

***Research Methods in Education***  
***EDUC 622 Course Syllabus***  
***Fall 2005***

Wednesday 5:30 – 8:15

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Mission of the College of Education at CSUSM. The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.  
(adopted by COE Governance Community, October 1997)

Authorization to Teach English Learners. This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards,  
August 02)

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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.

**Writing:** In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

**Attendance Policy:** Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of "A". If three class sessions are

missed, the highest possible grade that can be earned is a “C+”. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

**COURSE DESCRIPTION:** This course is designed to introduce educational practitioners to the fields of educational research and evaluation. As such, it explores quantitative and qualitative methods of designing and conducting research and evaluation in the context of classroom settings. It further examines measurement, assessment, common statistical techniques and methods for critiquing research and program evaluation studies.

**COURSE OBJECTIVES:** This course enables students to become effective, confident consumers of research and evaluation by providing a foundation of knowledge in the area of research methods that will enable them to read research and program evaluation reports with enough understanding to determine a study’s merits. In addition, students will write a research proposal for a thesis or project that will fulfill the requirements for earning a Masters in Education. Therefore students will:

- Develop a working understanding of research methods and designs for educational settings;
- Enhance their practical understanding of both quantitative and qualitative research methods;
- Be able to analyze the strengths and limitations of educational research studies;
- Be able to determine the appropriate use of educational research in addressing student achievement issues in schools;
- Be able to refer to appropriate sources to find the answers to research and evaluation problems and produce a comprehensive review of the literature; and
- Design a proposal for a Masters thesis or project with a clear connection to educational leadership.

**REQUIRED TEXTS:**

*Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative*  
John W. Creswell

*Publication Manual of the American Psychology Association, Fifth Edition.*

## GRADING CRITERIA:

**A** = 90 -100 points

**B** = 80 - 89 points

**C** = 70 - 79 points

**D** = 60 - 69 points

## WRITTEN ASSIGNMENTS:

1 Journal Article - Read, review and summarize **one journal article**, reporting on primary source research. Papers should be no more than two pages, 1 inch margins, 12 font, Times New Roman. Include name of journal, author(s) and title of article. Include research problem, highlights of the literature review, elements of the research design/methodology and describe the findings of the research and why those findings are important to educators. Include three questions you have about the research. Observe APA guidelines. (5 pts) **Due September 14**  
**Submit a hard copy as well as a Word document as an attachment.**

2. ERIC Search - Collect 20 abstracts on **a topic** of interest to you and turn in a summary of the abstracts. Papers should be no more than two pages, 1 inch margins, 12 font, Times New Roman. Attach abstracts. (10 pts) **Due September 21**

3. Literature Review - Do a Lit Review on **a topic**, utilizing **primary sources** – Prepare a review of no more than 5 pages, 1 inch margins, 12 font, Times New Roman Include a minimum of 10 sources from at least 7 different authors. Observe APA guidelines. Attach a reference page at the end of the review. This page can be the sixth page of your paper. (15 pts).  
**Due October 5-- Submit a hard copy as well as a Word document as an attachment.**

4. Submission of “Statement of the Problem” Section of Research Proposal – See #5a below for elements of the Research Problem. Three-four pages, 1 inch margins, 12 font, Times New Roman. Your research problem must have a leadership implication(s). State it overtly. Apply the “so what” test discussed in class. (15 pts)  
**Due October 26-- Submit a hard copy as well as a Word document as an attachment.**

5. Research Proposal - Prepare a formal research proposal (30 pts)

- a. "Statement of the Problem" - ("Narrative hook" intro to topic, the research problem which includes implication(s) for leadership, justification of the importance of the problem, deficiencies in what we know, and identification of audiences who will potentially benefit from your research study. See p.65-76 in Creswell) These elements of the "Statement of the Problem" were completed in assignment #4.

Expand that narrative to include the purpose statement and research question(s) following the guidance of Creswell on pages 116-118. For quantitative studies, include the hypothesis and research objectives.

- b. Review of Literature (Based on the review submitted on October 13 and expanded to include 15 sources from at least 10 different authors.)
- c. Proposed Methodology
- d. References
- e. Appendices
  - ◆ Time Schedule
  - ◆ Budget
  - ◆ Instruments
  - ◆

**Due November 30 – Submit a hard copy as well as a Word document as an attachment.**

6. Presentation-Present proposal (10 pts)

**November 30 and December 5**

7. Class Participation – Students are expected to prepare and contribute their insights and questions to the conversations during class. (15 points)

8. Oral Reports—Current issues in education and implications for research. (up to 10 bonus points)

## CLASS MEETING ASSIGNMENTS

The primary text, *Educational Research*, contains the core information that will be the subject of class activities. Students are encouraged to prepare short answers to questions at the end of each chapter. Web based resources may also be introduced based on student need and interest.

The APA Manual is primarily a reference book, but should be brought to class each session.

Students will be referred to other on-line sources of information as specific interests are identified throughout the class meetings.

**Please note: Adjustment to the syllabus may be made by the professor during the course.**

### **August 31-- Introduction, Syllabus, Course Overview**

### **September 7-- Locating and Reviewing Related Literature: Brick and Mortar and Internet**

Orientation to Kellogg Library Resources for Research  
Meet in the library at the entrance at 5:30 PM sharp.

