Educational Research and Evaluation
EDLD 750A /EDS 287A
UCSD Pepper Canyon Hall Room 302
Draft Syllabus

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Additional professors may be brought in from time to time to add perspective and expertise to the course.

Class Sessions: January 7, 14, 21, 28 (online); February 7 (Methodology Conference), 11, 18, 25 (on-line); March 4, 11, 18 (Joint class with Dr. Daley)
 6-9 PM

Course Description: Educational Research and Evaluation Design is delivered in a three quarter sequence (A, B, C). In this sequence you will progressively develop a beginning level of expertise needed to design and conduct a doctoral research project and to write a dissertation.

The first course in this series focuses on: a) the nature of the educational research enterprises, including its history, range, rationale, context, and controversies; b) your interactive reading and analysis of scholarly articles that present theoretical frameworks and empirical studies; and c) your learning about the importance and nature of a literature review.

In the first of the three quarter sequence, we will: (1) study issues in 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 your 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.

Changes in the syllabus may be made as the course progresses.

Required Texts and Readings

> 1. (5th) edition of *The Publication Manual of the American Psychological Association.*

> 2. Creswell, J.W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (3rd Edition)*. Pearson/Merrill Prentice Hall. NJ

> 3. Rost, J. (1993) *Leadership for the 21st Century*. Praeger Press. CT

Research articles as provided   Annotated Bibliography Software (optional)
Esprit de Corps Attitude Expectations

Modeling Leadership While Learning: Learning within a cohort group is a model of relational leadership. The quality and depth of each person's learning depends on the full participation of all members of the cohort. It is our expectation that you attend all cohort classes and read and study so you are prepared to contribute to class discussions. We also expect that all course requirements will be completed on time. In addition to our "brick and mortar" class meetings, this course requires independent and collaborative on-line work.

Technology: Students are expected to have access to a wireless laptop computer, *which is to be brought to each class session.*

A Safe Place to Learn: Learning is both an individual and a collaborative endeavor. The classroom environment must provide emotional, psychological and physical safety for all participants keeping in mind that misunderstandings and unintentional acts, which negatively impede the ability of each student to participate in a full manner, can occur in the learning environment.

In order to provide an environment conducive to the academic success of all students, CSUSM has a formal policy regarding harassment. The policy states that conduct considered to be harassing in nature "has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile or offensive work or educational environment." Under most circumstances, harassment refers to the type of conduct that is pervasive, repetitive, and that is sufficiently severe to alter the conditions of an employee's employment or a student's education or employment. It also may refer to a single incident that is sufficiently outrageous or harmful, in and of itself, that it substantially alters the conditions of an employee's employment or interferes with that individual's ability to perform job related responsibilities.

If a student is the recipient of this type of behavior or witnesses this type of behavior, he or she is encouraged to address it in the manner described in the CSUSM procedures located at http://lynx.csusm.edu/policies/procedure_online.asp?ID=165.

Academic Honesty Policy: Students may be suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related: (a) Cheating or plagiarism in connection with an academic program at a campus. (b) Forgery, alteration or misuse of campus documents, records, or identification. A copy of the College of Education *Academic Integrity Policy* is located at the end of the syllabus.

Students will complete an online tutorial *Plagiarism Prevention for Students* after first class session accessed at http://library.csusm.edu/plagiarism/index.html .

CSUSM College of Education Mission and Attendance Expectations

The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified trough reflective teaching, learning and service. We value diversity, collaboration, professionalism, and shared governance.

Students must participate in 80% of the face-to-face and on line sessions to receive credit for this course. 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. The instructor and student will discuss an acceptable substitute for the missed class session.

CSUSM Accommodation Services

Students with disabilities requiring reasonable accommodations 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.

Program Handbook

Students should refer to the *Education Doctorate (Ed.D.) in Educational Leadership Handbook* for information on program issues. Students are encouraged to contact, in a timely manner, appropriate staff or faculty when a question or concern arises.

