

Appalachian State University
Department of Educational Leadership – Summer 2016
EDL 7110 – Survey of Research Methodologies in Education

Instructor: Dr. Tracy Goodson-Espy

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Class Meeting Times: Tuesdays 3:00-5:30 PM (On-campus)

Classroom: RCOE 414-D

3 Semester Hours Credit

Office Hours: Tuesdays-2:00-3:00 PM; 5:30-6:00 PM; and other times by appointment

Course Description:

The course provides students with the requisite skills for reading and understanding contemporary research in education, and examining researchers' motivations for selecting particular research and assessment methodologies. The course will acquaint students with the wide variety of sources of research journals; to a variety of available databases; to a variety of available measurement and assessment instruments; and to a wide range of methodological applications in education. The research examples will be from the wide area of educational leadership.

Goals of the Doctoral Program:

The Doctor of Education degree (Ed.D.) in Educational Leadership is designed for potential and practicing educational leaders who wish to develop and refine their leadership capabilities in educational organizations. The goals of the program include:

- Introducing students to the methodologies of critical analysis of educational theory and practices;
- Engaging students in disciplined inquiry in the field of education;
- Preparing students for making a contribution to educational theory and practice; and,
- Preparing students to become leaders in the diverse world in which educational institutions exist.

Course Goals:

This course will prepare you to:

1. Differentiate between research methodologies and research methods;
2. Identify methods of data collection and data analysis within both philosophical traditions.
3. Identify characteristics of major methodological paradigms and traditions;
4. Understand the implications of methodological choices for knowledge production; and
5. Reflect on your own methodological orientation(s) with regard to an issue of research interest.

Required Text & Materials:

1. Patten, M. L. (2013). *Understanding research methods: An overview of the essentials* (9th ed). Los Angeles: Pyrczak. ISBN: 978-1936523177.
2. Creswell, J. W. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd Edition). ISBN: 978-1412995306.

(For 1 & 2, course materials will be aligned to the newest version of the text. Older versions may be used with caution.)

3. Skloot, R. (2011). *The Immortal Life of Henrietta Lacks*. NY: Broadway Books.
4. Other readings will be assigned and will be available via AsU Learn.
5. Technology: A solid and reliable Internet connection is required for the successful completion of major assignments. Access to a computer with the capability to open and create documents (Microsoft Word, Excel, Adobe) is also required. Track changes will be used for major assignments and therefore it's important that you know and be able to use Microsoft Word. I will also show you how to access SPSS as you will use this tool in your quantitative methods classes in the program.

Class Web Supplements:

Class materials will be available via AsU Learn: <http://asulearn.appstate.edu/>. Use of the ASU Learn site is required both for access to materials and for assignment submission.

Course Requirements (*Adjustments may be announced in class or on AsU Learn to accommodate the needs of students.*)

1. Weekly Tasks:

- Reading and reading responses
- Brief class presentations and/or leading a class discussion
- IRB training modules
- Introductory statistics problems
- Simulated data collection and analysis procedures

2. Research Article Critiques

- Quantitative research article critiques
- Qualitative research article critiques

3. Critique of a Literature Review

- You will write a critique of a dissertation literature review

4. Draft of a Literature Review for Your Project

- You will begin to collect and organize articles and begin a draft of a literature review for a project of interest to you

5. "Sketch" of a Doctoral Prospectus

- "Sketch" of a doctoral prospectus concerning how to design a study, collect, and analyze data for a given research situation

Course Evaluation:

Evaluation of your performance in the course will be made as follows:

Weekly Tasks	20%
Quantitative Research Article Critiques	15%
Qualitative Research Article Critiques	15%
Critique of a Literature Review	15%
"Draft" of a Literature Review for Your Project	20%
"Sketch" of a Doctoral Prospectus	15%
TOTAL	100%

Grading Scale	What the grades mean...
A = 94 -100	A Exceptional work which goes beyond the expectations of the course
A- = 90 – 93	A- Superior work, very high quality
B+ = 88 - 89	B+ Work of high quality, much better than average
B = 83 - 87	B Very good work, meets all expectations
B- = 80 – 82	B- Good work
C+ = 78 – 79	C+ Satisfactory work that indicates a basic understanding of the course material
C = 76 – 77	C Satisfactory work, passable
C- = 74 - 75	C- Passing work, but below reasonable expectations
D = 69-73	D Barely passing, less than satisfactory
F = Below 69	F Failure

