

**HOWARD UNIVERSITY
SCHOOL OF EDUCATION**

Tuesday and Thursday 2:10-3:30pm Room ASA 212

EDUC 412: Research Foundations and Methods

EDUC 412 (863289) – 3.0 units
Office Phone: (202) 806-6764

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WELCOME

Hello, my name is Denisha Jones and I am delighted to be your instructor for this course. This is my fourth year teaching at Howard University and I have over 10 years experience teaching kindergarten, preschool, and college. I received my BA in Early Childhood Education from the University of the District of Columbia in 2003. I taught kindergarten in Washington DC before moving to Indiana to pursue a doctoral degree in Curriculum and Instruction which I completed in the 2013. I look forward to getting to know each of you better as we explore the foundations and methods of research in education.

SOE CONCEPTUAL FRAMEWORK

The mission of the Howard University School of Education is to: a) prepare teachers, administrators, researchers, program evaluators, and human development professionals for leadership in urban and diverse educational settings; b) significantly influence the national education agenda for African American children; c) conduct and disseminate research that supports the belief that all students can learn; and d) Provide a research-based blueprint for developing professionals who are capable of creating environments that evoke the abilities and talents of all students.

The mission of the SOE is expressed in a collective vision shared by faculty and staff of the school with members of the professional community. This shared vision, which emanates from a premier national urban School of Education focuses on issues of diversity; is committed to the preparation of culturally and technologically competent educators/practitioners; fosters reflective practice to address the educational and human development needs that confront urban populations; and elucidates effective educational leadership skills and competent research to facilitate change.

Aims, Purposes and Goals

Reflective Educators/Practitioners

Being a reflective teacher involves many skills; identifying problems, reviewing the professional literature related to the problem, gathering classroom data, developing plans for altering current practice, and the fair and unbiased assessment of students.

Change Agents

Change must be seen as an orientation, awareness and commitment to improving the human condition. Teachers, administrators and other professional educators are agents for social and societal transformation. If the ultimate pedagogical aim of education is to

foster participatory democracy, then the SOE's aim is to enhance the improvement of education, and ultimately the human condition. Programs in the SOE are designed to prepare candidates to function as proactive practitioners, particularly in urban educational/service settings. Coursework, field experiences, and professional development activities seek to provide candidates with the inquiry, communication, problem solving, and knowledge/skills/dispositions necessary to guide curriculum change, facilitate school reform efforts and stimulate the development and maintenance of learning communities that reflect links between schools and communities.

Competent Researchers

The SOE provides candidates with curriculum and experiences that will enable them to become both competent consumers and generators of research. Faculty provide models and involve candidates in research that seeks to provide answers to unresolved, new and emerging pedagogical, social, economic, political, and moral challenges associated with the provision of education and human service in urban settings. Candidates who acquire basic knowledge about educational research can identify the uses of technology in research. They are provided with a variety of research tools and receive instruction and mentoring that enable them to conduct culturally relevant research.

Educational Leaders

The SOE endeavors to develop educational leaders who possess the knowledge, dispositions, and broad variety of skills that will enable them to function effectively to diverse and changing environments under highly politicized conditions (e.g., communication, collaboration skills).

Candidates are provided firm grounding in the characteristics of instructional leaders, linkages between leadership and productive schools, the changing nature of society, use of technology, redefinitions of teaching-learning-leadership paradigms, and strategies for community engagement. Additionally, candidate preparation emphasizes a broad range of knowledge and flexibility that recognizes barriers, contextual differences, shifting realities, and a multitude of community concerns and issues that affect the delivery of educational services, particularly in urban and underserved communities.

Outcomes

SOE courses, field work, and other educational experiences are designed to develop and enhance the following educational outcomes.

