



EDUC 622 (01)
Research Methods in Education
CRN #20600
Tuesdays
5:30 – 8:15 PM
University Hall 443
Spring / 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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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
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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
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COURSE DESCRIPTION

A core course designed to introduce educational practitioners to the fields of educational research and evaluation. We will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings. We will further examine measurement, assessment, common statistical techniques and methods for critiquing research and program evaluation studies.

Course Prerequisites

Admission to the School of Education is a prerequisite. Successful completion of EDUC 602 or EDAD 610 is also a prerequisite.

Course Objectives

This course enables students to become effective, confident creators and consumers of research 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.

Students will write a research proposal, which could lead to development of the first three chapters of their MA thesis.

During the course, students will increase: understanding of various research methodologies and statistical techniques; ability to interpret, summarize, and critique educational research; and skills in planning to conduct research.

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.
- Develop a working understanding of descriptive and inferential statistical techniques;
- Design a proposal for a research study; and

Utilize correct APA style writing and citations.

Required Texts

Assigned texts and readings must be brought to all class sessions.

American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6th Ed.* Washington, DC: APA.

Mertler, C.A. and Charles, C.M. (2010). *Introduction to educational research. 7th Ed.* Boston: Pearson Publishing.

Nank, S. D. (2011). *Testing over teaching: Mathematics education in the 21st century.* Chicago, IL: Discovery Association Publishing House.

* Several other readings are required and will be available for download.

* You must have access to Excel 2007 for Windows. This is available on campus, if no other access.

Recommended Texts

Selections may be included in electronic readings.

- Agar, M. H. (1996). *The professional stranger*. (2nd ed.). San Diego, CA: Academic Press.
- Cresswell, J. W. (2007). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*, 3rd Ed. NY: Prentice Hall.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp. 119-161). New York, NY: Macmillan.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In Interpretation of cultures (pp. 3-30). New York, NY: Basic Books.
- Hammersley, M. & Atkinson, P. (1995). *Ethnography: Principles in practice*. (2nd ed.). New York, NY: Routledge.
- Hubbard, R. S. and Power, B. M. (1999). *Living the question: A guide for teacher researchers*. NY: Stenhouse.
- Kliebard, H. M. (1982). Curriculum theory as metaphor. Theory into practice, 21, (1), 11-17.

To stay updated regarding educational issues that impact teaching, learning and leadership, you are urged to read current publications in the field. Some examples include: *Educational Leadership*; *The Journal of Special Education*; *Language Arts*; *Science and Children*; *Teaching Children Mathematics*; *Democracy & Education*; *Phi Delta Kappan*; *Teaching Tolerance*; and *Rethinking Schools*.

STUDENT LEARNING OUTCOMES

The Master of Arts in Education is designed for classroom teachers, administrators, and other educators who wish to extend or refine their knowledge and skills beyond the level attained in their previous studies. For some, master's level study is a way to improve their performance in the classroom; others seek preparation for leadership roles at the school or district level; still others may wish to use master's studies as the basis for graduate work at the doctoral level.

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

Course-Specific Participation and Attendance Policy: This course approaches content in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and peer review exercises are the norm. Students are expected to have read assigned materials by the date indicated in the syllabus, and should come prepared to discuss readings individually or in variously structured groups. The degree of your engagement in these processes forms the basis for points assigned in the *participation* category.

Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected; teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above SoE Attendance Policy is amplified as follows:

- Missing more than two class meetings will result in one letter-grade reduction from your final course grade; in other words, -10 points from your total count. A third absence will result in failure of the course, per SoE policy.
- Arriving late or leaving early on two occasions will be considered the equivalent of one absence.

Up to 5 points may be recovered by a make-up assignment. The instructor will craft an assignment relevant to the missed day. Expect the task to be at minimum equivalent in time commitment to the missed session (3 hours).

Students with Disabilities Requiring Reasonable Accommodations

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.

All University Writing Requirement

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the *Publication Manual of the American Psychological Association, 6th ed.* (2009). This is a required textbook for all CSUSM SoE graduate courses.

Course-Specific Graduate Writing Assessment Requirement (GWAR)

In the School of Education at CSUSM, students complete the Graduate Writing Assessment Requirement (GWAR) through the submission of the *Article Critique* in EDUC 622. The student's writing in this assignment must demonstrate graduate level skills in (1) style and format, (2) mechanics, (3) content and organization, and (4) integration and critical analysis. The paper will be scored using a 4-point rubric in each of the aforementioned four areas. The minimal acceptable combined score from all of the four sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a 2.5 average for all sections. The GWAR Rubric-based assessment of this paper will not directly impact your course grade; however you cannot be advanced to candidacy for your MA without arranging with the SoE to resubmit an equivalent writing sample. The GWAR Rubric is attached to this syllabus.

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 presentation 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.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates 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. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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 in a timely manner. Please be reminded that 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 my highest self?
- 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.

COURSE REQUIREMENTS

All assignments are due on the dates indicated. Assignments *must* be submitted via Cougar Courses, double-spaced, and with standard margins, and adhere to style and formatting guidelines of APA 6th ed., as appropriate to the assignment. It is expected that all assignments will reflect graduate-level expectations for composition and exposition. Use of electronic spelling and grammar checking is encouraged. The Writing Center is available for support (Kellogg Library 1103, 760-750-4168).

