

Course Numbers	EDLD750A (CSUSM) / EDS 287A (UCSD)
Course Title	Educational Research and Evaluation Design
Course Day(s)	Tuesday
Time	6 PM - 9 PM
Course Location	UH 444
Semester / Year	Spring 2018
Instructor	Jennifer Jeffries
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Office	UH444
Office Hours	Tuesdays 5-6PM

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.

COURSE DESCRIPTION

Students in this course will: (1) study the nature of qualitative research design and methodology - ethnographic, narrative and action; (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.

Student Learning Outcomes

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. (PSLO 1,2,3)

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

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

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 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

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

CSUSM Credit Hour Policy Statement

Per the University Credit Hour Policy: 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.

Grading Standards

As noted in the feedback rubric below, students will receive a *does not meet standards*, *approaching standards* or *meets standards* on assignments based on the provided prompt and scoring rubrics.

Final Exam Statement: The literature synthesis paper serves as the final exam for this course.

General Evaluation/Feedback Rubric

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. (2012), 4th Edition. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson/Merrill Prentice Hall. NJ

Research articles as provided.

Course Standards

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 5, 5 PM. (25%) Rubric provided.

4. Submit research synthesis paper. Due March 11, 5 PM; revise and resubmits due March 18. (25%) Rubric provided.

Learning Activities and Assignments

Changes in the syllabus may be made as the course progresses.
 Always bring Creswell, APA manual, and laptop charged up.
 There will be periodic *Knowledge Surveys* throughout the quarter.

Date	Topic	Assignment Consult Cougar Course for details of assignment.
<i>Session 1</i> Jan 9	Overview of course expectations Special Focus on AB Prompt and Rubric and Synthesis Paper Prompt and Rubric	
<i>Session 2</i> Jan 16	Nature and purpose of the literature review. Search Engines Dr. Toni Olivas, education librarian, will join us.	Read Creswell (2012) <i>Chapter 3. Reviewing the Literature</i> . Read "Scholars Before Researchers" and the critique. https://cc2015.csusm.edu/pluginfile.php/209373/mod_resource/content/2/Scholars%20Before%20Researchers.pdf https://cc2015.csusm.edu/pluginfile.php/209375/mod_resource/content/1/CritiqueofScholarsBeforeResearchers.pdf

<p><i>Session 3</i> Jan 23</p>	<p>The Nature of Research APA Discussion</p>	<p>Read Creswell Chapter 1</p> <p>In McRel A Policy Maker's Primer (PPM) read <i>How Do I Know What the Research Says?</i> and <i>How Do I Know the Research Is Trustworthy?</i> sections.</p> <p>https://files.eric.ed.gov/fulltext/ED518626.pdf</p> <p>Write a three page synthesis paper discussing commonalities in Creswell and the Primer.</p> <p>The prompt is in Cougar Course, Session 3, Assignment 1.</p> <p>Submit via Cougar Course by January 21, 5 PM.</p>
<p><i>Session 4</i> Jan 30</p>	<p>Ethnographic Designs</p>	<p>Assignment 1: Read Creswell Chapter 14, <i>Ethnographic Designs</i>. 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.</p> <p>Assignment 2: Read the example of an ethnographic study (pp. 485-500) and be prepared to discuss the manner in which data were gathered.</p>
<p><i>Session 5</i> Feb 6</p>	<p>Annotated Bibliography 1:1 Topic and AB Consultations Academic Honesty Policy and Plagiarism Prevention Tutorial</p>	<p>Post your AB by Feb 5 by 5 PM.</p> <p>Complete Academic Honesty Tutorial</p> <p>http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html</p> <p>http://library.csusm.edu/plagiarism/index.html</p>
<p><i>Session 6</i> Feb 13</p>	<p>Narrative Research Design</p>	<p>Assignment 1: Read Chapter 15, <i>Narrative Research Design</i>. Be prepared to speak and write about the first three bullets on page 501.</p> <p>Assignment 2: Read the example of an ethnographic study (pp. 521-533) and be prepared to discuss the manner in which data were gathered.</p> <p>Continue writing your literature synthesis.</p>

<p><i>Session 7</i> <i>Feb 20</i></p>	<p>Action Research</p>	<p>Assignment 1: Read Chapter 17, <i>Action Research</i>. Be prepared to speak and write about the first three bullets on page 576.</p> <p>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.</p> <p>Continue writing your literature synthesis.</p>
<p><i>Session 8</i> <i>Feb 27</i></p>	<p>Writing Lab</p>	<p>Continue writing your literature synthesis.</p>
<p><i>Session 9</i> <i>Mar 6</i></p>	<p>Review of the Big Take Aways</p>	<p>Post your synthesis paper by March 11th, 5 PM.</p>
<p><i>Session 10</i> <i>March 13</i></p>	<p>Advice from alumni over dinner.</p>	<p>Bring a good appetite and a curious mind.</p>

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

CSUSM, 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 outcome