1.0 Demonstrate knowledge, sensitivity and ability to work with diverse populations

Candidates should be able to demonstrate:

- 1.1 Knowledge of learning and development and of the special needs of diverse populations
- 1.2 Ability to use knowledge of subject, students, community, and curriculum to plan instruction that meets the needs of diverse students

- 1.3 Knowledge of and sensitivity to the complexity of lifestyles, values, challenges, and cultural/linguistic backgrounds that urban learners bring to the school setting
- 1.4 Ability to modify teaching/service delivery in culturally competent ways that enable all students to learn
- 1.5 Ability to employ culturally responsive motivational and behavioral strategies to create a learning environment that encourages active learning, positive social interaction, and self-motivation
- 1.6 Ability to use formal and informal assessment strategies to evaluate and ensure continuous development of all learners

2.0 Link theory with practice in urban educational and human service delivery settings

Candidates should be able to demonstrate:

- 2.1 Knowledge of the behavioral sciences relevant to the profession
- 2.2 Ability to explain distinctions and relationships between theory and practice
- 2.3 Ability to discern suitability or lack thereof, of various theoretical orientations for diverse children
- 2.4 Ability to identify legitimate implications of theory for urban populations
- 2.5 Ability to meaningfully question how and under what circumstances theories can or should be put into practice in urban education settings

3.0 Think critically

Candidates should be able to demonstrate ability to:

- 3.1 Ask questions, define problems, and examine evidence
- 3.2 Recognize and analyze assumptions and biases
- 3.3 Examine logical relationships among information/data and infer a conclusion from one or more premises
- 3.4 Consider other interpretations or points of view
- 3.5 Evaluate and construct arguments
- 3.6 Apply criteria to assess the quality and validity of instructional and service delivery theories, strategies, materials and impact

4.0 Analyze and solve problems

Candidates should be able to demonstrate:

- 4.1 Ability to identify, articulate, interpret facts relevant to problems that confront educators and practitioners in urban schools and service delivery settings
- 4.2 Ability to identify and solve problems associated with motivation and behavior management
- 4.3 Ability to identify and solve problems associated with the planning and delivery of responsive instruction/services

4.4 Ability to predict, develop and implement solutions related to urban education

5.0 Understand self, history and communication

Candidates should be able to demonstrate:

- 5.1 Ability to engage in self assessment
- 5.2 Understanding of their impact on K-12 students
- 5.3 Understanding the need for continued professional development
- 5.4 Ability to support student learning by fostering relationship with parents and educational partners in the larger community

6.0 Make ethical decisions

Candidates should be able to demonstrate:

- 6.1 Knowledge of ethics from the perspective of the types of law involved in various levels of government (e.g., constitutional, statutory, judiciary, and administrative)
- 6.2 Understanding of general ethical principles of the profession chosen
- 6.3 Ability to act in accordance with general ethical principles and with principles of the chosen profession
- 6.3 Ability to evaluate and choose among alternatives in accordance with ethical principles
- 6.4 Ability to foresee potential consequences of their conduct ability to assess the likelihood that people will be helped or harmed by an act
- 6.6 Sensitivity to the ethical implications of their decisions

7.0 Understand and use technology

Candidates should be able to demonstrate:

- 7.1 Familiarity and competency with uses of technology for instruction, research, and assessment
- 7.2 Knowledge of the social, political, and socioeconomic implications technological literacy has for urban students
- 7.3 Ability to use technology as a mediating tool for delivering instruction that helps all students learn
- 7.4 Ability to use technology to foster inquiry, collaboration, and supportive interaction in the classroom
- 7.5 Ability to use technology to support assessment and research

NCATE Standard 1: Candidate Performance

“Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.”

1. Content knowledge for teacher candidates:
 - a. Candidates know subject matter
 - b. Candidates can explain concepts in professional, state, and institutional standards
 - c. Candidates pass state licensing exams at a rate of 80 percent or more
2. Pedagogical content knowledge for teacher candidates:
 - a. Candidates know instructional strategies
 - b. Candidates can present in clear and meaningful ways
 - c. Candidates integrate technology
3. Professional and pedagogical knowledge and skills for teacher candidates:
 - a. Candidates apply professional and pedagogical knowledge
 - b. Candidates consider school, family, and community context
 - c. Candidates consider prior experience of students
4. Dispositions for all candidates
 - a. Candidates are familiar with expected dispositions
 - b. Dispositions are reflected in their work with students, families, and communities
5. Student learning for teacher candidates:
Candidates focus on students learning as shown in:
 - a. Assessment of student learning
 - b. Use of assessment in instruction
 - c. Development of meaningful learning experience

Department of Curriculum and Instruction

Mission

The Department of Curriculum and Instruction prepares teachers and other professionals for leadership roles in a variety of national and global educational settings. The Department specifically champions the needs of black and other under-represented students in urban communities. Asset-focused teaching methodologies and interdisciplinary coursework prepare candidates to (a) think and reflect critically; (b) analyze and solve problems; (c) make ethical decisions; (d) translate theory and research into effective practice; and (e) understand self, history, and community. The ultimate aim of the Department Programs is to develop graduates who will influence educational policies, practices, and outcomes.