Assignment: 1. Read Creswell Chapter 4 pp. 78-114  
2. Arrive with two to three TOPICS you have tentatively identified as ones you may want to pursue for your thesis or project. These topics will provide a starting point in your research practice.

### **September 14-- An Introduction to the Process of Research**

Assignment: 1. Read Creswell Chapter 1 pp. 2 -37  
Assignment # 1 Due

### **September 21-- Quantitative and Qualitative Approaches**

Be prepared to discuss you journal article (Assignment #1)  
Assignments:

1. Read Creswell Chapter 2 pp. 38-57 and pp. 257-281

### **September 28-- The Ethics of Research, Protection of Human Subjects and Identifying a Research Problem**

Assignment: 1. Read Creswell pp. 11-12 and pp. 150-153  
2. Visit <http://www.csusm.edu/research/IRB.htm>  
and familiarize yourself with CSUSM Institutional Review Board policies  
3. Assignment # 2 Due.  
4. Bring draft of Statement of the Problem

**October 5-- Identifying a Research Problem; Specifying a Purpose, Research Questions and Hypotheses**

Assignment: 1. Read Creswell pp.60-77 and pp. 115 –143  
2. Assignment 3 due.

**October 12—Dr. Jennifer Jeffries**

**October 19-- Collecting Quantitative Data**

Assignment: Creswell pp. 144-173

**October 26-- Analyzing and Interpreting Quantitative Data Part 1**

Assignment: 1.Creswell pp. 174-201  
Assignment # 4 Due

**November 2-- Analyzing and Interpreting Quantitative Data Part 2**

Assignment: 1.Creswell pp. 174-201

**November 9-- Collecting Qualitative Data**

Assignment: 1. Read Creswell pp. 202-229  
2. Peruse Part III of Creswell and identify 2 of the 8 designs you would like further discussed in class.

**November 17-- Analyzing and Interpreting Qualitative Data**

Assignment: Read Creswell pp. 230-256

**November 24-- Individual Conferences As Needed**

**November 30-- Research Designs**

, Assignment: 1. Read Creswell per identified interests  
2. Assignment # 5 Due  
3. Class presentations on your research proposal (5-7 minutes)

**December 7-- Research Designs**

Assignment: Read Creswell per identified interests of class.  
Continue Class Presentations

## SCORING FOR RESEARCH PROPOSAL

Proposals will be holistically scored according to the following rubric. All written work must be in APA format. In order to receive 35 points, research proposals must receive a score of 5 or 6.

6= The paper contains all required sections and attempts to answer the inquiry question posed by the author. The author demonstrates ease and facility in expressing ideas, observations, and feelings. The writing flows smoothly and naturally, and is understandable. The author stays on topic. The writing shows development of ideas that are interesting or provocative and creates a vivid image of thoughts or feelings through the use of details. The writing demonstrates insightful and reflective thinking. The author uses lively and concrete language appropriate to the paper's purpose. The author clearly communicates the leadership implications of the proposed study. The author observes all elements of APA rules.

5= The paper contains all required sections and attempts to answer the inquiry question posed by the author. The author demonstrates ease and facility in expressing ideas, observations, and feelings. The writing flows smoothly and naturally, and is understandable. The author generally stays on topic. The writing shows development of ideas that are interesting or provocative but may not create a vivid image of thoughts or feelings. The author explores ideas, but may be unwilling to take risks or to reshape his or her thoughts. The writing may demonstrate insightful and reflective thinking that is implied or stated. The author communicates the leadership implications of the proposed study. The author observes most elements of APA rules.

4= The paper contains all required sections and attempts to answer the inquiry question posed by the author. The author demonstrates proficiency in expressing ideas, observations, and feelings. The writing is generally understandable and coherent, but lacks complete coherence. The main idea may shift and be difficult to follow. He or she develops ideas in a somewhat predictable fashion but shows some exploration of thoughts. The author may attempt to convey interesting ideas or vivid images, but fails to develop ideas fully. The writing may show some evidence of insightful and reflective thinking. Leadership implications of study are vague. The author observes some elements of APA rules.

3= The paper contains some of the required sections and attempts to answer the inquiry question posed by the author. The author develops few ideas and thoughts, and has difficulty expressing his or her ideas in a fluent manner. The author may construct rambling sentences or lists of ideas, is sometimes confused, and frequently presents an unfocused collection of generalized details. He or she makes weak or ineffective attempts to explore or create vivid impressions. The writing rarely shows evidence of insightful or reflective thinking. Leadership implications of study are unclear. Use of APA rules is haphazard.

2= There is limited evidence that the paper contains some of the required sections and attempts to answer the inquiry question posed by the author. The author demonstrates halting, fragmented expression of ideas resulting in unconnected and somewhat incoherent writing. It is brief, thin or insubstantial. Ideas and thoughts are barely developed and the author often relies on merely the title or a single word. There is little or no exploration of ideas. The author shows little or no evidence of insightful or reflective thinking.

1 = There is little or no evidence that the paper contains some of the required sections and attempts to answer the inquiry question posed by the author. The author demonstrates little or no evidence of fluency and little or no coherence. The writing may be garbled and impossible to understand, except for occasional words or phrases. The author relies on the title or a single word without development of ideas or thoughts.