641\_StudentID\_YourName

END OF QUESTION PAPER-

-- USE THIS COVER PAGE ---



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**ASSIGNMENT**

**JANUARY, 2023 SEMESTER**

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<b>SUBJECT CODE</b>	<b>:</b>	<b>EEM 641</b>
<b>SUBJECT TITLE</b>	<b>:</b>	<b>RESEARCH METHODS IN EDUCATION</b>
<b>LEVEL</b>	<b>:</b>	<b>MASTER OF EDUCATION</b>

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<b>STUDENT'S NAME</b>	<b>:</b>	<b>TAN LEE CHOO (Name as your IC)</b>
<b>MATRIC NO.</b>	<b>:</b>	<b>E60105190001</b>
<b>PROGRAMME</b>	<b>:</b>	<b>MASTER OF EDUCATION</b>
<b>ACADEMIC FACILITATOR</b>	<b>:</b>	<b>DR KIM TENG SIANG</b>
<b>LEARNING CENTRE</b>	<b>:</b>	<b>SHINGO - MIRI</b>

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