Outcomes

Graduates of the Department of Curriculum and Instruction will:

1. Demonstrate standards-based subject matter expertise.
2. Demonstrate the role of human development in determining and meeting the needs of all students.
3. Demonstrate the ability to identify student, family, and community strengths and employ asset-focused approaches to instruction.
4. Demonstrate the ability to address the needs of diverse learners by implementing evidence-based, differentiated instruction.

5. Demonstrate effective classroom management practices to support optimal student learning.
6. Demonstrate effective instructional technology use to support optimal student learning.
7. Demonstrate culturally affirming orientations, expectations, and practices that support urban learners.
8. Demonstrate evidence of a professional identity that challenges the status quo and reflects a sense of advocacy with regard to the education of African American students.
9. Demonstrate dispositions that reflect professionalism and challenge the assumptions about teachers, teaching, and the organizational contexts of education.

COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:

This course is aligned with School of Education's conceptual framework to develop reflective educators, competent researchers, educational leaders, and change agents to serve in urban educational and human service environments. This course provides students with background knowledge of the foundations of educational research and methods of conducting research in education with an emphasis on teacher action research.

COURSE DESCRIPTION

This course is designed to equip candidates with the knowledge, skills, and dispositions that are essential to functioning as critical consumers and competent producers of research that informs their instructional practice. Additionally, the course will also facilitate candidates' development as reflective professionals and educational change agents. The course has been designed to broaden candidates' knowledge of empirical literature related to current trends in curriculum and teaching, particularly as it addresses the characteristics and educational needs of urban students and students from diverse cultural and linguistic backgrounds. Multiple opportunities to interact with educational scholars who are conducting research related to urban education will facilitate candidates' ability to generate meaningful research using methods most appropriate for making data-driven decisions in the classroom. As a final course requirement, candidates will plan, implement, analyze, and interpret the results of an action research project.

COURSE OBJECTIVES:

School of Education

Successful completion of this course will enable you to demonstrate:

1. ability to think critically about the practical significance of educational research;
2. basic knowledge and skills for reading, interpreting, and evaluating educational research, particularly research that has implications for diverse, urban students awareness of the role of research in informing educational practice;
3. familiarity with a variety of research designs and methods for investigating educational topics;

4. awareness of the educational research and practice perspectives of eminent African American and other scholars whose work addresses the educational needs of underserved children and youth;
5. the ability to identify and define a research question that links educational theory with practice;
6. knowledge of how to systematically gather instructional data, analyze the data, and utilize results to make educational decisions;
7. understanding of the ethical considerations involved in conducting research with human subjects.

UTEP Objectives:

After completion of this course students will demonstrate:

1. evidence of a professional identity that challenges the status quo and reflects a sense of agency with regard to the education of African American and other diverse students;
2. awareness of research about teaching and learning from international perspectives;
3. professional dispositions of critical reflection, self-advocacy, perseverance, flexibility, intrapersonal awareness, and respect for diversity;
4. active participation in multiple and varied pre-professional experiences, including international ones, that challenge the assumptions about teachers, teaching, and the changing cultural and organization contexts of education.

ACEI Objectives:

Upon completing the course you should:

- 1.0 Know, understand, and use the major research related to development of children to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- 5.1 Be aware of and reflect on your practice in light of research on teaching, professional ethics, and resources available for professional learning; you should continually evaluate the effects of your professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

REQUIRED TEXTS

Boykin, A.W. & Noguera P. (2011). *Creating the opportunity to learn: Moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.

(In the syllabus this book is referred to as *Boykin and Noguera*)

Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th Edition. Thousand Oaks, CA: Sage.

(In the syllabus this book is referred to as *Creswell*)

Additional readings will be given to you in class and/or posted on Blackboard.

(In the syllabus these readings are referred to as *BB*)

BLACKBOARD

Blackboard is an internet site designed to put courses or portions of course on-line. Students are expected to use Blackboard to participate in online class discussions, submit assignments, and regularly check Blackboard class for updates. Your email in Blackboard should be the email address that you regularly check and use. Additional course readings, power points, and handouts will be stored in Blackboard.

