

**UCSD-CSUSM Joint Doctoral Program  
EDS287A/EDLD750A & EDS287B/EDLD750B  
Educational Research & Evaluation Design  
Spring 2021**

**Instructor for EDS287A/EDLD750A**

**(UCSD Winter Quarter/CSUSM Spring Semester Session 1):**

Dr. Sinem Siyahhan (CSUSM)

[ssiyahhan@csusm.edu](mailto:ssiyahhan@csusm.edu)

*Office Hours:*

By appointment

**Instructor for EDS287A/EDLD750A**

**(UCSD Spring Quarter/CSUSM Spring Semester Session 2):**

Dr. Theresa Meyerott (CSUSM)

[tmeyerott@csusm.edu](mailto:tmeyerott@csusm.edu)

*Office Hours:*

By appointment

**Class Meeting Location:**

Online via Zoom. Use the following link for all class meetings:

<https://csusm.zoom.us/j/89255233245>

**Course Description**

The goal of this course is to engage students in (1) studying the nature of qualitative and quantitative research design and methodology; (2) learning and using the technical vocabulary of research and evaluation (oral and written); (3) practicing scholarly writing (summarizing and synthesizing current research thought); (4) reading and responding to research studies; (5) creating an annotated bibliography as a first step toward writing your review of the literature; and (6) preparing a literature review addressing a topic of each student's choice.

**Required Text:**

Mertler, C. A. (2019). *Introduction to Educational Research*. Thousand Oaks, CA: Sage Publications (Second Edition). See example:

<https://us.sagepub.com/en-us/nam/introduction-to-educational-research/book255097>

Machi, L. A. & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success*. Thousand Oaks, CA: Corwin Press (Third Edition). See example:

<https://us.corwin.com/en-us/nam/the-literature-review/book250580>

**Optional Text:**

### **Required Technology:**

We will use Google Classroom for course communication, online discussions, and assignment submissions. You should be able to have access to a gmail via your UCSD and CSUSM university e-mail addresses. Once you login to your CSUSM e-mail, you can access Google Classroom app-- it is one of the google apps (e.g. google drive, photos, sites, etc.). Use the following link to be added as a student to the class:

<https://classroom.google.com/c/MjlwODYxNzQ4MDU0?cjc=wifsw5w>

### **Student Learning Outcomes**

1. Develop knowledge, confidence, and skill in critically consuming, synthesizing, conducting, and communicating educational research in writing
2. Understand the ethical considerations around educational research
3. Examine qualitative, quantitative, mixed-methods, and action research approaches to educational research
4. Identify appropriate data collection and analysis methods to answer different research questions

### **Program Student Learning Outcomes**

1. Engage in self-reflection on one's beliefs, assumptions, and practices
2. Use evidence-based decision-making
3. Generate and use evidence-based research
4. Demonstrate and apply leadership skills

### **UCSD-CSUSM JDP Vision**

We develop passionate and empathetic educational leaders who use research to shape an equitable future for a diverse society.

### **UCSD-CSUSM JDP Mission**

We prepare educational leaders who are dedicated to innovation, equity, social justice, inclusiveness, compassion, and diversity of thought, culture, and backgrounds.

### **UCSD-CSUSM JDP Core Values**

JDP Community of Leaders:

- Creates inclusive, compassionate, and safe environments
- Learns from and with others
- Demonstrates empathy with a desire to cross boundaries (Boundary Crossers)
- Dreams, wonders, imagines new educational environments
- Designs creative solutions with and for people
- Questions convention, status quo, assumptions
- Works relentlessly to close equity gaps
- Embraces doubt

- Nurtures strengths and vulnerabilities

### **Our Learning Community**

The following tenets 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:

- 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.

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.
- Various 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.

### **General Rubric for Evaluating Doctoral Students’ Work**

The below 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.

