

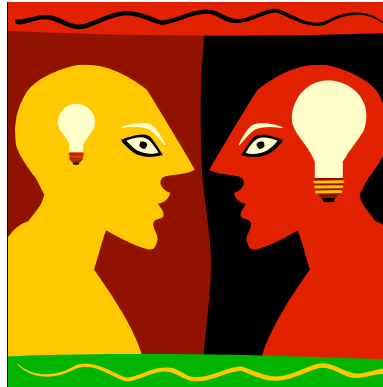
EDUC 810: Educational Research & Design II

Winter 2011-2012

Ed.D. Program-Philadelphia (Cohort 2)

School of Education

Drexel University

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|--------------------------|----------------|--------------|--------------------|
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Course Description

Research Design II builds upon Research Design I. This course emphasizes research design and planning skills. Students will situate a research question in the literature and choose an appropriate research paradigm and design. The five main themes in this course are research designs (quantitative, qualitative and mixed research designs), sampling designs, data collection, data analysis and reporting research results. *Learning by doing* will be the emphasized teaching approach. By the end of the two courses (Research Design I and II), the students will have learned the process of conceptualizing and designing research, and data analysis procedures.

Note on EDUC 803 and 810

EDUC 810 is the second of a two-course sequence designed to initiate the dissertation process, while teaching essential skills and knowledge in research, as defined in the Ed.D. By the end of the two courses, students will have working drafts of Chapters 1, 2 and 3 of a potential dissertation. Grading in the courses measures student progress in creating all elements of the chapters in the context of research focused on a defined problem. Successful completion of the courses, however, is a precursor only to the proposal defense, which occurs later in the dissertation development process. Approval of the problem to be researched and the methodologies is subject to approval by the student's dissertation committee.

Learning Objectives

At the end of this course, students will be able to:

1. Prepare Chapters 1-3 of a dissertation-level, actionable, research study:
 - a. Identify a researchable problem
 - b. Develop research questions
 - c. Create a purpose statement
 - d. Find seminal research studies to form a background as well as appropriate, prominent theories for a theoretical framework.
2. Distinguish key differences between qualitative and quantitative paradigms and assumptions.
3. Understand potential ethical issues that can occur when conducting research.
4. Implement appropriate data collection procedures including observations, interviews, documents, surveys, instruments.
5. Conceptualize appropriate data analysis procedures.
6. Evaluate research projects using appropriate criteria e.g. principles of validity and reliability.

Ed.D. keystones Integrated Into the Course

- Ed.D. graduates possess the abilities to create and support communities that are the bases for sustainable change.
- Leaders develop the habits of mind and competencies to lead complex organizations shaped by global forces.
- EdD graduates utilize the full range of emerging technologies to reach across generations, communicate effectively, and engage others in meaningful change.
- EdD graduates exemplify the curiosity, inquiry skills, and scholarly competencies needed to investigate an idea and transform it into meaningful action.

Required Texts

Creswell, J. W. (2008). *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research* (3rd ed). Upper Saddle River, NJ: Pearson. ISBN-13:978-0-13-613550-0

IRB Competency Program (access on-line via Drexel)
<http://www.drexel.edu/research/compliance/training/human.html>

Recommended Readings

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed). Thousand Oaks, CA: Sage Publications.

Johnson, B and Christensen, L. (2008). *Educational Research: Quantitative, Qualitative, and Mixed Methods* (3rd ed). Thousand Oaks, CA: Sage Publications.

Mills, G.E. (2003). *Action Research: A Guide for the Teacher Researcher* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Strike, K.A, et al. (2002). *Ethical Standards of the American Educational Research Association: Cases and Commentary*. Washington, DC: American Educational Research Association.

Stringer, E.T. (2009). *Action Research* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Web Sites:

Prentice Hall: www.prenhall.com/creswell

Drexel IRB training: <http://www.drexel.edu/research/compliance/training/human.html>

American Educational Research Association: www.aera.net

Trochim: <http://www.socialresearchmethods.net/>

Qual Page: <http://www.qualitativeresearch.uga.edu/QualPage/>

Antioch University Qualitative Methods Resource Page: <http://www.antiochne.edu/cp/qr/default.cfm>

Social Psychology Network Research Methods Page: <http://www.socialpsychology.org/methods.htm>

Communities of Learning, Inquiry and Practice: http://www.insites.org/CLIP_v1_site/

Tips for Conducting Interviews:

http://www.insites.org/CLIP_v1_site/downloads/PDFs/TipsCndctIntvws.4C.8-07.pdf

National Science Foundation - User-Friendly Handbook for Mixed Method Evaluations