STUDENT RESPONSIBILITIES

1. Attendance, punctuality, and participation are required. Students are expected to attend class on time each day specified in the syllabus. Attendance will be taken regularly. Repeated attendances and late arrivals will result in loss of participation points. If you have to miss class it is your responsibility to collect any handouts from Blackboard or your peers.
2. Assignments are due at the start of class on the day it is due. No late work is accepted unless previous arrangements have been made. The instructor will only give make-up exams in extreme emergencies and the request must be made by the student. Assignments are deducted 10% for being late.
3. Format for Written Assignments: All assignments must be typed, double spaced, and include the student's name and date. Assignments must be written in Standard English and conform to the APA style manual unless otherwise instructed. A link to an APA reference sheet is available on Howard website at http://www.vanguard.edu/faculty/ddegelman/detail.aspx?doc_id=796 . Documents in inappropriate format will be rejected at the discretion of the instructor.
4. Submitting Assignments: Students can submit a paper copy of their typed assignments or upload their assignment to Blackboard. **NOTE: I WILL NOT ACCEPT ASSIGNMENTS VIA EMAIL.** Students can find a place on Blackboard to upload each assignment. Assignments are due on the due date at the start of class whether submitted on Blackboard or hard copy.
5. Participation and Professionalism: Students are expected to participate in class discussion and activities and demonstrate their professionalism. It is well understood that achieving a high level of professionalism requires years of learning, experience, and self-evaluation. Twenty percent of your course grade will be overall participation points. Students will be assigned various course leadership roles to help with the facilitation of the course material. Students will earn participation points based on how well they fulfill those roles and engage in in-class learning activities. If you are late or leave early, you may miss an activity, which may result in a reduction of earned points in this course.
6. Disability Accommodations: Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodation as soon as possible after admission to the University, or at the beginning

- of each semester. The Dean of the Office of Special Student Services, Dr. Barbara Williams, can be reached at (202)238-2420.
7. Class Etiquette: Please turn off cell phones unless there is a family emergency or legitimate reason for keeping them turned on. Also, please do not send text messages, work on other instructors' assignments, check Facebook, sleep in class, or participate in other behaviors that distract presenters or others engaged in the material.
 8. Respect and Confidentiality: It is crucial to have an environment of respect in order for this class to be an enjoyable one. Please have fun and treat everyone in this classroom as you would like to be treated. Confidentiality is mandatory. Information about children, families, and others at work or school sites must be handled with confidentiality.
 9. Personal Discussions: Talking with other classmates when class discussions are going on is inconsiderate and disruptive. Meet with students outside of class.
 10. Writing Matters: Writing is an essential tool for thinking and communicating in virtually every discipline and profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, grammatical, and consistent with the conventions of the field. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website, <http://www.cetla.howard.edu/wac/students.aspx>.
 11. Policy Regarding Cheating: As required by the University, Howard students must read the "Academic Code of Conduct" that is published in the H-Book and the Student Reference Manual and Directory of Classes. Plagiarism is strictly prohibited. Sources of all cited work must be properly referred to. Failure to do so may result in an "F" for the assignment in question or for the entire course at the instructor's discretion.

INSTRUCTORS RESPONSIBILITIES

1. Grading: As your instructor it is my responsibility to grade your assignments in a timely fashion. I will return all tests within one week and all assignments within two weeks of the due date.
2. Preparation: I expect each of you to come to class prepared, and you can and should expect the same of me. I will be fully prepared to teach you the course material and I will do my best to answer any questions you may have. If I cannot answer your question then I will help you find the answer to your question.
3. Office Hours: Office hours will be Tuesday 11-2, Wednesday 12-5, and Thursday 11-2 (please note that on the 2nd and 3rd Tuesday of each month I have meetings and will host my office hours on Monday instead). My office is in room 205 on the second floor of the Academic Support Building A (School of Education). Students wishing to meet with the instructor should arrange a meeting via email or in class. Students who visit with their instructor on a regular basis are more likely to do well in their class.
4. Modification of Policies: There are times when I might have to make changes to an assignment or to the course calendar. I reserve the right to make these changes as I see necessary, but I will inform you of all changes immediately.