Course Requirements and Student Assessment

1. Actively contribute to and participate in class sessions and on-line activities. 1 page reflection on WebCT Due March 18. (20%)

2. Annotated Bibliography. Due on WebCT March 4. (20%)

   Bibliographies are a listing of relevant articles, books or documents that address your research topic. You will begin building your bibliography this quarter and continue to do so throughout the program.

   The purpose of an annotated bibliography (AB) is to assist the researcher in keeping a systematic and accessible record of relevant literature that the researcher may want to access later in the research process.

   A well shaped AB saves a researcher a significant amount of time as it provides an efficient manner in which the researcher can recall previously read literature that has all the critical elements (citation content info) of information in one place.

In the AB you will make entries in which you:
1. Cite the book, article, or document using APA style.
2. Write a concise annotation describing the central theme and scope of the book or article.

3. Include one or more sentences that:
      (a) evaluate the authority or background of the author,
      (b) comment on the intended audience,
      (c) compare, contrast, and connect this work with another you have cited,
      (d) a seminal quote, and/or
      (e) explain how this work illuminates your bibliography topic.

Your bibliography this quarter is to include 10 entries, all of which address the topic in which you are interested. This is a very individual document. You need to decide the level of information you will include.

3. Read and respond to assigned research studies/readings. 1 page reflection Due on WebCT March 18. (20%)

4. Submit research synthesis paper. Due March 11on WebCT---Final edits if necessary March 18. (20%)

Write a six-page paper in which you discuss the research supportive content from five of the articles in your Annotated Bibliography.

Three articles must be empirical in nature. The other two can be theoretical and/or scholarly opinion pieces or empirical in nature.

Your paper should include:
a) an introduction in which you provide a clear statement of the common topic addressed in the articles;
b) a discussion of the big ideas in each article;
c) a comparison and contrast of the ideas;
d) a conclusion section that summarizes the content of your discussion;
e) and an APA reference list.

The purpose of this paper is for you to demonstrate you can:
1) organize and write a scholarly paper using multiple citations around a common topic,
2) use paraphrasing skills in a succinct and clear manner to communicate the thinking of others, and
3) apply APA standards.
If you use direct quotes, do so sparingly.

5. Showing How You Are Re-Thinking Leadership – Individual "Myography" Presentation. Paper Due on WebCT March 18; joint session with Dr. Daly. (10%)

6. Leadership Research Practicum (EDLD 770A) Reflections – You will be writing four 12 font one page double-spaced reflections demonstrating ways in which course experiences are influencing your leadership thinking and practice in the workplace. Prompts will vary and be provided. Due on WebCT January 20, January 27, February 17, and February 24. (10%)

SCHEDULE OF SESSIONS AND ASSIGNMENTS

Session 1: January 7
Introduction to the Nature of Educational Research and the Process of Conducting Research

Reading (*for future sessions find Readings in the Preparation Section*):
(1) Gardner, Hayes, & Neider, 2006 (Article from orientation)
(2) Creswell, Chapter 1
(3) Rost, Forward and Preface

Content:
- What Should I Expect from the Course?
- What Makes Educational Research Unique?
- How is Research Conducted?

Application:
- WebCT Mini-Exploration
- The Dispositions and Skills of a Ph.D. in Education: Perspectives of Faculty and Graduate Students in One College of Education (Gardner, Hayes, & Neider, 2006)
  (1) Content
  (2) Mechanics

Preparation for Session 2:
(1) Read Creswell Chapter 2
(2) Read Rost Chapter 1
(3) Complete the online tutorial *Plagiarism Prevention for Students* accessed at http://library.csusm.edu/plagiarism/index.html. Bring ***results*** from quizzes (3) in a hard copy format to class next week so that we can keep them on file.

