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ASE 579 Methods of Research Syllabus Summer I 2008

Cy-Fair Cohort 7

George Moore, Ph.D.

Sam Houston State University

**ASE 579 METHODS OF RESEARCH
Summer I 2008
Sam Houston State University
College of Education
Department of Educational Leadership & Counseling**

This is a required course for students in the Master's Degree in Educational Administration and Instructional Leadership.

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TIME:

Monday and Wednesday 4:30—8:50 Cy-Fair Cohort 7

PLACE:**CY Ridge High School****REQUIRED TEXTS:**

Gay, L.R., Mills, G. E., & Airasian, P. (2006). *Educational research: Competencies for analysis and applications* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Or

Gay, L.R., Mills, G. E., & Airasian, P. (2008). *Educational research: Competencies for analysis and applications* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

And

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.) Washington, DC: Author.

**** Additional articles and website activities may also be required.**

OTHER REQUIRED TOOLS:

1. Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word, PowerPoint, and Excel. In addition, students will need to establish a SHSU student email account (see <http://www.shsu.edu/~ucs/www/>) utilize the reference collections.
2. This course is delivered in a traditional face-to-face environment. However, Students may be expected to utilize Blackboard for posting assignments, receiving announcements, using wikis, and checking grades. For training guides and on-line use <http://www.shsu.edu/administrative/training/guides/blackboard.html>.
3. Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: <http://library.shsu.edu/>. **You will need these during this semester.**

COURSE DESCRIPTION:

(SHSU 2005-07 Graduate Catalog, p. 171)

Study is made of types and methods of educational research, the collecting, analyzing, and sharing of data with the public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research. Credit 3 hours.

This course provides an overview of major methodological concepts, tools, and principles used in contemporary educational research. Through reading, writing, and discussions the course emphasizes skill development in locating, evaluating, and interpreting educational research for the purpose of school improvement. The curricula for this course include (a) knowledge of the literature of the discipline and (b) ongoing student engagement in research related to professional practice.

Research typically involves several stages including (a) planning , (b) conducting a pilot study, (c) developing measurement tools, (d) collecting data, (e) analyzing data, and (f) sharing the findings in written summaries. This course is designed to develop the knowledge and skills students need to conduct research at an emerging level of proficiency and to evaluate current literature that informs research. These skills will be refined through planning and practice in doing research, guided by an experienced researcher.

COURSE OBJECTIVES:

Students will:

1. Demonstrate the ability to apply basic research concepts.
2. Locate academic literature and research using a variety of resources.
3. Interpret data and research relevant to educational leadership.
4. Distinguish between the purposes of both quantitative and qualitative methodology.
5. Describe various data collection methods (e.g. experimental, descriptive, correlational, naturalistic).
6. Become familiar with some of the most commonly used data analysis techniques.
7. Complete training on the importance of ethics in research and the proper procedures to protect participants.
8. Describe the relationship among theory, research, and practice.
9. Demonstrate application of above concepts by conducting a research project.

IDEA OBJECTIVES:

Essential:

- Gaining factual knowledge (terminology, classifications, methods, trends).
- Learning how to find and use resources for answering questions or solving problems.
- Developing skill in expressing oneself orally or in writing.

Important:

- Learning to *apply* course material (to improve thinking, problem solving, and decisions).
- Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view.

This course meets various professional standards for research and data-based decisions including those for TEC, SBEC, and ELCC.

Domain I- School Community Leadership: Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- Model and promote the highest standards of conduct, ethical principles, and integrity in decision-making actions, and behaviors.
- Apply knowledge of ethical issues affecting education.
- Serve as an advocate for children.
- Promote the continuous and appropriate development of all students.

Domain II- Instructional Leadership: Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessment to measure student performance.