<http://www.nsf.gov/pubs/1997/nsf97153/start.htm>

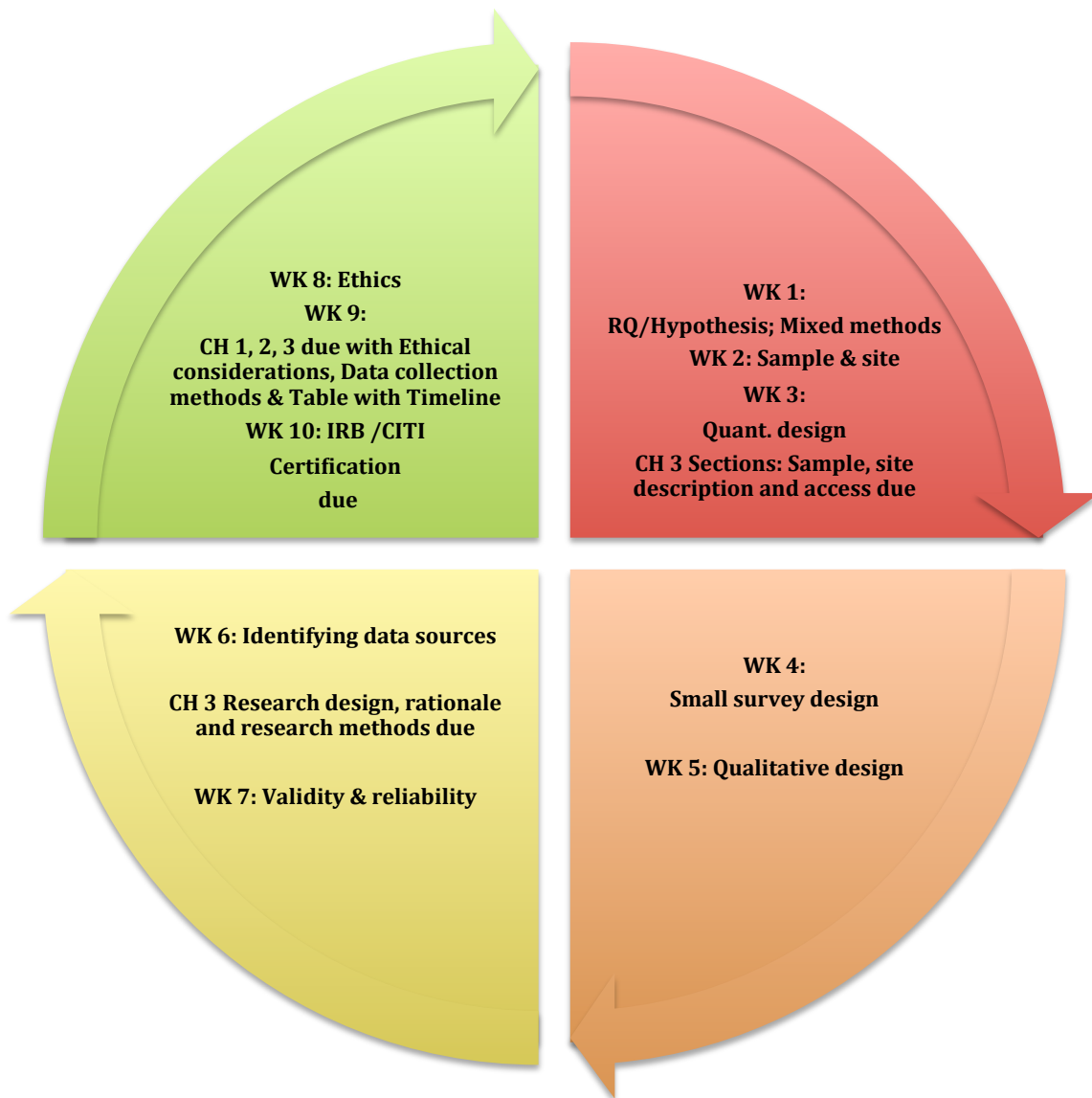
Sample Interview Guide for Script Suggestions: http://www.nsf.gov/pubs/1997/nsf97153/c3app_b.htm

Essential Questions (Contextualizing the key concepts for your learning)

1. Are qualitative and quantitative research different paradigms or just different methods? What are the implications of this answer for research design, particularly for mixed methods research?
2. How does the nature of the research and research questions change based on whether the research is quantitative, qualitative, mixed methods, and/or action research?
3. What are the key principles in identifying a population, the research site and in negotiating site access?
4. What are the three main designs for quantitative research? Which designs might be most appropriate for action research? What should we initially consider about reliability and validity?
5. What are the key concepts and strategies in collecting quantitative data? What are the key concepts in analyzing quantitative data?
6. What are the primary designs for qualitative research? Which designs might be most appropriate for action research? What should we initially consider about reliability and validity?
7. What are the key concepts around collecting qualitative data? What are the key concepts in analyzing qualitative data?

