COURSE LEARNING PLAN

# LDRS 591: Scholarly Inquiry

**Course Start Date:**  January 23, 2017

**Course End Date:** February 3, 2017

**Final Date for Course Assignments: February 10**

**Updated: 29 November, 2016**

# Instructor Contact Information

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# Course Description

LDRS 591 provides an overview of the process, critical analysis, and associated skills required for scholarship and research. This course is designed for learners who may have little experience in the area of research, and will provide introduction to scholarly inquiry and various research approaches being used in the field of leadership to the end that learners may become discriminating consumers of research. Course themes include focus on APA formatting, location and evaluation of scholarly literature, and processes leading to the creation of a graduate level synthetic review of precedent literature. The course combines theoretical/conceptual understandings with applied practice, and is challenging for most learners.

This course is a pre-requisite for LDRS 697-698. The aim of this online course is to provide students with the knowledge and skills necessary for the completion of the capstone which serves to integrate practical Master of Arts in Leadership program curriculum content.

# Course Learning Outcomes

On completing this course, students should be able to:

1. Appraise and evaluate the research process based upon the values and ethical standards of servant leadership.

2. Demonstrate critical thinking and analytic skills characteristic of a rigorous approach to scholarship.

3. Distinguish between Boyer’s Scholarship of Application, Integration, Teaching, and Discovery.

4. Evaluate potential research questions based upon problems in the leadership domain and distinguish among appropriate methods whereby to address these questions.

5. Conduct a thorough review of scholarly literature using library and internet search skills.

6. Critique research studies using skills of critical-analytic thinking.

# Texts & Reading Resources

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.)*.* Washington, DC: Author.

Houghton, P. & Houghton, T. (2009). *APA: The easy way!*(2nd ed.). Flint, MI: Baker College

Plano-Clark, V., Creswell, J. (2015). *Understanding research: A consumer’s guide* (2nd ed.)*.* Boston, MA: Pearson.

# Course Schedule

## Day 0 — Pre-Course Study Tasks

Because of the intensive nature of a two week course, it is highly recommended that you have **skimmed** through the course texts read prior to coming to class. The two course texts will be utilized primarily as reference resources, so it is more important that you understand the layout more so than the detailed content. Also, it is highly recommended that you begin thinking about the first assignment, your personal reflection on the Multifactor Leadership Questionnaire (MLQ) and the Hogan Personality Inventory (HPI) as soon as the results become available to you.

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| **Readings** | |
| **Text or Article** | **Chapters/Pages** |
| Plano-Clark, V., Creswell, J. (2015). *Understanding research: A consumer’s guide.* Boston, MA: Merrill. | 1-479 |
| American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.)*.* Washington, DC: Author. | 1-112; 169-192 |

## Day 1 — Learning Integration Project (LIP) Introduction and Introduction to Research

We will set the stage for our work in LDRS 591 by first looking to the reason the course LDRS 591 even exists: to support the program capstone, the Learning Integration Project (LDRS 697/698). A comprehensive orientation will be provided to all aspects of the LIP.

In the second half of the day we will provide an introduction to the course, familiarizing you with foundational concepts related to scholarly inquiry. In particular, we will focus on our thinking about what scholarship, research, and evidence-based “best practices” leadership look like. We will then look at research generally and focus on the importance of the questions that drive research generally, and begin to articulate individually the research interests that drive you in your professional life.

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| **Readings** | |
| **Text or Article** | **Chapters/Pages** |
| MA in Leadership Monographs (provided at Orientation) | Skim |
| LIP Manual. Link provided on MyCourses | Skim |
| Patton, M. (2001). Evaluation, knowledge management, best practices and high quality lessons learned. | Read |
| Plano-Clark & Creswell (2015). *Understanding Research* | Read Chapters 1,2 |
| Instructor’s Notes, Day 1 | Read |

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| **Assigned Work** | |
| **Assignment Name & Notes** | **Due Date** |
| **Assignment #1: Preliminary Assessment Reflection and Response**  See details below. | Day 2, beginning of class. |
| Pre-read the assigned readings and instructor notes that are opened for Day 2. | Day 2, beginning of class |

## Day 2 — Accessing Scholarly Literature

Today we will focus on gaining familiarity with various genres of scholarly literature, getting a sense of how these genres contribute to your own scholarly endeavors, and in gaining first-hand experience in locating and organizing relevant scholarly literature. Two of the major assignments in this course, and indeed, a major element of LDRS 697/698, hinge on your ability to conduct a review of precedent literature. We will break this formidable task down into two assignments that build on each other. Assignment #2 will focus on locating and organizing appropriate literature, and Assignment #3 will focus on your synthesis of the literature you located for Assignment #2. Although these assignments will not come due until the later in this course, our work today is the foundation for those assignments.