Course Policies:

Attendance Policy: Students are discouraged from being absent as a great deal of material is covered in a once-a-week class. Attendance will be taken every class meeting through a student sign-in. Prompt and regular attendance is expected. Learning is a social process. Thus, students are expected to attend every class and be an active participant in the classroom practices. In the event of an absence, students are to contact the instructor in advance and turn in any work that is due on AsU Learn. Absent students are responsible for any work announced in class and for all announced changes, additions, and deletions to the syllabus. Absence from class is not a valid excuse for failing to meet deadlines or fulfill course requirements. Late assignments may receive a grade penalty if prior arrangements have not been made with the instructor.

All that said, students can miss one class session without penalty—life happens. This day should be reserved for illness or family emergencies and should not be viewed as a ‘free day’. Each subsequent unexcused absence may result in a final grade lowered by a letter grade (e.g., A becomes B, B becomes a C, etc.). Extenuating circumstances will be handled individually. Two tardies/early departures constitute one absence. It is the student’s responsibility to ask the professor to change an absence into a tardy immediately after the class in which the tardy occurred. (No changes will be made on a later day.)

Absences due to religious observance will be respected. The ASU religious observance policy can be accessed at <http://academicaffairs.appstate.edu/resources/syllabi>. Students wishing to be absent from class due to religious observance must notify the instructor in writing in advance as specified by university policy.

Electronic Device Policy: Full participation in all course activities is required. Please silence all phones and pagers and put them away during class. It is also not acceptable to be texting during class. These devices may only be used during class breaks. Failure to cooperate with regard to electronic devices may result in removal from the course.

Academic Integrity Code: As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site:

<http://academicintegrity.appstate.edu/>.

Americans with Disabilities Act: Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University's courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or www.ods.appstate.edu). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations. Any student whose disabilities fall within ADA should inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of the course.

Title IX: Title IX of the Education Amendments of 1972, as amended, prohibits discrimination on the basis of sex in any federally funded education program or activity. Sexual harassment is a form of sex discrimination prohibited under Title IX. Sexual harassment may be verbal, non-verbal or physical in nature, such as persistent unwanted sexual advances or requests for sexual favors. Sexual harassment also includes acts of sexual violence. Appalachian State University is committed to providing equal opportunity in education and employment to all applicants, students, and employees. The university does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, on the basis of race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation. The university actively promotes diversity among students and employees.

Any student who believes they are experiencing discrimination should report this to the instructor of the course (goodsonespyt@appstate.edu, 828-262-7620) and Dr. Bindu Jayne, Associate Vice Chancellor for Equity, Diversity and Compliance, Chief Diversity Officer (jaynebk@appstate.edu, 828-262-2144).

EDL 7110 Survey of Research Methodologies in Education
(Tentative Schedule for Summer 2016)

(Weekly Tasks and Readings other than the Class Textbooks are posted on AsU Learn)

DATE	TOPICS	READINGS AND ASSIGNMENTS	READINGS AND ASSIGNMENTS DUE
Session 1: May 24	Cohort Introductions Review Syllabus <i>Introduction to Educational Research Methods:</i> <ol style="list-style-type: none"> 1. Overview of Quantitative, Qualitative & Mixed Methods 2. Introduction to Variables 3. "Research Designs" versus "Statistical Tests" 	Readings: Creswell, Chapters 1 & 2 Creswell, <i>Research Design</i> , Chapter 1 Maxwell & Delaney, Chapter 1 Assignment: Weekly Task 1: Presentation & Discussion of <i>Philosophical Foundations of Research</i>	
Session 2: May 31	<i>Philosophical Foundations of Research</i> <ol style="list-style-type: none"> 1. Philosophic Assumptions 2. Interpretive Frameworks 	Readings: Patten, Part B, Part C (APA Style Only) Creswell, <i>Research Design</i> , Chapter 2 Assignment: <ol style="list-style-type: none"> 1. Weekly Task 2: Literature Review Critique- Find a literature review from a dissertation of interest to you and answer the critique questions. Bring your critique with you to class next week and be ready to discuss it. 2. "Sketch" of a Doctoral Prospectus 	Readings: Creswell, Chapters 1 & 2 Creswell, <i>Research Design</i> , Chapter 1 Maxwell & Delaney, Chapter 1 Assignments: Weekly Task 1: Presentation & Discussion of <i>Philosophical Foundations of Research</i>
Session 3: June 7	<i>Finding and Understanding the Literature:</i>	Readings: Creswell, <i>Research Design</i> , Chapters 3 & 5 Assignment:	Readings: Patten, Part B, Part C (APA Style Only) Creswell, <i>Research Design</i> , Chapter 2

