

Course Number	EDS 287B/EDLD 750B:
Course Title	Educational Research and Evaluation Design
Course Location	UCSD Pepper Hall, Room 302
Time	Tuesdays 6pm-9pm
Semester / Year	Spring 2017
Professor	Claudia Der-Martirosian, Ph.D.
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Office Hours	Tuesdays 4pm-6pm & by Appointment

JDP PROGRAM LEARNING OUTCOMES (PLOs)

At the conclusion of the Joint Doctoral Program (JDP), candidates for EdD will be able to:

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

PLO 2: Use evidence-based decision-making.

PLO 3: Generate and use applied research.

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

COURSE DESCRIPTION

Educational Research and Evaluation Design

Integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational research questions on a variety of methodologies including: experimental and quasi-experimental survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods.

COURSE OVERVIEW

This is the second course of a three quarter sequence. In this course we will:

1. Learn about different research designs and methods
2. Learn how to conduct literature review
3. Learn and apply the technical vocabulary of research both orally and written
4. Practice critical evaluation of scholarly work
5. Practice scholarly writing
6. Write a literature review

COURSE ASSIGNMENT

There is **ONE** major assignment for this course divided into two parts:

1. **Written** literature review on your research topic (20-25 pages, excluding references)
2. **Oral** presentation on your literature review

Both assignments are due at the end of the quarter. More details about expectations, due dates and grading rubric will be provided later in the quarter.

Use these two questions to prepare your literature review.

- a. What are the underlying factors that contribute to or perpetuate the educational challenge or problem?
- b. What gaps, inaccuracies, disagreements exist in the scholarly literature about such factors? More detailed guidance will be provided to assist with the literature review process.

COURSE REQUIREMENTS & GRADING

- **Written & Oral Assignments (70%)**
- **Class Attendance & Participation (30%)**

Your attendance and active participation online and during face-to-face meetings are essential to achieving the learning outcomes for this course and for the cohort. You are expected to come prepared to discuss the readings and engage in meaningful conversations that support the further development of your academic and professional voice. All course assignments are expected to be completed on time. Much of the writing process occurs independently, but it also relies heavily on peer support.

COURSE TEXTS AND READINGS

- (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.
- Supplemental class readings will be assigned on weekly basis.

CLASS SCHEDULE (Tuesdays 6-9 pm | UCSD | Spring Quarter 2017 | April 4, 2017 – June 6, 2017)

Date	Topic/Activity	Reading/Course Assignment	Due Date
Session 1 4/04/17	Overview of Syllabus Introductions/Expectations	NONE	
Session 2 4/11/17	Conducting Literature Review: Overview	Creswell – Read Ch.4 Library Session (UCSD)	
Session 3 4/18/16	Conducting Literature Review: Specifying & Focusing Your Research Question	Creswell – Read Ch.5 Read assigned journal article (I) In-class group reading/exercise	
Session 4 4/25/17	Conducting Literature Review & Research Designs: Experimental	(II) Creswell – Read Ch.11 Read assigned journal article In-class group reading/exercise	
Session 5 5/02/17	Conducting Literature Review & Research Designs: Correlational	(III) Creswell – Read Ch.12 Read assigned journal article In-class group reading/exercise	
Session 6 5/09/17	Conducting Literature Review & Research Designs: Surveys	(IV) Creswell – Read Ch.13 Read assigned journal article In-class group reading/exercise	
Session 7 5/16/17	Research Designs: Grounded Theory & Ethnographic	Creswell – Skim Chs.14 & 15 Read articles from your own literature review In-class group reading/exercise	
Session 8 5/23/17	Research Designs: Narrative & Mixed Methods	Creswell – Skim Chs.16 & 17 Read articles from your own literature review In-class group reading/exercise	
Session 9 5/30/17	Student Oral Presentations	Each student will present Literature Review on her/his research topic	
Session 10 6/06/17	Student Oral Presentations (cont.)	Each student will present Literature Review on her/his research topic (cont.)	Literature Review Paper (20-25 pages) Due 6/13/17

CSUSM MISSION & POLICIES

CSUSM School of Education 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 CSUSM School of Education 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

CSUSM School of Education attendance policy

Students **must** participate in 80% of the course sessions to receive credit 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

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.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

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.

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

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.