Weekly Homework and Class Participation (30 points). As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of YOUR participation. Toward this end, you are expected to attend every face-to-face class meeting; arrive fully prepared for classroom activity (i.e. homework is completed); and participate wholly in classroom and online dialogue—including peer review activity. Each reading assignment will require a corresponding response, intended to provide an opportunity for brief personal review, digestion, and self-assessment of the content. These will usually be completed online, one per chapter read. The statistical reasoning content, studied online, is included in this grade.

Annotated Bibliographies (10 points). Because your ability to find and use published literature is paramount to your understanding of research methods, you will be reading, summarizing, and interpreting a variety of published research studies. This practice will prepare you for the literature review portion of any research project and strengthen your critical analysis skills as a consumer of published research.

Four annotated bibliographies will be submitted, each with 5 resources related to the topic of your research proposal. The majority of each bibliography must be empirical research studies. The annotation for these studies will state briefly the research questions(s), the methodology, the research setting and participants, the methods for collecting data, the methods for analyzing data, and the findings. A few comments/critique of the research is appropriate, as are personal notes, such as quotes (with page numbers) that you predict you might use in future writing.

Article Critique (20 points). For one article in particular, you will summarize then critique the research. The critique is not a reaction to the article or the material in it. It is not an explanation of the material, nor an amplification of it. Nor is the critique an editorial, a defense of the material from your standpoint. The article critique is (a.) a summary of the research methods and findings, and (b.) your evaluation of the article and how it is presented to you.

- Write a 4-6 page (maximum!) paper based on your summary and critique. You will be marked down if longer than 6 pages; brevity and concision are valued in this writing genre.
- Report the name of the journal, author(s), and title of the article *only* in a Reference section, save for minimal and introduction in the paper, i.e. the normal APA citational style that acknowledges author's last name and year of publication.
- The summary must include the research problem/questions; highlights of the literature review; name of the design methodology; participants and setting; key elements of the methods for data collection and data analysis; the findings of the research; and a restatement of the author's recommendations (e.g. why the findings are important to educators, how the findings can inform education, ...).
- After this summary, complete a thoughtful critique, focusing on what you believe to be the strengths *and* weaknesses of the research. That is, the validity and reliability of the data, the methods to collect, the methods to analyze, and concerns about bias in findings and/or conclusions.

This article critique will also be assessed for your Graduate Writing Assessment Requirement (GWAR).

Research Proposal (40 points). To prepare you for future research, you will complete key components of a research proposal. These key components will include: Title Page, Table of Contents, Chapter 1: Statement of Problem (*outlined*), Chapter 2: Literature Review, Chapter 3: Methodology (*outlined*), and References. Other than the outlined portions, the proposal must conform to the APA 6th edition style guide throughout.

For some students, this research proposal might lead directly to the Culminating Experience for their MA in Education. This proposal should be considered no more than a **draft** of the first three chapters your Masters thesis or project. It is strongly encouraged that upon completion of this draft, it is taken to your Chair for discussion and feedback. They will let you know when you are ready to submit your formal proposal, acceptance of which allows for your Advancement to Candidacy and enrollment in EDUC 698.

The School of Education (SoE) provides a rubric as an *optional* guide for your writing of each chapter of your final research/project thesis. For this class, you are encouraged to read this rubric before you begin writing, and then revisit it as you make revisions to your chapters in order to help you self-assess. You are also **strongly** encouraged to develop a peer-writing group to get feedback from others during your writing. Remember, *the key to good writing is rewriting*.

Specific details and requirements of the *Research Proposal*:

- *Chapter One: Introduction & Statement of Problem*. Chapter 1 is the Statement of the Problem of the Research Proposal and it should begin with a "Narrative hook" to introduce the topic. Expand that narrative to include the purpose statement and research question(s) following the guidance of Creswell (2012) on pages 64-75 & 122-135 [supplemental reading materials]. Chapter 1 should include the following components: background information, statement of the problem, purpose of study, rationale, research questions, significance of study, applications, limitations, definition of terms and a summary paragraph leading into the *Literature Review*. Your writing should "flow" and so each of the aforementioned components should not necessarily define the structure of the chapter. However, each component should be present. See the SoE Chapter 1 Thesis Rubric for more guidance.
- *Chapter Two: Literature Review*. The Literature Review is a critical and in-depth evaluation of previous research; it serves not only as a summary and critique, but also **synthesis** of the research particular to your area of study.

Your review of literature should be organized around common themes that you found in your research articles, not organized simply as a sequence of individual articles. You should write about the articles within the subheadings of your common themes. You are writing one overview of all of the articles together, not each one separately. Remember to discuss common themes or threads that run through all or some of the papers; do not have one separate paragraph about each paper. If a paper included something unique and significant, you can certainly discuss it.

Follow correct guidelines for citation; be sure to give the authors credit if you take something directly from their paper. Use quotation marks and include the page number when you use an exact quote.