The principal knows how to:

- Facilitate the effective campus curriculum planning based on knowledge of various factors (e.g. emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- Facilitate the use of sound research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

Domain II- Instructional Leadership: Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- Facilitate the implementation of sound research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- Facilitate the implementation of sound research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

Prerequisite Knowledge

1. Prerequisite Concepts for Research Methods

Students enrolled in ASE 579 should be familiar with the following concepts and terms prior to the first or second class: **scientific method, instruments, deductive logic, inductive reasoning, percentages, means, and frequency counts.**

2. Academic Writing Expectations

In addition, students at the graduate level will be expected to write well-organized manuscripts with correct grammar, spelling, usage, punctuation, and organization. Final submissions should be **error-free**. To achieve this standard, students will be expected to review, revise, and edit work multiple times.

Course Requirements & SHSU Policies see also: <http://www.shsu.edu/syllabus/>

Academic Honesty: Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213

1. Students are expected to use conventions noted in the *Publication Manual of the American Psychological Association*, 5th edition, for citing sources.
2. Papers and reports will be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing. **Plagiarized work will automatically receive a failing grade.**

Each faculty member will announce to his/her classes the policies for accepting late work. Academic Policy Statement 800401 *The policy for this class is as follows:*

1. Attendance is taken for all class meetings. Please **notify me in advance** if you will be absent or tardy. **Class will begin on time, and anything missed by a tardy student is his or her responsibility.**
2. **Assignments are due as stated. Late work at the graduate level will be considered unacceptable. The student may petition the instructor in writing for consideration of one extenuating circumstance.**
3. *More than one class absence may result in a reduced participation grade.*

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Dropping the Class or Withdrawing from the University: If you need to adjust your schedule by dropping this course, please follow university procedures to drop the class officially. If you fail to drop the class officially, a failing grade shall be assigned at the end of the course.

Academic Policy Statement 990407: If a student resigns (officially withdraws) between the 1st class day and the 12th class day (4th class day in the summer) no record of the resignation will appear on the student's academic record. If a student resigns after the 12th class day (4th class day in summer) but before mid-semester, a record of the resignation will appear on the student's academic record. If a student resigns after eight weeks in the fall or spring or after the first two weeks of a summer session the mark of WP (withdrew passing) or WF (withdrew failing) will be recorded on the student's academic record for each course for which the student was enrolled. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

Students with Disabilities Policy: Please see <http://www.shsu.edu/syllabus/>

Student Absences on Religious Holy Days: Please see <http://www.shsu.edu/syllabus/>

University Policies: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See: http://www.shsu.edu/~vaf_www/aps/stualpha.html

The Sam Houston Writing Center provides writing and editing assistance. 936-294-3680
<http://www.shsu.edu/~wctr/student/>.

End of Section I

Section II
ASSIGNMENTS/ASSESSMENTS/PROJECTS

EVALUATION/GRADES:

A Total of 200 points may be earned through the individual and group activities in this course. Grades will be determined at the professional discretion of the instructor..

GRADING SCALE:

A =	180-200
B =	160-179
C =	140-159
F =	Below 140

Students may be given the opportunity to resubmit any paper that falls below 80%.

ASSESSMENTS/ ACTIVITIES

1. **Basic Research Terms and Concepts [ethics certificate (5) and quizzes(5 @ 20)] (105)**
These assessments include completion of an on-line ethics course, weekly quizzes, and other assigned activities designed to enhance your understanding of basic principles and concepts.
2. **Analyzing Research Data and Reports (mini-project) (20)**
You will be given a previously prepared educational research report and asked to analyze its content, strengths, and shortcomings by applying your knowledge of research. You will practice a similar activity in class prior to carrying out this assignment. This project will be done in pairs and a summary of your findings will be presented to the group. *(Includes Abstracting Assignment)*
3. **Research Team Study (60)**
In teams of researchers, you will work on a topic related to educational leadership. Each person will take leadership role on a different section of the report, but each individual must contribute to the assignment and the final research proposal. *Each individual will be expected to contribute to each section of a report.*
4. **Mini-final exam (15)**
You will be given two research scenarios and asked to respond to some questions to demonstrate how you might apply the concepts learned in class. These questions will be similar in format to those on the state standardized test and the comprehensive exam for the Master's degree.