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none"> <li>• Includes some of the required elements as delineated in the syllabus.</li> <li>• Some components of the assignment are included.</li> <li>• Provides a few concrete details of the information required for the assignment.</li> <li>• Includes personal viewpoints.</li> <li>• Organization hard to follow.</li> <li>• Many mechanical errors, including APA format.</li> <li>• Hard to read.</li> <li>• Little sentence/vocabulary variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus.</li> <li>• All components of the assignment are included.</li> <li>• Provides concrete details of the information required for the assignment</li> <li>• Includes personal viewpoints.</li> <li>• Good organization</li> <li>• Has few, if any, mechanical errors including APA format.</li> <li>• Holds interest- is interesting to read.</li> <li>• Some sentence/vocabulary variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes required elements as delineated in the syllabus.</li> <li>• All components of the assignment are included.</li> <li>• Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings, and activities.</li> <li>• Insightful commentary using personal viewpoints supported by current learning.</li> <li>• Presents clear and logical organization of thoughts.</li> <li>• Has few, if any, mechanical errors including APA format.</li> <li>• Holds interest- is engaging and thought-provoking to the audience.</li> <li>• Uses a sophisticated scholar researcher vocabulary and sentence structure.</li> </ul>

### Writing Support Services

**The Writing Center at UC San Diego** offers one-one consulting after hours. They can work with any writer on any project, regardless of where you are in the writing process. Whether it's brainstorming ideas or fine-tuning a draft, their consultants can work with you. Many of the consultants work after 5 pm, and they also have 2 consultants on staff on Sunday afternoons. You may sign up for an appointment at <https://ucsd.mywconline.com>. Also, visit: <https://commons.ucsd.edu/academic-support/writing/for-grad-students.html>

**The Writing Center at CSUSM** offers online and individual one-on-one consultation, workshops, and proofreading and editing services. The Writing Center offers a welcoming

learning environment where certified student consultants offer free and constructive guidance to all writers at any stage of the writing process -- idea generation, argument development, sentence-level revision, and more. The WC works through attention to the prompt and guiding questions, as students work to develop compelling texts. The WC is committed to providing non-judgmental feedback through a growth mindset philosophy. Additional services include assistance with Academic English, study space, writing workshops, and small group sessions. Walk-ins are welcome, or you can reserve an appointment by visiting [www.csusm.edu/writingcenter](http://www.csusm.edu/writingcenter) or calling (760)-750-4168. You will find the center in Kellogg Library (Room 1103). They are open M-Th, 9am-6pm and F, 9am-2pm.

### **Course Requirements**

**Attendance & Participation (20%):** *Attendance will be taken at the beginning of each virtual class meeting.* Your attendance and active participation are essential to achieving the student learning outcomes for this course. Students are expected to come prepared to discuss the readings and to engage in dialogue, productive conversations, and collaborative activities that support the development of one's understanding of research and academic identity. **If you miss more than two of the class meetings**, you will lose a grade point from your final grade. For example, if your final grade is A and if you missed more than two class meetings, then you will receive an A- and so on.

### **Course Assignments (80%):**

**Below are the main assignments for this course. Students are expected to participate in other class activities as assigned during the semester.**

***Problem Statement Brief:*** For this assignment, you will identify a problem and provide a rationale and a convincing argument for why the problem you identified is important (1-2 pages). You are expected to revise the problem statement brief at least once (could be more) based on the instructor's feedback.

***Journal Article Reflection:*** Find an article about the problem you identified in your problem statement brief and critically examine its methodology, findings, and implications (1-2 pages). Questions to consider (but not limited to): Is it valid research? Why? Why not? Are the measures reliable? What conclusions are the researchers drawing from the findings? Are these conclusions supported by data gathered? What analytic lens the researchers are using to interpret data? etc.

***Annotated Bibliography:*** At the end of the first quarter, you will compile an annotated bibliography about the problem you identified in your problem statement brief. The annotated bibliography must include at least 25 references including journal articles, book chapters, books, research reports. You will use American Psychological Association (APA) style for the alphabetical order of your references. Each reference will include a 200 word description of the content of the source. The annotation should provide a brief summary of the citation and point out the strengths and evaluate its methods (The length of this assignment will vary.)