Session 2: January 14
The Characteristics of Qualitative and Quantitative Empirical Research

Content:
- What is the Difference between Quantitative and Qualitative Research?
- A Sorting Exercise

Application:
A Policymaker's Primer on Educational Research
http://www.ecs.org/html/offsite.asp?document=http%3A%2F%2Fwww%2Eecs%2Eorg%2Fht%2FeducationIssues%2FResearch%2Fprimer%2Findex%2Easp

Preparation:
(1) Read Creswell Chapter 3

(2) Read Rost Chapter 2
(3) Begin Leadership Research Practicum Journal (EDLD 770A) by responding to the following in 1 12 font double-spaced page to be posted on WebCT by January 20th (5 PM): *Describe one or two issues that you perceive as problematic in your workplace? Which approach is the better match for the issue(s)? Which approach, quantitative or qualitative best relates to your current experience?* We will work with your responses in Session 3.

Session 3: January 21
Identifying a Research Problem

   Content:
   - How do We Identify a Research Problem?
   - Consider DB Responses Capturing Workplace Issues (on-line)

   Application:
   - Distinguishing between a research problem, the topic, purpose, and research questions
   - Recognizing five elements in a "statement of the problem"
   - Practice writing a "statement of the problem" section

   Preparation:
   (1) Read Creswell Chapter 4
   (2) Read Rost Chapter 3
   (3) Continue Leadership Research Practicum Journal (EDLD 770A) by responding to the following in 1 12 font double-spaced page to be posted on WebCT by January 27th (5 PM):
   Three research possibilities at my workplace are… The most feasible is… Three barriers to this research are…
   (4) January 28 is an on-line session. You will be working in 4 self-selected collaborative groups. There will be three groups of 3 and one group of 4. It might be a good idea to identify your group membership before we leave tonight. Your assignment will be to work collaboratively to create a "statement of the problem" section using Creswell as your guide, based on your own actual, composite, or fictitious issue. Each author is to "write" in a different font color. The group is to provide a "key" so that readers may distinguish between authors. Please see details below and make sure you understand expectations for work to be completed for this virtual Session.

Session 4: January 28   -------ON-LINE--------
The Research Problem Writer's Workshop and Introduction to Reviewing the Literature

   Content:
   - Statement of the Problem (Group Work)
     - Attachment to be posted to Discussion Board for Session 4 Work.
     - See details in application.

- Reviewing the Literature
  - o Please review PowerPoint Presentation posted on Discussion Board for this Session 4 Work.

Application:
- Statement of the Problem (Group Work)
  - o Identify a group research "problem."
  - o Create a collaborative "statement of the problem" word document using Creswell as your guide.
  - o Base the issue on your own actual, composite, or fictitious situation.
  - o Each group member is to "write" in a different font color.
  - o The group is to provide a "key" so that readers may distinguish between authors.
  - o This work is to be posted, 1 per group, on the designated Discussion Board for Session 4.
  - o Class is to "read" other groups' "statement of the problem" work and provide feedback in a one paragraph minimum critique for each statement.
    - ▪ Please do not critique your own groups' work.
  - o Original group work needs to be posted by 7:00 PM.
  - o All comments need to be posted by 8:00 PM.
- Reviewing the Literature
  - o Please use last hour of class to review Reviewing the Literature PPt.
  - o The presentation can be located on the Session 4 Discussion Board.
  - o Please take notes and bring pertinent questions to class February 11.

Preparation:
(1) Read Creswell Chapter 5
(2) Read Rost Chapter 4
(3) In lieu of class on February 4th, you are to attend the UCSD Methodology Conference. Attendance is to the Conference mandatory. You are to prepare a 12 font double-spaced 2 two-page summary/ reaction/ synthesis of the conference to be posted in the designated Discussion Board by 5PM February 10th.