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| **Readings** | |
| **Text or Article** | **Chapters/Pages** |
| Plano-Clark & Creswell (2015). *Understanding Research* | Chapters 1-2 |
| Badke Research Tutorial (suggested) | Self-directed |

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| **Assigned Work** | |
| **Assignment Name & Notes** | **Due Date** |
| Set **Assignment #3: Literature Review Search**  Details are provided on MyCourses. | Midnight, Day 5 |
| Pre-read the assigned readings and instructor notes that are opened for Day 3. | Day 3, beginning of class |

## Day 3 — APA 6 Style

Today we are introduced to APA 6 as the preferred format for scholarly writing at TWU.

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| **Readings** | |
| **Text or Article** | **Chapters/Pages** |
| *Publication Manual of the American Psychological Association (Sixth Ed.)* | 1-112; 169-192 |
| Houghton, P. & Houghton, T. (2009). *APA: The easy way!*(2nd ed.). Flint, MI: Baker College | Reference |

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| **Assigned Work** | |
| **Assignment Name & Notes** | **Due Date** |
| **Assignment #2: APA** | Day 4, beginning of class |
| Pre-read the assigned readings and instructor notes that are opened for Day 4. | Day 4, beginning of class |

## Day 4 — Introductions of Research Reports

Today we will focus on the understanding the elements commonly found in the introductions of research reports. We will be engaging with the research problem, the review of precedent literature, and the research purpose. Although the terms “research problem” and “research purpose” sound similar, we will see that although related, are quite different.

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| **Readings** | |
| **Text or Article** | **Chapters/Pages** |
| Plano-Clark & Creswell (2015). *Understanding Research* | Chapters 3, 4, 5 |
| Hamilton & Bean (2005). The importance of context, beliefs and values in leadership development. | Read |

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| **Assigned Work** | |
| **Assignment Name & Notes** | **Due Date** |
| Pre-read the assigned readings and instructor notes that are opened for Day 5. | Day 5, beginning of class |
| Reflection Brief #1: Introductions of Research Reports. See MyCourses for details. | Day 4, one hour after the end of class |
| Group #1 Presentation: Lead class in de-briefing Reflection Brief #1 | Day 5, beginning of class |

## Day 5 — Methods and Results of Quantitative Research Reports

Yesterday we explored the introductions to research reports we saw that the research problem establishes why a particular research study is worth doing, the review of precedent literature establishes what is already known about the problem, and the research purpose establishes what the research specifically intends to do. Today we want to extend this to the next major section of a research report: The methods and results. Because of the great differences in quantitative and qualitative methods, we will break this discussion into two days. Day 5 will focus on the methods and results of quantitative research reports, while Day 6 will focus on those of qualitative research reports.

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| **Readings** | |
| **Text or Article** | **Chapters/Pages** |
| Plano-Clark & Creswell (2015). *Understanding Research* | Chapters 6, 7, 8 |
| Barrow & Mirabella (2009). An empirical study of other-oriented and rational self-interest leadership approaches. | Read |

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| **Assigned Work** | |
| **Assignment Name & Notes** | **Due Date** |
| **Assignment #2: Literature Review Search** is due midnight of Day 5! | Midnight, Day 5 |
| Pre-read the assigned readings and instructor notes that are opened for Day 6. | Day 6, beginning of class |
| Reflective Brief #2: Methods and Results of Quantitative Research Reports. See MyCourses for details. | Day 5, one hour after the end of class |
| Group #2 Presentation: Lead class in de-briefing Reflection Brief #2 | Day 6, beginning of class |

## Day 6 — Methods and Results of Qualitative Research Reports

Today we continue our overview of the most common research methods used in leadership research. Remember that the purpose of these overviews is that you will be a more informed consumer of research and a practitioner of evidence-based leadership practices.