**Research Proposal:** For this assignment, you will plan and describe the solution vis-a-vis your research proposal to address the problem you identified in your problem statement brief (1-2 pages). The research proposal must include the methods including participants, procedures, measures, data collection and analysis sections.

**Literature Review:** You will expand on your annotated bibliography and synthesize the findings of different studies conducted by others to address the problem you identified in your problem statement brief. The goal of the literature review is to summarize what has already been done to address the problem you identified and identify the gaps to which your research proposal will be a response (15 pages). It is expected that you will start working on this assignment in the beginning of the Spring quarter, and make progress throughout the quarter (The length of this assignment will vary.). *Please note that you will be required to schedule a one-on-one writing consultation with the UCSD Writing Center staff as part of this assignment.*

**Culminating Research Paper:** For this assignment, you will bring together, combine, and synthesize the problem statement brief, literature review, research proposal, and the annotated bibliography into one research paper. The expectation is that you will revise and improve different components of the research paper that you worked on throughout the semester to ensure that they work together, flow well and logically, and demonstrate your growth as an academic writer and educational researcher.

#### Course Schedule:

The below schedule is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

Session	Date	Topic	Required Reading
<b>EDS287A/EDLD750A (Winter Quarter)</b>			
1	January 19, 2019 TUESDAY 6-9PM	Course Overview Introduction to Educational Research	Mertler, Chapters 1 & 2
2	January 26, 2019 TUESDAY 6-9PM	Ethical Considerations in Educational Research	Mertler, Chapter 4
3	February 2, 2019 TUESDAY 6-9PM	Identifying a Research Problem <b>Review:</b> the Problem Statement Brief Assignment	Mertler, Chapter 3
4	February 9, 2019 TUESDAY 6-9PM	Searching the Literature <b>Visitor:</b> CSUSM Education	Mertler, Chapter 5 <b>Due:</b> Problem Statement

		Librarian <b>Review:</b> Journal Article Reflection Assignment	Brief (Feb. 12)
5	February 16, 2019 TUESDAY 6-9PM	Overview of Qualitative Research Methods	Mertler, Chapter 6 <b>Due:</b> Journal Article Reflection (due Feb.23)
6	February 23, 2019 TUESDAY 6-9PM	Action Research <b>Review:</b> Annotated Bibliography Assignment	Mertler, Chapter 9 Machi & McEvoy, Chapter 3
7	March 2, 2019 TUESDAY 6-9PM	Overview of Quantitative Research Methods	Mertler, Chapter 7
8	March 9, 2019 TUESDAY 6-9PM	Overview of Mixed-Methods	Mertler, Chapter 8 <b>Due:</b> Annotated Bibliography (due March 20)
<b>EDS287B/EDLD750B (Spring Quarter)</b>			
1	April 6, 2019 TUESDAY 6-9PM	<b>Review:</b> Research Proposal Assignment Overview of Qualitative Data Collection and Analysis	Mertler, Chapter 10 & 11
2	April 13, 2019 TUESDAY 6-9PM	Overview of Quantitative Data Collection and Analysis	Mertler, Chapter 12 <b>Due:</b> Research Proposal (due April 20)
3	April 20, 2019 TUESDAY 6-9PM	<b>Review:</b> Literature Review Assignment Survey & Critique the Literature	Machi & McEvoy, Chapters 4 & 5
4	April 27, 2019 TUESDAY 6-9PM	How to write the Literature	Machi & McEvoy, Chapter 6
5	May 4, 2019 TUESDAY 6-9PM	<b>No class meeting</b> Students Schedule a Meeting w/UCSD Writing Support	
6	May 11, 2019 TUESDAY 6-9PM	<b>No class meeting</b> Students Schedule a Meeting w/UCSD Writing Support	<b>Due:</b> Literature Review (due May 18)
7	May 18, 2019	<b>Review:</b> Culminating Research	

	TUESDAY 6-9PM	Paper & Writer's Workshop	
8	May 25, 2019 TUESDAY 6-9PM	Online Meeting: Checking In	<b>Due:</b> Culminating Research Paper (due June 11)