TOP 10 WAYS TO SUCCEED IN THIS COURSE

1. Come to class, each day on time!
2. Read the assigned readings before class.
3. Complete each assignment to the best of your ability and on time.
4. Ask questions when there is something you don't understand.
5. Exchange phone numbers and emails with at least two students in the class.
6. Create a study group.
7. Get lots of rest.
8. During class, share important and relevant information.
9. Meet with the instructor at least once during the semester.
10. Above all, you must want to succeed!

A Typical Day in This Class

Typically we will begin the class by reviewing any housekeeping items.

Housekeeping items include upcoming assignment due dates, future readings, and extra credit opportunities. I will review the daily agenda which will be written on the board and collect any homework or assignments. This is the time to ask questions about assignments!

Next, we will engage in a **lecture/discussion** based on the assigned readings. You are expected to participate. The lecture will include a variety of questions to assess your understanding of the material so be prepared to speak up!

After the lecture there will typically be some type of **learning activity**. This might be small group discussions, a video or other type of activity related to the course content. This is also an opportunity to ask questions about the material covered for the day.

Finally I will review the readings for the next class and review any assignments that are due. Please note that each day we will have many things to accomplish. Repeatedly attending late or leaving early will ensure that you miss out on quality instruction.

GRADING

Grade	Percentage	Points
A	90-100	600-540
B	80-89	480-539
C	70-79	420-479
D	60-69	360-419
F	0-59	359 and below

IMPORTANT DATES FOR THIS COURSE

Last day to add register for this class **August 29**

Deadline to drop with no "W" placed on permanent record is **August 29**

Last Day to apply for 100% refund is **August 29**

Last day to withdraw from course **November 7**

ASSIGNMENTS *(The instructor reserves the right to make changes to the assignments and point structures. All students will be notified in class of any changes.)*

Summary of Assignments

Assignment	Points
1. Course Participation	120
2. Journal Article Reviews 3 @ 30 pts each	90
3. Midterm	90
4. Qualitative Research Method Guide	90
5. Quantitative Research Method Guide	90
6. Final Exam: Action Research Proposal	120

Course Participation (120 points)

Students are expected to participate in a variety of course leadership roles, online assignments, and in-class activities including quizzes. Class leadership roles will be reviewed in class. Additional details to follow.

Journal Article Reviews (3 @ 30 points each Variable Due Dates)

A literature review is a critical aspect to a research study. Before you can design and implement your study you must review the current literature around your topic to identify trends and gaps in the literature. To aid students with the literature review of their action research proposal students will complete 3 journal article reviews of studies related to their research topic. Students will share reviews in class. Additional details to follow.

Midterm (90 points Due Week 7 Thursday October 9)

A midterm examination will be given on Blackboard. A combination of multiple choice and short answer questions will cover the first half of the course materials. Additional details to follow.

Qualitative Research Method Guide (90 points Due Week 8 Thursday October 16)

Students will create qualitative research method guide. Each student will select one qualitative research method and prepare a 2-3 page guide that discusses the method in detail and provides a sample of how the method can be used in a research study. Additional details to follow.

Quantitative Research Method Guide (90 points Due Week 9 Thursday October 23)

Students will create a quantitative research method guide. Each student will select one quantitative research method and prepare a 2-3 page guide that discusses the method in detail and provides a sample of how the method can be used in a research study. Additional details to follow.

Final Exam: Action Research Proposal (120 points Due Week 15 Thursday December 4)

Each student will write an action research proposal for a research project they will complete during their student teaching experience. The proposal will include an introduction (statement of the problem and research question), literature review, and a description of the methods (population, data collection, and data analysis). Drafts of the various components will be due before the final proposal is submitted. Students must submit the drafts to receive feedback from the instructor. **Proposals WILL NOT BE accepted without the drafts of each section turned in first.** Students will implement their action research project the following semester during their student teaching internship and complete the paper as part of the SOE graduate requirement. Additional details to follow.