8. What key strategies are involved in ensuring that your quantitative and/or qualitative results are valid and reliable? What are the different types of validity to consider? What strategies can increase your reliability?
9. What are the key principles in conducting ethical research? What are the steps needed in securing IRB approval for the research project?
10. For what reasons, when, and how is a pilot study conducted?
11. How can I make my research project actionable?
12. To what degree are Chapters 1, 2, and 3 aligned?

Weekly Focus



| Weekly Schedule | | | |
|---|---|--|--|
| Week | Learning Objectives | Readings | Learning Task |
| 1 January 09, 2012 Exec Weekend Saturday January 14, 2012 8am-12PM | Understand the connectedness of 810 to 803 (looking back on your existing knowledge and work) and how what you learn and apply in 810 might create the foundation for a research project (looking forward to an eventual dissertation). <ul style="list-style-type: none"> Ask critical questions and/or comment upon the content of this week's PowerPoint. Actively participate in debates about the paradigms differences presented in this week's articles. | Creswell: Review Creswell, chapters 2, Quantitative and Qualitative Approaches and 18, Action Research Read Creswell, chapter 5 (including identified samples), Specifying a Purpose and Research Questions or Hypotheses Guba article: The Paradigm Dialogue Johnson and Onwuegbuzie article | Discussion Board: Post a prompt and comment on your 'study buddy's' prompt EACH week-refer to each Week in BB for the prompt. |
| WK 2 January 16, 2012 | <ul style="list-style-type: none"> Use your Chapter 3 "sketch" to project who the people might be in your research, the research site, and known or speculated about issues of access. Participate in a WIMBA <ul style="list-style-type: none"> Key issues in posted PowerPoint The inter-relationships among methodologies and chosen site, population, and access. Prepare and submit your introduction to Chapter 3 | Articles on Week 2 <ol style="list-style-type: none"> Torff article Slavin 1 article Slavin 2 article Creswell, Chapter 8: Collecting Qualitative Data | Due: Sunday, 11:59 pm Chapter 3 Introduction Discussion Board |
| WK 3 January 23, 2012 | <ul style="list-style-type: none"> Demonstrate an understanding of the three main designs for <ul style="list-style-type: none"> quantitative research Determine, if quantitative designs are appropriate for specifically your research project. Demonstrate an initial understanding of issues of reliability and validity related to quantitative research Engage in a discussion of whether quantitative research is still the "gold standard" for research Complete and submit the Site and Population section of | Creswell Chapters 11, 12 and 13 Statement from National Research Council on Educational Research on "The Gold Standard" | Due: Sunday, 11:59 pm Sample & Site Section Discussion Board Chapter 3 Section on Introduction, Sample, Site Description & Access due |

| Chapter 3 | | | |
|---|---|--|--|
| Week | Learning Objectives | Readings | Learning Task |
| WK 5 February 06, 2012 Exec Weekend Saturday February 11, 2012 8 AM- 12PM | <ul style="list-style-type: none"> Demonstrate an understanding of the four main qualitative research designs - ethnography, case study, grounded theory, and narrative Determine, initially, if qualitative designs are appropriate for your research project. Demonstrate an initial understanding of issues of reliability and validity related to qualitative research Show evidence of your ability to provide structural/conceptual linkages between Chapters 1, 2, and evolving Chapter 3 outline participating in a Writer's Workshop | Creswell Chapters 14, 15 Articles: Yin: Case Study Merriam: Case Study | Discussion Board Design & Rationale Section Begin to develop your Research Design and Rationale Section (with methods). Executive Weekend Bringing research methodologies to life Ethnography, Grounded Theory, Case Study, Narrative and Quantitative Focus Groups Writer's workshop to verify and dialogue on structural/conceptual linkages between Chapters 1, 2, and evolving Chapter 3 outline, including feedback on Chapter 3 sections written to date. |
| WK 6 February 13, 2012 | <ul style="list-style-type: none"> Demonstrate an understanding of the key concepts and strategies in <u>collecting</u> qualitative data Demonstrate an understanding of the key concepts and strategies in <u>analyzing</u> qualitative data Complete and submit the Chapter 3 sections: "Research Design and Rationale" and "Research Methods" | Creswell Chapters 8 and 9 | Discussion Board DUE SUNDAY, AT 11:59 PM Chapter 3 Sections: Research Design and Rationale; Methods |