Earlier when we explored the introductions to research reports we saw that the research problem establishes why a particular research study is worth doing, the review of precedent literature establishes what is already known about the problem, and the research purpose establishes what the research specifically intends to do. Today we want to continue to extend this to the next major section of a research report: The methods and results. Because of the great differences in quantitative and qualitative methods, we have broken this discussion into two days. Yesterday focused on the methods and results of quantitative research reports, while today we will focus on those of qualitative research reports.

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| **Readings** | |
| **Text or Article** | **Chapters/Pages** |
| Plano-Clark & Creswell (2015). *Understanding Research* | Chapters 9, 10, 11 |
| Savage-Austin & Honeycutt (2011). Servant leadership: A phenomenological study of practices, experiences, organizational effectiveness and barriers. | Read |

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| **Assigned Work** | |
| **Assignment Name & Notes** | **Due Date** |
| **Set Assignment #4: Formal Literature Review**  Details are provided on MyCourses. | Midnight, February 21 |
| Pre-read the assigned readings and instructor notes that are opened for Day 7. | Day 7, beginning of class |
| Reflective Brief #3: Methods and Results of Qualitative Research Reports. See MyCourses for details. | Day 6, one hour after the end of class |
| Group #3 Presentation: Lead class in de-briefing Reflection Brief #3 | Day 7, beginning of class |

## Day 7 — Conclusions of Research Reports; Mixed Methods

Today we will focus on assessing and interpreting the conclusion section of quantitative and qualitative research. Also, we will explore two additional approaches to research that you will commonly encounter. The mixed methods approach has evolved as a way to utilize the strengths of both qualitative and quantitative research as a particular question is investigated.

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| **Readings** | |
| **Text or Article** | **Chapters/Pages** |
| Plano-Clark & Creswell (2015). *Understanding Research* | Chapters 12, 14 |
| Symonds, J. & Gorard, S. (2010). Death of mixed methods? Or the rebirth of research as a craft. | Read |
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| Tsui, Zhang, Wang, Xin, & Wu (2006). Unpacking the relationship between CEO leadership behavior and organizational culture. | Skim |
| Black, G. (2010). Correlational analysis of servant leadership and school climate. | Skim |
| Sendjaya, Sarros & Santora (2008). Defining and measuring servant leadership behavior in organizations. | Skim |
| Barrow & Mirabella (2009). An empirical study of other-oriented and rational self-interest leadership approaches. | Read |
| Savage-Austin & Honeycutt (2011). Servant leadership: A phenomenological study of practices, experiences, organizational effectiveness and barriers. | Read |

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| **Assigned Work** | |
| **Assignment Name & Notes** | **Due Date** |
| Pre-read the assigned readings and instructor notes that are opened for Day 8 | Day 8, beginning of class |
| Reflective Brief #4: Conclusions to Research Reports. See MyCourses for details. | Day 7, one hour after the end of class |
| Group #4 Presentation: Lead class in de-briefing Reflection Brief #4 | Day 8, beginning of class |

## Day 8 — Action Research

We want to shift our focus from the highly theoretical and rigidly structured forms of formal research that we have considered this far and to look at a form of research that you are more likely to employ as a leader—action research. Action research has evolved as a method well suited to leadership and organizational studies as well as in educational settings. Today we will explore how action research is related to and yet distinct from the other forms of research we have explored to date.If formal research approaches (qualitative, quantitative and mixed methods) are aimed at generating new knowledge, action research is aimed at finding solutions to local problems and issues. We will extend our discussion of action research and explore a widely utilized form of action research known as appreciative inquiry (AI). Arising from organizational development studies, AI has found application in a wide range of settings.