Session 5: February 7 (Saturday)
Methodology Conference

Session 6: February 11
Reviewing the Literature, Search Engines, and such

Content:
- What is a Literature Review?
- How does one Search for Scholarly Articles?
- Becoming a Practitioner, Scholar, and Researcher

Application:
- Critical evaluation of the literature (on-line)
  - Quantitative
  - Qualitative
  - Mixed Methods
- What does a good literature review look like?
- Creating a Research Synthesis Paper

Preparation:
(1) Read Creswell Chapter 6 or 7 (depending on what kind of research you are leaning toward)
(2) Read Rost Chapters 4 & 5; skim 6
(3) Continue Leadership Research Practicum Journal (EDLD 770A) by responding to the following in 1 12 font double-spaced page to be posted on WebCT by February 17th (5 PM): I am interested in conducting research associated with this problem in my workplace… Based on the problem, the research will likely be (quantitative, qualitative, or mixed) because…
(4) Begin selecting articles for your annotated bibliography. Make sure the articles are scholarly and feature valid research studies. Look for "seminal" works used by most of the researchers who study your topic. You should have a minimum of 5 articles by February 18th and a minimum of 10 by February 25th.

Session 7: February 18
Practitioner, Scholar, and Researcher: A Writer's Workshop

Content:
- APA Manual Primer
- Evaluating Scholarly Articles
  - How to use as Scaffolds
- Writer's Workshop
  - Annotated Bibliography (due March 4)
  - Research Synthesis Paper (Due March 11—If edits necessary, Final Due March 18)

Application:
- APA Scavenger Hunt
- Annotated Bibliography Practice
- Research Synthesis Paper Outline
  - This is really a mini-literature review

Preparation:
(1) Stop reading Creswell for a while
(2) Finish Rost for a "book-talk" Session 9
(3) Continue Leadership Research Practicum Journal (EDLD 770A) by responding to the following in 1 12 font double-spaced page to be posted on WebCT by February 24th (5 PM):

The program has impacted my perspective, performance, or focus in the workplace in the following ways…

(4) Begin selecting articles for your annotated bibliography. Make sure the articles are scholarly and feature valid research studies. Look for "seminal" works used by most of the researchers who study your topic. You should have a minimum of 5 articles by February 18th and a minimum of 10 by February 25th.

(5) Session 8 will be an On-line work session. Please see details below.

Session 8: February 25   ----------On-Line------------
Annotated Bibliography and Research Synthesis Paper Work Session

Please use this time to work on your papers due in the upcoming weeks. I am available by phone from 6:00-9:00 PM for consultation and will be on WebCT Mail for the duration of the class period.

Preparation:
(1) Refresh Rost "book-talk" Session 9

Session 9: March 4
The Development of Theoretical Models and Politics of Educational Research

Content:
- Theoretical Frameworks
    - When & why?
- Leadership for the 21st Century
    - How can we use Rost as a scaffold?
    - In what ways can we find value in "theoreticalizing" leadership?
- National Research Council. (2002), <u>Scientific research in education.</u> R.J. Shavelson & L. Towne (Eds.), Committee on Scientific Principles for Educational Research Program. Washington, DC: National Academy Press. Read the Executive Summary.
  http://www.nap.edu/books/0309082919/html/

- Maxwell, J. (2004). Causal explanation, qualitative research and scientific inquiry in education. <u>Educational Researcher 33</u> (2), 3-11. Available: http://www.aera.net/pubs/er/toc/3302.htm

o   What kinds of politics are shaping educational research today?

Application:
- Theoretical Framework Scavenger Hunt
- How can we use what we have learned from Rost's work?
- How relevant to the future is your topic?
- How can you make it more relevant?
- DUE: ANNOTATED BIBLIOGRAPHY

Preparation:
(1) Review "Myography" specifications (See Dr. Daly's Syllabus) for joint presentations

Session 10: March 11
Myography Celebration Session

- DUE: RESEARCH SYSNTHESIS PAPER; IF NECESSARY FINAL EDITS DUE MARCH 18.