TENTATIVE EDUC 412 CALENDAR

(The calendar is subject to change)

DATE	TOPIC	READING/ASSIGNMENTS
Week 1 Tues 8/26	<ul style="list-style-type: none"> • Course Overview • Introductions • The Study of Knowledge 	<ul style="list-style-type: none"> • Syllabus
Week 1 Thurs 8/28	<ul style="list-style-type: none"> • Introduction to Educational Research • Course Assignments Overview 	<ul style="list-style-type: none"> • <i>Introduction to Educational Research</i> (BB)
Week 2 Tues 9/2	<ul style="list-style-type: none"> • Theoretical Orientation-Student Engagement 	<ul style="list-style-type: none"> • <i>Boykin and Noguera Ch. 3</i>
Week 2 Thurs 9/4	<ul style="list-style-type: none"> • Theoretical Orientation-Student Guiding Functions 	<ul style="list-style-type: none"> • <i>Boykin and Noguera Ch. 4</i>
Week 3 Tues 9/9	<ul style="list-style-type: none"> • Theoretical Orientation-Classroom-Based Asset-Focused Strategies 	<ul style="list-style-type: none"> • <i>Boykin and Noguera Ch. 5 and 6</i>
Week 3 Thurs 9/11	<ul style="list-style-type: none"> • Research Design 	<ul style="list-style-type: none"> • <i>Creswell Ch. 1</i>
Week 4 Tues 9/16	<ul style="list-style-type: none"> • Introduction to Literature Review 	<ul style="list-style-type: none"> • <i>Creswell Ch. 2</i>
Week 4 Thurs 9/18	<ul style="list-style-type: none"> • Ethics in Research • Writing the Introduction 	<ul style="list-style-type: none"> • <i>Creswell Ch. 4 and 5</i> • Journal Article Review 1 Due
Week 5 Tues 9/23	<ul style="list-style-type: none"> • Statement of the Problem or Purpose Statement 	<ul style="list-style-type: none"> • <i>Creswell Ch. 6</i>
Week 5 Thurs 9/25	<ul style="list-style-type: none"> • Writing a Research Question 	<ul style="list-style-type: none"> • <i>Creswell Ch. 7</i> • Journal Article Review 2 Due
Week 6 Tues 9/29	<ul style="list-style-type: none"> • Literature Review-Finding Sources 	<ul style="list-style-type: none"> • Readings TBA
Week 6 Thurs 10/2	<ul style="list-style-type: none"> • Introduction to Action Research 	<ul style="list-style-type: none"> • <i>Action Research Ch. 14</i> (BB) • Introduction Draft Due

Week 7 Tues 10/7	<ul style="list-style-type: none"> Teacher Action Research 	<ul style="list-style-type: none"> <i>Teacher Action Research</i> (BB)
Week 7 Thurs 10/9	<ul style="list-style-type: none"> Other Types of Action Research 	<ul style="list-style-type: none"> Midterm Due
Week 8 Tues 10/14	<ul style="list-style-type: none"> Qualitative Research Methods 	<ul style="list-style-type: none"> <i>Creswell Ch. 9</i>
Week 8 Thurs 10/16	<ul style="list-style-type: none"> Qualitative Research Methods (cont.) 	<ul style="list-style-type: none"> <i>Creswell Ch. 9</i> Qualitative Research Method Guide Due
Week 9 Tues 10/21	<ul style="list-style-type: none"> Quantitative Research Methods 	<ul style="list-style-type: none"> <i>Creswell Ch. 8</i>
Week 9 Thurs 10/23	<ul style="list-style-type: none"> Quantitative Research Method (cont.) 	<ul style="list-style-type: none"> <i>Creswell Ch. 8</i> Quantitative Research Method Guide Due
Week 10 Tues 10/28	<ul style="list-style-type: none"> Mixed Methods Research Methods 	<ul style="list-style-type: none"> <i>Creswell Ch. 10</i>
Week 10 Thurs 10/30	<ul style="list-style-type: none"> Validity and Reliability 	<ul style="list-style-type: none"> <i>Validity and Reliability Ch. 6</i> (BB) Literature Review Draft Due
Week 11 Tues 11/4	<ul style="list-style-type: none"> Data Collection-Quantitative Methods 	<ul style="list-style-type: none"> <i>Tests Ch. 19</i> (BB)
Week 11 Thurs 11/6	<ul style="list-style-type: none"> Data Analysis-Quantitative Methods 	<ul style="list-style-type: none"> <i>Quantitative Data Analysis Ch. 24</i> (BB) Journal Article Review 3 Due
Week 12 Tues 11/11	<ul style="list-style-type: none"> Veteran's Day University Closed 	
Week 12 Thurs 11/13	<ul style="list-style-type: none"> Data Collection-Qualitative Methods 	<ul style="list-style-type: none"> <i>Interviews and Observations Ch. 16 & 18</i> (BB)