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| **Readings** | |
| **Text or Article** | **Chapters/Pages** |
| Plano-Clark & Creswell (2015). *Understanding Research* | Chapter 13 |
| Smith, M. (2007). Action research. | Skim |
| Walker & Carr-Stewart (2004). Learning leadership through appreciative inquiry. | Skim |

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| **Assigned Work** | |
| **Assignment Name & Notes** | **Due Date** |
| Group #5 Presentation: Lead class in de-briefing Reflection Brief #5 | Day 9, beginning of class |
| Reminder: Assignment #3 is due midnight of the last day of class. |  |

## Day 9 — Bringing It All Together

Scholarly research reports can have profound impact on society. Thus far in this course we have been making the case that best practices are informed by the wise and judicious application of research findings to particular situations. Don’t miss the importance of adverbs “wise” and “judicious.” Plano-Clark and Creswell tell us that we should “read research to learn new knowledge about topics, to become informed on policy debates, and to find suggestions for improving your practice” (2010, p. 15).

The process of bringing things together will utilize several experiential learning exercises, where we join together in (a) passing judgment on the relative merit of a selection of recently published journal articles, (b) we grapple with a fairly recent report that presented conclusions that have had far reaching impact around the world, (c) we wrestle with the real-world consequences to people that motivate us to "get it right".

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| **Readings** | |
| **Text or Article** | **Chapters/Pages** |
| We will engage various articles in class. There is no pre-reading assigned. |  |

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| **Assigned Work** | |
| **Assignment Name & Notes** | **Due Date** |
| Reminder: Assignment #3 is due midnight of the last day of class. | Midnight tonight |

## Day 10 —Learning Integration Project (LIP) Introduction, Part 2

Today we will revisit the LIP Capstone, and connect our work in 591 to this important part of your program.

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| **Readings** | |
| **Text or Article** | **Chapters/Pages** |
| No readings are assigned prior to class. We will be exploring several readings in class together. Links will be opened up in MyCourses on Day 9. |  |
| MA in Leadership Monographs (provided at Orientation) |  |
| LIP Manual. Link provided on MyCourses |  |

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| **Assigned Work** | |
| **Assignment Name & Notes** | **Due Date** |
| **Assignment #4: Formal Literature Review is due at midnight tonight.** |  |

# Assignments/Activities

## Breakdown of Final Grade

The final grade will be determined by the satisfactory completion of all requirements.

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| Assignment #1 | 10% |
| Assignment #2 | 10% |
| Assignment #3 | 15% |
| Assignment #4  Reflection Briefs #1-5 | 30%  25% |
| Individual Daily Engagement | 10% |
| **Total** | **100%** |

## Assignment #1: Preliminary Assessment Reflection and Response

**Due Date:** Day 2, beginning of class.

**Instructions:**

The objective of this assignment is to provide you the opportunity to reflect and respond on the results of the assessments you engaged in either prior to or at orientation, and connects directly to the processes you will engage in in the LDRS 697/698 capstone and throughout this program. Specifically I will ask you to

1. Review and reflect on the results of the assessments assigned to be completed prior to or at orientation.
2. Write a short (1500 word) reflective response to the following:
   1. What do these measures mean to you as you practice leadership in your professional context?
   2. What new understandings about yourself—either confirming or disconfirming previously held self-perceptions—have you gained? Be sure to reference any other personality inventory assessments you may have completed.
3. Briefly reflect on how these assessments intersect (or connect) with the nine leadership competencies (found in the LIP manual under competencies 3.1-3.9) for you specifically. Full assignment details are provided on MyCourses.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

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## Assignment #2: APA

**Due Date:** Day 4, beginning of class.

**Instructions:**

The objective of this assignment is to reinforce important APA conventions that we have discussed in class. You will be asked to demonstrate important APA conventions regarding page setup, quotations, citations, and References entries. Details of this assignment will be provided in class.

## Assignment #3: Literature Review Search

**Due Date:** Day 5, midnight.

**Instructions:**

The objective of this assignment is to help you to locate and organize the literature sources necessary to write a graduate-level literature review demonstrating critical thinking and analytical skills. This is assignment is closely related to the Formal Literature Review assignment. In this assignment you will demonstrate your scholarly inquiry learning by locating and organizing the literature base that you will use in writing a graduate-level literature review. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Assignment #4: Formal Literature Review

**Due Date:** Day 10, midnight

**Instructions:**

In this assignment you will demonstrate your scholarly inquiry learning by writing a graduate-level literature review. This literature review will be represent your analysis and synthesis of the literature located and organized in the Literature Review Search assignment. This assignment is a precursor to three of the assignments that you will address in LDRS/MAEL 697/698. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Reflection Brief #1: Introductions to Research Reports