| Week | Learning Objectives | Readings | Learning Task |
|---------------------------|--|---|--|
| WK 7 February 20, 2012 | <ul style="list-style-type: none"> Demonstrate an understanding of the primary designs for qualitative research Demonstrate an understanding of issues reliability and validity that should initially be considered in designing research projects. Begin, if you have not done so, your IRB certification process due in Week 10 | Creswell Chapter 6 Articles Johnson & Christensen Chapter 10: Validity and Reliability across methodologies Trochim website readings on validity and reliability | Discussion Board Begin to develop your ethics and data collection sections. |
| WK 8 February 27, 2012 | <ul style="list-style-type: none"> Demonstrate an understanding of the key principles in conducting ethical research Demonstrate an understanding of the steps in securing IRB approval by completing Demonstrate knowledge of IRB concepts through completion of CITI certification surveys Completing and submitting the "Ethical Considerations" portion of Chapter 3 | Drexel CITI Certification Due week 10 Articles Johnson & Christensen Chapter 5: Ethics Belmont Report | Discussion Board |
| WK 9 March 05, 2012 | <ul style="list-style-type: none"> Assemble and submit a complete draft consisting of Chapters 1, 2, and 3 which demonstrates your understanding of the research process. Demonstrate an understanding of what reasons, when, and how a pilot study is conducted Demonstrate an understanding of actionable research and <u>how it frames your research project</u> Demonstrate knowledge of IRB concepts through completion of CITI certification surveys | Drexel CITI Certification Due week 10 | Refine Chapter 3 draft for both adherence to chapter structure AND for coherence with Chapters 1 and 2. Total Chapter 3 Due Sunday by 11:59 pm Include Ethical Considerations and Timeline [tentative] for Data Collection The total Chapter 3 draft should be integrated fully with up-to-date Chapters 1 and 3; and notations for changes to come for Chapter 2. |

| Week | Learning Objectives | Readings | Learning Task |
|---|--|---------------------------------------|---|
| WK 10 March 12, 2012 Exec Weekend Saturday March 17, 2012 8am-12pm | <ul style="list-style-type: none"> Review, individually and in a writing response group, your draft of Chapters 3 for its completeness and for its integration with Chapters 1 and 2 Review, individually and in a writing response group, your proposed pilot study Submit the completed IRB certification on the Group Page Participate in a learning experience that links learning in both 803 and 810 to upcoming individual courses focused on quantitative research (835) and qualitative methods (836) | Drexel CITI Certification Due week 10 | Drexel Citi Training Certificate to be posted to Group Pages by August 27 at 11:59 pm Discussion Board Reflection: Executive Weekend Final Writers' workshop for students to review each others' assembled drafts of Chapters 1, 2, & 3 |

Grading & Assignments:

| Learning Activity | Value | Due Date |
|---|---|-----------------|
| Participation: a) online (Substantive and Timely Posts and Responses to Posts on Discussion Board) & b) F2F (3 Executive Weekends) | 20 | Each Week |
| Chapter 3 Sections: Introduction, Site and Population, Site Description & Site Access | 20 | Week 3: Sunday |
| Chapter 3 Sections: Research Design, Rationale & Research Methods | 20 | Week 6: Sunday |
| Chapter 1 - 3 total draft including Ethical Considerations and Pilot Sketch of Data Collection Methods & Table with Timeline [tentative] for Data Collection; Chapter should be integrated with updated Ch 1 & 2 | 30 | Week 9: Sunday |
| IRB Certification | 10 | Week 10: Friday |
| Total Points | 100 | |
| Grading Scale ¹ | A = 100-93 A- = 92-90 B+ = 89-87 B = 86-83 B- = 82-80 C+ = 79-77 C = 76-73 C- = 72-70 F = 62 and below | |

- Evaluation: All graded activities will require students to perform according to the standard of professionalism, which implies (at least): accuracy, neatness, correct written and spoken form and style, punctuality, resourcefulness, and creativity.
- APA: All submitted papers must be double-spaced, 12 point font and in proper APA style. Students are required to follow the Publication Manual of the American Psychological Association, 6th edition (2010).
- Due Dates: Assignments are due the date listed. *Unless otherwise noted, all assignments are due no later than 11:59 p.m. on the Sunday that ends an academic week.* Late assignments will receive a point penalty equivalent to one letter grade. After one week the assignment may not be accepted and a zero grade may be recorded.