GUIDELINES FOR WRITTEN WORK

- ***Typed, double-spaced in a 12-point classic font*** (Arial or Times New Roman) with one-inch margins.
- Use APA format. **[1 point will be deducted for each mistake made no matter how small.]**
- Use a header to number every page. **[1 point for each page not numbered]**
- Use a cover page. **NO** folders or plastic report covers.
- Staple pages in the left corner.

Topic Outline for Each Unit: A unit = a night in class**Unit 1: (June 4th) Introduction, Beginning Research, Evaluating a Research Report, Reviewing the Literature, Ethics & Safeguards**

Assignments Due June 3rd	
Copy of your certificate due bring to class: Protection of Human Subjects training http://phrp.nihtraining.com/users/login.php .	
Quiz 1 in class	
Bring 5 research articles to class (must be research-based and related to a topic you are considering)	
Reading Assignment 9th edition for June 4	Reading Assignment 8th edition for June 4
Chapter 1-4 and 22	Chapter 1-3 and 22
Complete the following before coming to class on June 4	
Finding sources using keywords http://tegrity.shsu.edu/tegrity/library/library_databases/class/default.htm	
Utilizing the Internet http://library.shsu.edu/research/instruction/internet_tutorial/tut_home.html	
Utilizing the Library databases http://library.shsu.edu/research/instruction/infotutorial/tut_home.html	
Analyzing Research Data and Reports (mini-project) in class project. Final report due on June 18	
Literature reviews	

Unit 2 (June 9th): Sampling, Instruments, Survey, Correlations, and Causal-Comparatives

Assignments Due June 9th	
Quiz 2 in class	
Research Topic: not too broad and not too narrow (in class)	
Reference List (At least 5 research articles) w/Abstracting for each (in class) (excel file)*	
Analyzing Research Data and Reports (mini-project)	
Handout: Outline for the final paper proposal (in class)	
Reading Assignment 9th edition for June 9th	Reading assignment 8th edition for June 9th
Chapter 5-9	Chapter 4-8
<i>APA Manual pp. 31-69</i>	
Sampling methods	
Questions writing and Research Design	

*appropriate substitutes (e.g., One Note)

Unit 3 (June 11): Experimental Research, Single-Subject Experimental, Descriptive Stats, and Inferential Stats

Assignments due June 11	
Quiz 3 in class	
First draft of the purpose statement.	
First Rough Draft of the literature review with reference page: (minimum 8 pages including references; APA style and format--double-spaced, 12 pt Times New Roman or Arial, 1" margins)	
Reading Assignment 9th edition	Reading assignment 8th edition
Chapter 10-13	Chapter 9-12
Research Design	
Statistics (Assessment Statistics (percentiles; quartiles; standard deviation; stanines)	

No points are awarded or deducted for first drafts

Unit 4 (June 16): Qualitative Data Collection, Ethnography, and Case Study

Assignments due June 16	
Quiz 4 in class	
1 st Draft of methods section	
2 nd Draft of purpose, significance statement, definitions, and limitations (5 pages minimum).	
2 nd Draft of literature review (15 pages minimum) (Include updated reference list)	
Reading Assignment 9th edition for June 16	Reading assignment 8th edition for June 16
Chapter 14-17	Chapter 14-17

No points for 2nd draft

Unit 5 (June 18): Data analysis and Interpretation, Mixed Methods, Action Research, and preparing a research report

Assignments due June 18	
Quiz 5 in class	
2nd Draft of methods section (minimum 5 pages)	
Descriptive Stats Problems	
Reading Assignment 9th edition	Reading assignment 8th edition
Chapter 18-21	Chapter 18-21
Qualitative Design	
Action Research	

Unit 6 (June 23): Program Evaluation plus assessment data

Assignments Due June 23	
Final Exam in class (research methods and design).	
Final Research Proposals may be uploaded starting today. They are due by June 25.	
Reading assignment 9th ed.	Reading assignment 8th ed.
Make up night to allow for topics not completed during previous classes	

Unit 7 (June 25): Research Projects due on BlackBoard (in assignment area and in wiki.)

Final class period

Final Exam Discussion

Misc. Topics related to research methods or topics not completed

BlackBoard discussion topic

Unit 8 (June 30): BlackBoard Discussions finished (No class)