



EDEC 5314: Foundations of Educational Research: Early Childhood
Educator & Leadership Preparation
Early Childhood

HB SYLLABI

Instructor Name: Dr. Melissa M Jozwiak	A&M-San Antonio email: Mjozwiak@tamusa.edu
Office Hours: Tuesday 3:30-5:30 Madla 267 Online by Appointment	Synchronous Meeting Times: Tuesday 5:30-8:15 Madla 208

TEXTBOOK AND/OR RESOURCE MATERIALS

MANDATORY TEXTBOOK:

- Nolan, A., Macfarlane, K. & Cartmel, J. (2013). *Research in early childhood*. SAGE. [eBook through TAMUSA Library](#)
- Castle, K. (2021). *Early Childhood Teacher Research: From Questions to Results*. Routledge

DESCRIPTION & OBJECTIVES

COURSE DESCRIPTION:

Course addresses basic concepts associated with research as well as historical development of research methodologies. Students will be expected to critically evaluate existing research and understand how research impacts foundational and contemporary issues in early childhood education. This course is reading and writing intensive and students are expected to synthesize information in an educational area of choice related to early childhood education. American Psychological Association manual style is required. This course is a prerequisite for EDEC 5370 Research in Early Childhood.

PROGRAM STUDENT LEARNING OBJECTIVES:

Student Learner Outcomes (S.L.O.): Upon completion of this course, the student will be able to:

1. Describe the characteristics, purposes, strengths and limitations of quantitative, qualitative and mixed-methods research.

2. Explain the major ideas that have influenced the development of quantitative and qualitative research.
3. Describe the research process as it relates to quantitative and qualitative research methodologies.
4. Read and evaluate a variety of research designs.
5. Analyze quantitative and qualitative datasets.
6. Synthesize foundational research in the field of early childhood and describe how it connects to contemporary issues influencing the field.
7. Demonstrate ethical knowledge about research

NAEYC STANDARDS:

National Standards

Standard 6: Becoming a professional

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

COURSE STRUCTURE:

The instructional methods for this course will include:

- Lecture
- Small Group Activities
- Online training modules or exercises
- Private reflection time and online journaling (personal)
- Discussion Board Posts (Collaborative)
- Active participation (face-to-face or virtually) in events planned by class

ASSIGNMENTS & TOPICS

Assignments
Quizzes
Citi Certificate
Perspectives

Discussion Board
Literature Review
Research Proposal
Course Topics
Quantitative Research
Qualitative Research
Reliability
Validity
Empirical Research
Methodology
Triangulation
Human Subjects Research
Institutional Review Board