Week 13 Tues 11/18	<ul style="list-style-type: none"> • Data Analysis- Qualitative Methods 	<ul style="list-style-type: none"> • <i>Approaches to Qualitative Data Analysis</i> Ch. 22 (BB) • Draft of Methods Due
Week 13 Thurs 11/20	<ul style="list-style-type: none"> • Findings, Implications, and Conclusions 	<ul style="list-style-type: none"> • Reading TBA
Week 14 Tues 11/25	<ul style="list-style-type: none"> • Action Research Proposal Conference Meetings 	
Week 14 Thurs 11/27	<ul style="list-style-type: none"> • No Class 	<ul style="list-style-type: none"> • Happy Thanksgiving
Week 15 Tues 12/2	<ul style="list-style-type: none"> • Action Research Proposal Workshop 	
Week 15 Thurs 12/4	<ul style="list-style-type: none"> • Action Research Proposal Presentations 	<ul style="list-style-type: none"> • Action Research Presentations
Final Exam	<ul style="list-style-type: none"> • Action Research Proposal Due Tuesday December 9th 	

ASSIGNMENT DESCRIPTIONS AND RUBRICS

Course Participation 120 points

Course participation will account for 20% of your course grade. Included in your overall participation grade are:

- Classroom Leadership Roles (60)
- Quizzes and Online Discussions (60)

Classroom Leadership Roles

Each week students will be assigned to various Classroom Leadership Roles.

Responsibilities include:

- Weekly Course Supervisor- sends around sign in sheet and return to instructor at end of course. Review course announcements during Housekeeping.
- Online Discussion Moderator- posts discussion question online and moderates discussion
- Discussion Leader- leads class discussion by sharing a discussion question

Classroom Leadership Roles Schedule

Students are responsible for getting their roles filled in the event of an unscheduled absence. To earn points students will have to make up missed days.

Quizzes

In class and online quizzes will be given to students announced throughout the semester. Quizzes will review the assigned reading material. Students should read all assigned materials each week. Students who are absent will not be allowed to make up a quiz.

Online Discussions

The Online Discussion Moderator will begin the online discussion by posting their discussion question. Every Sunday by midnight, the Online Discussion Moderator will post one online discussion question. Students must respond to at least 3 posts throughout the semester.

Course Participation	Possible Points	Points Earned
Classroom Leadership Roles <ul style="list-style-type: none">• Weekly Course Supervisor• Online Discussion Moderator• In Class Discussion Leader	60	
Quizzes	30	
Online Discussion	30	
TOTAL POINTS	120	

Journal Article Reviews 3 @ 30 pts each

A literature review is a critical aspect to a research study. Before you can design and implement your study you must review the current literature around your topic to identify trends and gaps in the literature. To aid students with the literature review of their action research proposal students will complete 3 journal article reviews of studies related to their research topic. Although students will include books and other types of publications in their literature review, journal articles will be prominent. For this assignment students should select journal articles that will be included in their literature review (if you make changes to your research topic you do not need to do a new journal article review). Each journal article review should be 2-3 pages and typed. The purpose of the review is to summarize the article and offer a critique or a discussion on how the article contributes to your review of the literature. Below is a scoring rubric for each journal article review and the due dates.

Each Journal Article Review	Total Possible Points	Points Awarded
Appropriate Selection of Journal Article	2	
Bibliographic information in APA style	2	
Description of the article content	7.5	
Critique of the article	7.5	
Writing Mechanics: Grammar, length, sentence structure, and a copy of the article	5	
Presentation	6	
Total	30	

Due Dates for Journal Article Reviews

Journal Article Review 1 is due on Thursday September 18th Week 4

- This journal article should be related to one of the three theoretical orientations discussed in *Creating the Opportunity to Learn* (i.e. student engagement; student guiding functions; and classroom-based asset focused strategies)

Journal Article Review 2 is due on Thursday September 25th Week 5

- This journal article should be related to your research topic.

Journal Article Review 3 is due on Thursday November 6th Week 11

- This journal article should be related to your selected research method.