¹**Syllabus may be modified according to the emergent instructional design and student learning pace and style.*

Learning Activity Details**Discussion -**

The discussion board questions have two purposes. For some of the questions, they will ask you to explore a theoretical question about research methods and will ask you to examine the key issues and debates around those theoretical questions. For other questions, they will ask you to apply concepts to aspects of your proposed research. For these questions, you will develop components of Chapter 3 and will offer comments and critiques of others.

For each discussion board, you will be asked to post your own thoughts ONCE per week, and then respond at least ONCE to a cohort member's posting.

Chapter 3 Section: Introduction -

Per outline of Chapter 3.

Section: Site and Population -

Per outline of Chapter 3.

Sections: Research Design and Rationale; Research Methods

Per outline of Chapter 3.

Section: Ethical Consideration -

Per outline of Chapter 3.

Research Pilot Sketch -

Create a plan to pilot the research that includes stages, activities, time line, and methods to evaluate how the pilot functioned.

Chapter 3 total draft Integrated with Chapters 1 & 2 -

Each chapter must follow the structures we have learned in 803 and 810. Coherence across the three chapters must be tightly structured and easy to follow

IRB certification -

Complete Drexel CITI training program (takes 2-4 hours) and upload statement of training completion to our file exchange area.

Course Expectations:

Students in this course are expected to be active learners and participants, requiring all students to take an active role in their own learning and to share the learning process with the class. Evidence of active learning includes:

- ◆ "Attending" all weekly on-line activity, which is critical to promoting a learning community within the class.
- ◆ Reading and watching all assigned materials and making note of questions, areas of interest, and connections you find to other readings.
- ◆ Active participation in weekly discussions, blogs, wikis, allowing each student to test his or her own assumptions about student development as well as expand the worldview of others in the class. Each member has an equally important story to share based on his or her own experiences and student will benefit from the viewpoints of their classmates.
- ◆ Posting Key Learning Points, sharing with your colleagues and the faculty what you learned with the weekly lectures throughout the quarter.
- ◆ Attendance/Participation: As a student in this course, it is expected that you will actively participate in the weekly online discussion boards and complete assignments on time. Assignments are due no later than the assigned due date. Exceptions to this policy will require explicit permission of the instructor in writing.

Key Focus Areas

Drexel University has four "key focus areas" which are core in all courses, where applicable. These focus areas include:

1. Communication Skills
2. Experiential Learning

**Syllabus may be modified according to the emergent instructional design and student learning pace and style.*

3. Global Awareness
4. Problem Identification, Solution Formulation, and Implementation

Communication skills will be key throughout the quarter as we form our learning community and discuss, on an ongoing basis, the course topics.

Experiential learning is prevalent with topics such as ours that cut across so many disciplines. Sharing our past, present, and possibly future workplace experiences and expectations will enable collaborative learning to take place as we interact.

Global awareness is a thread clearly winding its way through our text.

Problem identification, solution formulation, and implementation are very important to leadership. It is essential that be put into practical and immediate use in our professional, personal, and community lives.

Academic Policy Information

- 1) The end of week 2 is the last day for dropping a course; you may withdraw after that.
- 2) Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (iAVLî) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (iODSî). For additional information, contact the ODS at www.drexel.edu/edt/disability, 3201 Arch St., Ste. 210, Philadelphia, PA 19104, V 215-895-401 or TTY 215-895-2299.
- 3) Academic Honesty Policy: All students are expected to abide by Drexel University policies. If an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed, depending on the severity of the offense:
 - * Reduction of a course grade
 - * An F for the assignment or exam
 - * Failure for the entire course with the inability to withdraw, or
 - * Other action deemed appropriate by the faculty member.

Examples include, but are not limited to, requiring the student to re-take the exam, re-complete an assignment, or complete an assigned exercise. The decision of the faculty member and the department head shall be reported to the Office of Judicial Affairs, which is responsible for maintaining student conduct records. The incident will result in an official disciplinary record for the student(s).

Any academic honesty infraction beyond a first offense is subject to the sanctions described above, as well as to disciplinary sanctions that may be imposed through the University judicial process, administered through the Division for Student Life and Administrative Services/Office of Judicial Affairs. These sanctions may include suspension or expulsion from the University. Drexel University Student Handbook, 2005-2006 edition (<http://www.drexel.edu/studentlife/images/0506Handbook.pdf>