Ensure that the **all** of the reviewed articles were the reports of empirical research conducted by the author(s), and that the majority of articles referenced in this chapter are primary sources. How do you know if it was empirical research? The authors will state the guiding research question(s), how they collected and analyzed data, and the results, implications and conclusions.

The Literature Review should have an introduction that ties the review of literature to your research question. The body of the chapter should be organized by underlying themes or threads (subtopics) that your articles address. You should have a summary at the end that summarizes the review of literature and how it is linked to your research question, and which leads the reader into the *Methodology*. See the SoE Chapter 2 Thesis Rubric for more guidance.

- *Chapter Three: Methodology.* Although only an outline, a quality response to this chapter is important; it is your opportunity to demonstrate what you know about designing a research study. Be thorough. Your methodology chapter will consist of an introduction to the chapter, description of your methodological design, description of the research participants and setting, the data to be collected, instruments and procedures for data collection, the methods for data analysis, and a summary. See the SoE Chapter 3 Thesis Rubric for more guidance.

Grading Standards

Grades will be based on the following grading scale:

A	.....	90	–	100%
B	.....	80	–	89%
C	.....	70	–	79%
D	.....	60	–	69%
F	.....	Below 60%		

The course is writing intensive, and success depends on keeping pace with course writing structures and due dates. As such, work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late will be recorded at half the graded value. *Note:* assignments are due whether or not you are present in class that day.

Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).

SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment (if any)
Session 1 Jan 20	<i>Welcome; Introduction to Educational Research & APA Style</i> <ul style="list-style-type: none"> • Syllabus • Introduction to Educational Research 	Skim APA Manual
Session 2 Jan 27	<i>What is Research?</i> <i>Workshop: Publishing your Research (or Project) at CSUSM</i>	Read & Respond: M&C Ch 1, 2 (2 pts)
Session 3 Feb 3	<i>Locating Published Research</i> <ul style="list-style-type: none"> • Introduction to CSUSM Library & research resources • Collect research articles (primary sources) • Introduction to APA 	RR Nank Ch. 1, 2 (2 pts) APA Ch. 7
Session 4 Feb 10	<i>Selecting a Research Topic</i> <ul style="list-style-type: none"> • Locating empirical studies 	RR M&C Ch 3, 4 (2 pts) RR APA Ch. 2-3 (2 pts)
Session 5 Feb 17	<i>Interpreting and Summarizing Research</i> <i>Workshop: Ch. 2 Literature Review</i>	RR M&C Ch 5 (2 pt) <i>Annotated Bib #1 (2 pts)</i>
Session 6 Feb 24	<i>Methods for Data Collection and Data Analysis & Techniques for survey data collection</i>	RR M&C Ch 6, 7 (2 pts) <i>Annotated Bib #2 (2 pts)</i>
Session 7 Mar 3	<i>Proposing and Reporting Research</i> <i>Workshop: Ch. 1 Introduction and Statement of Problem</i>	RR M&C Ch 8, 9 (2 pts) <i>Annotated Bib #3 (3 pts)</i> <i>Lit Review Outline due</i>
Session 8 Mar 10	<i>Research Methodologies</i> <i>Procedures & Exemplars in Qualitative Methods</i> <ul style="list-style-type: none"> • Introduction to techniques for qualitative data analysis 	RR Nank Ch 3, 4 (3 pts) RR M&C Ch 10, 12 (2 pts) Article Critique due (20 pts)
Session 9 Mar 17	<i>Procedures & Exemplars in Quantitative Methods</i> <i>Survey Research & Quantitative Data Analysis</i> <ul style="list-style-type: none"> • Introduction to techniques for quantitative data analysis, in particular the use of Excel • Techniques for quantitative data analysis, σ 	RR M&C Ch 11, 13 (2 pts) <i>Annotated Bib #4 (3 pts)</i> <i>Lit Review due(rough draft only)</i>
Session 10 Mar 24	<i>Mixed-Methods</i> <i>Research Ethics & Human Subjects Protection;</i> <i>Orientation to IRB Process</i>	CITI training RR Nank Ch 5, 6 (3 pts) RR M&C Ch 14 (2 pts) Statistics Module 1
Session 11 Apr 7	<i>Quantitative Data Analysis</i> <ul style="list-style-type: none"> • Techniques for quantitative data analysis, χ^2 	RR Case Study (2 pts) Statistics Module 3
Session 12 Apr 14	<i>Evaluation & Action Research Methodologies & Quantitative Data Analysis</i> <ul style="list-style-type: none"> • Techniques for quantitative data analysis, using Excel 	RR M&C Ch 15, 16 (2 pts) Statistics Module 2
Session 13 Apr 21	<i>Review Methods for Data Collection & Data Analysis</i> <ul style="list-style-type: none"> • Workshop: Ch. 3 Methodology 	Statistics Module 9
Session 14 Apr 28	<i>Wrap up Quantitative Data Analysis & Research Proposal</i> <ul style="list-style-type: none"> • Workshop: Research Proposal • Possible Oral Defense session 	Statistics Module 12
Session 15 May 5	<i>Course Summary & Next Steps toward MA & Celebrations</i>	Research Proposal due (40 pts)