California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course Number	**EDAD 622A**
Course Title	**Research Methods in Education A**
CRN Number	33417
Days	**Online**
Time	**Asynchronous**
Course Location	**Online**
Semester / Year	Spring 1/ 2021
Instructor	Theresa Meyerott, Ed.D.
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Office	**Virtual Office Hours**
Hours	**By appointment**

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

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

COURSE DESCRIPTION

This core course is 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 MAED program.

Course Objectives (Course Learning Outcomes/CLOS)

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 clearly defined research questions, as well as a comprehensive review of literature, which could lead to the development of Chapter 2 of the MA thesis.

Students will:
- Search for and identify scholarly research
- Examine related literature
- Identify a research topic and related question
- Refer to appropriate sources to find answers to research and evaluation problems
- Produce a comprehensive review of the literature
- Utilize correct APA style writing and citations

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Text

Mertler, C. A. (2019). Introduction to educational research. Sage Publications.

For your convenience in ensuring the proper textbook for this course utilize the following:
ISBN number: 9781506366128

Optional Text

American Psychological Association. (2020). Publication manual of the American Psychological Association, (7th Ed). Washington, DC: APA.

PLEASE NOTE TEXTS WILL BE USED IN <u>ALL THREE</u> OF YOUR RESEARCH METHODS COURSES (622 A, B, AND C). YOU MAY ALSO USE THEM DURING THE WRITING OF YOUR THESIS (EDAD 698) FOR REFERENCE.

COURSE & PROGRAM STUDENT LEARNING OUTCOMES
MA in Educational Administration Program Student Learning Outcomes (PSLO)

Students graduating with a Master of Arts in Educational Administration will master the following outcomes:
1. Meet the required standards for dispositions for the profession (measured through EDAD 610, EDAD 618A, EDAD 620 surveys)
2. Demonstrate proficiency in the California Administrator Performance Expectations (measured through the EDAD 620 digital portfolio)
3. Develop and apply research skills to address practice within the candidate's teaching setting (measured through EDAD 618A, EDAD 618B case study and action plan to improve school achievement).
4. Analyze and integrate research (EDUC 622, EDUC 698 thesis)

SCHEDULE/COURSE OUTLINE

This is an overview of the **major assignments** of the course. Specific activities can be found in the Cougar Course for the class.

Date	Topic	Assignment (if any)
Week 1 1/25-1/31	1. What is educational research? 2. What are the steps in the educational research process?	**READ/VIEW:** Introduction to Educational Research (IER): Chapter 1 and 2 Article posted in course shell **DO:** ☐ Participate in Week 1 Discussion Forum ☐ Complete Brainstorming Topic Document (OPTIONAL) ☐ Post your draft/brainstormed Thesis Topic by the end of week 1 in Google Doc provided in CC. ONLY THE TOPIC Column.
Week 2 2/1-2/7	1. What is the educational research process? 2. Defining a problem and creating a plan	**READ/VIEW:** IER: Chapter 3 Watch Video Read Synthesis Matrix Read Problem Statements **DO:** ☐ **Begin to create a synthesis matrix.** ☐ **Create and complete a Problem Statement Chart** ☐ **Research Proposal Outline Sketch (one page) DUE 2/7**
Week 3 2/8-2/14	Identifying Resources 1. How to conduct literature search 2. Learn the purpose of a literature review	**READ/VIEW:** IER: Chapter 5 Watch Video Read resources for the Annotated Bibliography. **DO:** ☐ Participate in Week 3 Discussion Forum ☐ Locate 5 to 10 Empirical Studies: **Reference Page DUE 2/14** ☐ Begin reading articles and create an Annotated Bibliography (You can be using your AB and sources from your other course)
Week 4 2/15-2/21	1. Utilizing Resources 2. Review of Articles	**READ/VIEW:** Read Individual Journal Articles Review all resources in this week's container. **DO:** ☐ Week 4 Discussion Forum ☐ Keep reading and adding to your Annotated Bibliography
Week 5 2/22-2/28	1. Characteristics of Various Research Methods 2. Qualitative Research	**READ/VIEW:** Read Individual Journal Articles Videos Read about research methodology. Review AB resources **DO** ☐ Review sample Thesis papers ☐ **Annotated Bibliography DUE 2/28**
Week 6 03/1-3/7	1. Characteristics of Various Research Methods 2. Quantitative Research	**READ:** Individual Journal Articles Videos Review all resources for Literature Review **DO** ☐ Identify any additional final articles for the Review of Literature ☐ Complete Introduction to Lit Review Begin Body of Lit Review