**Due Date:** Day 4, one hour after the end of class.

**Instructions:**

This assignment requires you to reflect on what are the indicators of quality in the introduction of a scholarly report. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Reflection Brief #2: Methods and Results of Quantitative Research Reports

**Due Date:** Day 5, one hour after the end of class.

**Instructions:**

This assignment requires you to reflect on what are the indicators of quality in the methods and results sections of a quantitative research report. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Reflection Brief #3: Methods and Results of Qualitative Research Reports

**Due Date:** Day 6, one hour after the end of class.

**Instructions:**

This assignment requires you to reflect on what are the indicators of quality in the methods and results sections of a qualitative research report. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Reflection Brief #4: Conclusions to Research Reports

**Due Date:** Day 7, one hour after the end of class.

**Instructions:**

This assignment requires you to reflect on what are the indicators of quality in the conclusions section of a research report. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## Reflection Brief #5: Bringing It All Together

**Due Date:** Day 9, one hour after the end of class.

**Instructions:**

This assignment requires you to reflect on issues that impact how you use research in your leadership practice. See MyCourses for details.

**Evaluation Rubric:** A specific rubric for this assignment is provided on MyCourses.

## In-Class Presentations and Individual Daily Engagement

**Due Date:** Daily

**Instructions:**

You will be asked to make in-class presentations, both individually and in small groups. The objective of these presentations is to provide an opportunity for you to help us to collectively understand aspects and applications of the course content.

You will be evaluated on the basis of your personal engagement each day. Individual daily participation will be based on (a) physical presence in class and (b) level of engagement in large-group and small-group discussions and learning activities. Absence from class will result in an engagement mark of 0 for that day. Substantive engagement consists of active listening and/or verbally responding and engaging in whole-group conversation as well as actively participating in small-group conversations.

**Special Note Regarding Final Assignment Submissions:** ALL course work must be submitted for final grading within 7- 10 days following the course end date. The instructor has to submit grades to the Registrar within 14 days of the course end date. In extenuating circumstances, a provision is made for an INC to be entered pending final assignment of a course mark. Details are provided at <https://www.twu.ca/graduate/new-incomplete-grade-contract.pdf>.

# Evaluation

## MA Lead/MAEL Grading Rubric

In an effort to ensure consistency in the MAL assignment of grades and to inform graduate students of assessments of the quality of work at the graduate level, the following interpretation of grades in assignments and courses offers a guideline.

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| **Letter Grade** | **%** | **Grade**  **Point**  **Value** | **Meaning in Graduate Work *Note:*** *For assignments that meet criteria in several categories, instructors will assign an average grade.* |
| **A+** | 95-100 | 4.3 | Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable. |
| **A** | 90-94 | 4.0 | Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use. |
| **A-** | 85-89 | 3.7 | Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage. |
| **B+** | 80-84 | 3.3 | Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage. |
| **B** | 75-79 | 3.0 | Competent development of position, but possibly with some gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws. |
| **B-** | 70-74 | 2.7\* | Unimpressive development of position. Position not completely consistent with personal vision *or* references and resources not taken fully into account *or* examples are basic or not completely convincing *or* lacking acceptable insight and analytic and evaluative ability. Style and language usage with weaknesses (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies. |
| **C** | <70 | 2.0 | Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. *This grade is a failing grade at the graduate level, and students receiving a “C” course grade are required to re-take the course.* |

**\*Note: a grade of “B-“carries a GPA of 2.7; learners require a composite GPA of 3.0 to graduate.**

**Other Designated Grades**

**INC** = **Incomplete**. A grade may be incomplete if assignments remain outstanding in a course or if the instructor has not yet submitted a grade. If assignments remain outstanding at the end of a course, students must obtain and complete an incomplete grade form from Enrollment Services.

**W** = **Withdrew**. This grade is assigned for students withdrawing during the first half of the course.

**WP /WF** = **Withdrew passing / Withdrew failing**. These grades are assigned to students withdrawing during the second half of a course. Grades are not computed into the cumulative GPA. A student may withdraw from a course only because of severe extenuating circumstances and if approval is granted by the Program Director and the Dean of Graduate Studies. Updated: April 30, 2012 Kirk Mitchell