	<ol style="list-style-type: none"> How to Critique a Literature Review or a Research Study How to Review the Literature for your own Study How to Develop Research Questions (1) 	Weekly Task 3: Begin draft of a Literature Review for Your Project	Assignments: Weekly Task 2: Literature Review Critique
Session 4: June 14	<i>Finding and Understanding the Literature:</i> <ol style="list-style-type: none"> Introduction to Library Research Methods 	Readings: <i>The Immortal Life of Henrietta Lacks</i> Assignment: Continue work on Literature Review for Your Project	Readings: Creswell, <i>Research Design</i> , Chapters 3 & 5 Assignments: Weekly Task 3: Begin draft of a Literature Review for Your Project
Session 5: June 21	<i>Research Ethics</i>	Readings: Patten, Part A Johnson & Christensen, Chapters 11 & 13 Assignment: Weekly Task 4: IRB CITI Training	Readings: <i>The Immortal Life of Henrietta Lacks</i> Assignments: Continue work on Literature Review for Your Project
Session 6: June 28	Types of Quantitative Studies (Research Design)	Readings: Creswell, Chapters 3, 4, & 6 Creswell, <i>Research Design</i> , Chapters 6 & 7 Assignment: Critiques of Quantitative Studies	Readings: Patten, Part A Johnson & Christensen, Chapters 11 & 13 Assignments: Weekly Task 4: IRB CITI Training Literature Review (Draft 1)
Session 7: July 5	Types of Qualitative Studies (Research Design)	Readings: Creswell Chapters 7 & 10 Johnson & Christensen, Chapters 9 & 10 Patten, Parts D & E Assignment:	Readings: Creswell, Chapters 3, 4, & 6 Assignments: Presentations & Critiques of Quantitative Studies

		Critiques of Qualitative Studies	
Session 8: July 12	Data Collection (Quantitative and Qualitative)	Readings: Creswell Chapter 8 Johnson & Christensen, Chapters 17 & 18 Assignment: Weekly Task 5: Quantitative & Qualitative Data Collection Assignment	Readings: Creswell Chapters 7 & 10 Johnson & Christensen, Chapters 9 & 10 Patten, Parts D & E Assignments: Critiques of Qualitative Studies
Session 9: July 19	Data Analysis (Quantitative and Qualitative)	Readings: Creswell Chapter 8 Johnson & Christensen, Chapters 17 & 18 Assignment: Weekly Task6: Quantitative & Qualitative Data Analysis Assignment	Readings: Creswell Chapter 8 Johnson & Christensen, Chapters 17 & 18 Assignments: Weekly Task 5: Quantitative & Qualitative Data Collection Assignment
Session 10: July 26	Data Analysis (Quantitative and Qualitative)	Readings: Creswell, Readings from <i>Research Design</i> concerning Mixed Methods Assignment: Continue work on <ol style="list-style-type: none"> 1. Literature Review 2. Sketch of a Doctoral Prospectus 	Readings: Creswell Chapter 8 Johnson & Christensen, Chapters 17 & 18 Assignments: Weekly Task 6: Quantitative & Qualitative Data Analysis Assignment
Session 11: August 2	<i>Mixed Research Methods & Analysis</i> (What Mixed Methods are and what they are <u>not</u>)		Readings: Creswell, Readings from <i>Research Design</i> Assignments: “Sketch” of a Doctoral Prospectus

*Changes to the schedule/topics may be needed to accommodate the class needs and will be communicated via AsU Learn.