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Week 7 3/8-3/14	CONSTRUCTION OF THE REVIEW OF LITERATURE PART 1	**READ/VIEW:** Journal Articles for Lit. Review **DO** ☐ **Post Draft of Literature Review (Intro and Body)**
Week 8 3/15-3/19	CONSTRUCTION OF THE REVIEW OF LITERATURE PART 2	**READ/VIEW:** Journal Articles for Lit. Review **DO** ☐ **Review of Literature DUE 3/19 MUST CONTAIN Complete APA Reference Page at the end.**

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

(Based on 100%)

All assignments are due on the dates indicated and should be submitted via Cougar Courses. Assignments must be word-processed, double-spaced, and with standard margins. It is expected that all assignments will reflect graduate-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. You are required to meet with me at least 2 times during the course. **The following factors will be considered in determining a final grade:**

Assignment	Grade Value
1. **Participation and Engagement** Students are expected to engage in online discussion assignments on knowledge of texts and assigned readings. This includes interaction in discussions, participation in assignment postings and asking and responding to questions.	30%
2. **Annotated Bibliography** The annotated bibliography will contain 10 peer reviewed resources related to the topic of your literature review. The annotation for these studies will be a 100-150 word descriptive and evaluative paragraph informing the reader of the validity and purpose of the cited literature. You want to make sure you add enough information to use later for your writing of your Literature Review. Personal notes, such as quotes (with page numbers) that you predict you might use in future writing are also appropriate. (You may exceed the 100-150 words if needed.)	15%
3. **Reference Page** Students will create an APA style reference page with the studies and resources gathered for their research question. This reference page must comply with APA formatting standards based on the 7th edition of the APA manual optional text.	15%
4. **Development of Research Question(s)/Outline Sketch of Research** Students will explain the purpose for, and significance of, their proposed research and will clearly articulate their research question(s). Further, using the template, they will provide an outline sketch of their future research.	10%
5. **Review of Literature** Students will write a 7-10-page review of literature exploring what is currently known (or not known) about a selected topic. The paper will review articles and books relevant to their previously submitted research question(s). This review of literature may lead to the development of chapter 2 of their MA thesis.	30%

Final Exam Statement

There is no final exam for online course modalities. Instead, there will be a presentation of two learning products the last week of instruction.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend to the work of all online courses and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Student Collaboration Policy

The following will serve as the foundational principles by which we relate to each other as we learn together. As a community, we may add specifics to these principles as needed.

- We speak from our own experience
- We are open to hearing others
- We share airtime equitably
- 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.
- We will participate in discussions, presentations, and reflections that will prepare you to lead schools and communities as places where human differences are respected and where cultural proficiency is part of the teaching and learning process.

GENERAL CONSIDERATIONS

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 4200, 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 or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

It is expected that for every one hour of contact time, you will complete approximately two to three hours of work outside of class. Please plan accordingly.

All University Writing Requirement

In keeping with All-University Writing Requirement, this course will have a writing component of at least 800 words. This requirement will be met through the course assessments measures.

Course Format

This course syllabus includes learning expectations for online formats.

Necessary Technical Competency Required of Students

For online courses you are expected to have minimum technology competencies, including word processing, email familiarity, and Internet access skills.

Contact Information for Technical Support Assistance

Online course format includes specific technical support services, including CSUSM Help Desk, library support services, and others.

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.