Joint Doctoral Program
Doctor of Education –
Educational Leadership

California State University
SAN MARCOS

UCSD

EDLD 750
Educational Research and Evaluation
CSUSM, Kellogg 5120
Winter 2015

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Hours:	4-5 PM on class meeting days; by appointment

COURSE OVERVIEW

Students in this course will: (1) study the nature of research design and methodology; (2) learn and use the technical vocabulary of research and evaluation (oral and written); (3) practice scholarly writing (summarizing and synthesizing current research thought); (4) read and respond to research studies; (5) initiate an annotated bibliography as a first step toward writing your review of the literature; and (6) prepare a literature review addressing a topic of each student's choice.

To be successful in this course, students should plan on six hours of study and preparation time each week, in addition to the time in class.

Program Student Learning Outcomes (PSLO)

By the end of the JDP program, students will be able to:

PSLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.

PSLO 2: Use evidence-based decision-making.

PSLO 3: Generate and use applied research.

PSLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

Course Student Learning Outcomes (CSLO)

The information in parentheses after each CSLO indicates the PSLO that the CSLO supports.

Students will be able to:

CSLO 1: Skillfully use the vocabulary of educational research. (PSLO 1,2,3)

CSLO 2: Articulate, verbally and in writing, the characteristics of qualitative research methods. of Apply organizational change concepts to specific issues in the student's workplace;

(PSLO 1,2,3)

CSLO 3: Create an annotated bibliography. (PSLO 1,2,3)

CSLO 4: Write a literature synthesis. (PSLO 1,2,3)

CSUSM - School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

GENERAL CONSIDERATIONS

Joint Doctoral Program attendance policy

Students *must* participate in 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation) the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

CSUSM Accommodation Services

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

All University Writing Requirement

The writing in this course will meet the CSUSM required 2500 words.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails within 24 hours.

E-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?

- Does this message represent me in the best light?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion. If needed, please confer with your instructor on issues of concern to you.

OUR LEARNING COMMUNITY
The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share air time
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a "value added" approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

GRADING STANDARDS
Grading Scale:

General Evaluation/Feedback Rubric

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
• Includes some of the required elements as delineated in the syllabus • Some components of the assignment are included • Provides a few concrete details of the information required for the assignment • Includes personal viewpoints • Organization hard to follow • Many mechanical errors, including APA format • Hard to read • Little sentence/vocabulary variety	• Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment • Includes personal viewpoints • Good organization • Has few, if any, mechanical errors including APA format • Holds interest – is interesting to read • Some sentence/vocabulary variety	• Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities • Insightful commentary using personal viewpoints supported by current learning • Presents clear and logical organization of thoughts • Has few, if any, mechanical errors including APA format • Holds interest – is engaging and thought-provoking to the audience • Uses a sophisticated scholar researcher vocabulary and sentence structure

If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date.

This rubric represents general guidelines we will use to evaluate your work. As a doctoral candidate it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills and disposition. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

REQUIRED TEXTS

(6th) edition of *The Publication Manual of the American Psychological Association (2010).*

Creswell, J.W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd Edition).* Pearson/Merrill Prentice Hall. NJ

Research articles as provided.

COURSE REQUIREMENTS

1. Actively contribute to and participate in class sessions and on-line activities. (25%)

2. Read and respond to assigned research studies/readings. (25%)

3. Annotated Bibliography. Due via Cougar Course February 2, 5 PM. (25%)

4. Submit research synthesis paper. Due March 8, 5 PM; revise and resubmits due March 16. (25%)

LEARNING ACTIVITIES AND ASSIGNMENTS

Changes in the syllabus may be made as the course progresses.
Always bring Creswell, APA manual, and laptop charged up.

Date	Topic	Assignment Consult Cougar Course for details of assignment.
Session Jan 6	Overview of course expectations	
Session Jan 13	Nature and purpose of the literature review. Search Engines	Read "Scholars Before Researchers" and the critique. Respond to reflection prompt and post by January 11 8 PM. Dr. Toni Olivas, librarian and program alumnus, will join us.
Session Jan 20	The Process of Research	Read Creswell Chapter 1 In McRel A Policy Maker's Primer (PPM) read *How Do I Know What the Research Says?* and *How Do I Know the Research Is Trustworthy?* sections. http://www.ecs.org/html/educationIssues/Research/primer/researchsays.asp Write a three page synthesis paper discussing the ideas of Creswell and the Primer.
Session Jan 27	Ethnographic Designs	Read Creswell Chapter 14, *Ethnographic Designs.* Be prepared to speak and write about the first three bullets on page 461. Tables 14.1 and 14.4 and Figure 14.1 are particularly helpful. Assignment 2: Read the example of an ethnographic study (pp. 485-500) and be prepared to discuss the manner in which data were gathered.
Session 5 Feb 3	Annotated Bibliography Consultations Academic Honesty Tutorial	Post your AB by Feb 2 5 PM.

Date	Topic	Assignment Consult Cougar Course for details of assignment.
Session Feb 10	Narrative Research Design	Assignment 1**:** Read Chapter 15, *Narrative Research Design.* Be prepared to speak and write about the first three bullets on page 501. Assignment 2: Read the example of an ethnographic study (pp. 521-533) and be prepared to discuss the manner in which data were gathered. Write.
Session Feb 17	Action Research	***Assignment 1: Read Chapter 17,*** Action Research. ***Be prepared to speak and write about the first three bullets on page 576.*** ***Assignment 2: Identify an issue/problem in your workplace that would benefit from an action research study. Be prepared to describe and explain why action research would be an appropriate research design for it.*** Write.
Session Feb 24	Writing Lab	Write.
Session Mar 3	Review of the Big Take Aways	Post your synthesis paper by March 8th, 5 PM.
Session March	Advice from alumni over dinner.	Bring a good appetite and a curious mind.