Qualitative Research Method Guide (90 points) Due Week 8 Thursday October 16

Throughout the semester students learn about different qualitative and quantitative research method. Each student will select one qualitative research method and prepare a Qualitative Research Method Guide. This guide will provide an in-depth review of the research method by reviewing additional sources. Students will select two research studies that utilized the research method and provide a brief description of the study and the results. Each guide will also contain a description of how the method could be used in hypothetical research study. The guide should be 2-3 pages and typed. Below is a scoring rubric for the guide and a list of possible qualitative research methods (each student will do a different method).

Qualitative Research Method Guide Scoring Rubric	Possible Points	Points Earned
In-depth Review of Research Method	20	
Review of Sample Studies	20	
Description of Research Method in Hypothetical Study	20	
Writing Mechanics	15	
Presentation	15	
TOTAL POINTS	90	

Qualitative Research Methods

- Case Study Research
- Historical Research
- Ethnographic Research
- Grounded Theory
- Narrative Research
- Phenomenological Research

Quantitative Research Method Guide (90 points) Due Week 9 Thursday October 23

Throughout the semester students learn about different qualitative and quantitative research method. Each student will select one quantitative research method and prepare a Quantitative Research Method Guide. This guide will provide an in-depth review of the research method by reviewing additional sources. Students will select two research studies that utilized the research method and provide a brief description of the study and the results. Each guide will also contain a description of how the method could be used in hypothetical research study. The guide should be 2-3 pages and typed. Below is a scoring rubric for the guide and a list of possible quantitative research methods (each student will do a different method).

Quantitative Research Method Guide Scoring Rubric	Possible Points	Points Earned
In-depth Review of Research Method	20	
Review of Sample Studies	20	
Description of Research Method in Hypothetical Study	20	
Writing Mechanics	15	
Presentation	15	
TOTAL POINTS	90	

Quantitative Research Methods

- Experimental Research
- Quasi Experimental Research
- Survey Research
- Correlational Research
- Longitudinal Research
- Meta-Analysis Research

Midterm Examination

Students will complete a midterm exam through Blackboard. The exam will consist of multiple choice, short answer, and essay questions. The exam will cover the first half of the course materials. A study guide will be provided to students prior to the exam date and the exam results will be reviewed in class. The midterm exam will be due **Week 7 Thursday October 9th**.

Final Exam: Action Research Proposal

Each student will write an action research proposal for a research project they will complete during their student teaching experience. The proposal will include an introduction (statement of the problem and research question), literature review, and a description of the methods (population, data collection, and data analysis). Drafts of the various components will be due before the final proposal is submitted. Students must submit the drafts to receive feedback from the instructor. **Proposals WILL NOT BE accepted without the drafts of each section turned in first.** Students will implement their action research project the following semester during their student teaching internship and complete the paper as part of the SOE graduate requirement.

Action research is a research method that will be explored in-depth in this class. Students will learn how teachers use action research to improve upon their teaching and student outcomes. An action research study should address a concern in the classroom and provide teachers with a method for determining a solution for the concern. Below are the due dates for the draft of each section and the final action research proposal.

Final Proposal and Presentation

- Proposals should include three main sections (Introduction, Review of Literature, and Method).
- Proposals should be in two-column format, similar to a journal article. See the models provided in Blackboard.
- Proposals should be between 8 and 10 pages (single-spaced), not including references.
- Proposals should follow APA 6th format (exclude title page).
- Proposals should include at least one table.
- Proposals should project that at least 10 students in each group will be available (if comparisons between conditions will be made). Project demographics based on typical school experiences, current job assignment, or practicum placement.
- Presentations should not exceed 12 minutes.
- Presentations should not exceed 12 slides. If you include 12 slides then, your presentation time will average about 1 slide per minute. Be sure that you can present the information at a comfortable pace. Less is sometimes more.

Important Dates for Action Research Proposal

Thursday October 2nd Week 6 Draft of the Introduction Due

Thursday October 30th Week 10 Draft of Literature Review Due

Tuesday November 18th Week 13 Draft of Methods Due

Tuesday November 25th Week 14 Action Research Conference with Instructor (no class)

Thursday December 4th Week 15 Action Research Presentation
Tuesday December 9th Final Exam Week Action Research Proposal Due