# Course Description

This course is an introduction to qualitative research methods, quantitative research methods, and non-experimental designs. The logic of inferential statistics and the application of basic analytic techniques are explored as the basis for research related to education policy. Prior knowledge of statistics or quantitative methods is not required.

**University Learning Outcomes (ULO)**

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning­
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

**Program Learning Outcomes (PLO)**

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

**Course Learning Outcomes (CLO)**

* **CLO1**: Determine the fundamental differences among qualitative and quantitative approaches. (PLO2, 3, 4, 5, 7)
* **CLO2**: Analyze the strategies and steps to select an appropriate research approach to plan, conduct, analyze, and evaluate your study. (PLO2, 4, 5, 7)
* **CLO3**: Evaluate the purpose of other literature and research articles for quality, perspective, reliability, and validity. (PLO2, 4, 5, 7)

**Student Expectations**

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Cresswell, J. W. (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Upper Saddle River, NJ: Pearson.

**Additional Suggested Readings** (The following texts are used in EDU 811):

Lovitts, B. E., & Wert, E. L. (2009). *Developing quality dissertations in the social sciences: A graduate student's guide to achieving excellence*. Sterling, VA.: Stylus.

Rudestam, K. E., & Newton, R. R. (2014). *Surviving your dissertation: A comprehensive guide to content and process* (4th ed.). Newbury Park, CA: Sage.

# Suggested Point Values

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| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Student Introductions | 20 |  |
| Discussion: Think Like a Researcher | 20 |  |
| Discussion: Why Conduct Research? | 20 |  |
| Reflective Essay: Know Your Topic – Understand Your Purpose | 50 |  |
| **Week 2** |  |  |
| Discussion: Note the Differences – See the Connections | 20 |  |
| Discussion: Starting Your Research | 20 |  |
| Blog: Going From Research Topic to Research Problem | 25 |  |
| Understanding How Qualitative and Quantitative Research Connect | 50 |  |
| **Week 3** |  |  |
| Discussion: Qualitative Research Definition | 20 |  |
| Discussion: Finding Qualitative Sources | 20 |  |
| Wiki: Qualitative Research Questions | 25 |  |
| A Qualitative Research Study | 50 |  |
| **Week 4** |  |  |
| Discussion: Ethical Issues | 20 |  |
| Discussion: Grounded Theory and Narrative Research Design | 20 |  |
| Discussion: Narrative Design Study Presentation | 20 |  |
| Journal: Considering Qualitative Research Design | 25 |  |
| Grounded Theory Research Study | 50 |  |
| **Week 5** |  |  |
| Discussion: Comparing Quantitative Research Designs | 20 |  |
| Discussion: Role of Quantitative Research | 20 |  |
| Discussion: Finding Quantitative Sources | 20 |  |
| Journal: Considering Quantitative Research Design | 25 |  |
| Quantitative Research Study Using Experimental Design | 80 |  |
| **Week 6** |  |  |
| Discussion: Sampling Issues | 20 |  |
| Discussion: Correlational Designs | 20 |  |
| Discussion: Surveys | 20 |  |
| Correlational Design Research Study | 80 |  |
| **Week 7** |  |  |
| Discussion: Literature Review | 20 |  |
| Preparing for IRB Approval: Chapter One | 100 |  |
| Literature Review | 100 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

**Course Schedule**

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| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| Week One: What Is Research and Why Is It Important? |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine a suitable topic for research. | CLO2 | |
| * 1. Explain how inquiry and research are aligned. | CLO1, 2 | |
| * 1. Build an initial research question. | CLO1, 2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | N/A | N/A |
| **Readings**  **Read** Ch. 1 of *Educational Research*. | 1.1, 1.2, 1.3 |  |
| **Overview Video**  **View** the video “How to Get the Most Out of this Course” in Blackboard.  **Post** any questions or comments to the General Questions & Discussion forum. | COURSE | Lecture Activity = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note.* A recorded lecture will be made available to those who are unable to attend the live session. | N/A | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignment***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Student Introductions**  **Create** a short video using your computer webcam or smartphone to introduce yourself to your classmates.  **Consider** discussing what you currently teach, your interests and hobbies, what you love most about education, and your professional goals.  **Upload** your video file to a shareable file folder (e.g. OneDrive, Box, Dropbox, Google drive, etc.) and then provide a shared link to the file in Blackboard by Sunday.  **Post** a link to your video or presentation to the Student Introductions discussion forum by Thursday.  **Respond** to other posts welcoming fellow classmates. | N/A | Discussion = **1.5 hours** |
| **Discussion: Think Like a Researcher**  **Read** the article clip of Ch. 1 from *A More Beautiful Question*.  **Respond** to the following questions in the Think Like a Researcher discussion forum by Thursday:   * What topic or problem do I want to research? * What do I want to know about it? * Why has this question not been answered? * What do I need to know to answer the question?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 1.1, 1.2, 1.3 | Discussion = **1 hour** |
| **Discussion: Why Conduct Research?**  **View** the TedTalk video “[The Power of Vulnerability](https://www.ted.com/talks/brene_brown_on_vulnerability)” [20:19] by Brené Brown.  **Respond** to the following questions in the Why Conduct Research discussion forum by Thursday:   * How could you personally benefit from your own research? * What does it mean for you to conduct your own educational research study?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 1.1 | Discussion = **1.5 hours** |
| **Reflective Essay: Know Your Topic – Understand Your Purpose**  **Write** a 500- to 1,000-word reflection paper about the role of research. Please use first-person. Know that you will convert this to third-person when you rewrite it for your final assignment due in Week 7.  **Consider** the following elements when writing your paper:   * State the problem or issue you want to address. * Discuss the purpose or goal of your study (how your research will address that problem). * Present an initial research question. * Explain why it is a good question.   **Submit** your paper by Sunday. | 1.1, 1.2, 1.3 | Paper = **1 hour** |

# Faculty Notes

**Feedback for Reflective Essay:** In most cases, at the beginning of the research process, students ask why questions. This is to be expected and perfectly fine. It may even be best, as it allows them to apply different cognitive processes to the question. Over the course of the semester you want them to translate that “Why?” question to a “How?” question. Your feedback on the Week 1 reflective essay (**Know Your Topic – Understand Your Purpose**) should offer suggestions as to how to make that translation.

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Wiki Assignments:** Before the course begins, set up all Wiki assignments in Blackboard. Setup instructions are located in the weekly faculty notes in each week a Wiki is used.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then use those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Identifying a Research Problem & Reviewing the Literature |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine the viability of a selected research topic and problem. | CLO1, 2, 3 | |
| * 1. Assess the impact of current research on a selected research topic. | CLO1, 2, 3 | |
| * 1. Explain how researchers gather, process, analyze, interpret, and present data in quantitative research. | CLO2, 3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 2 & 4 of *Educational Research*. | 2.1, 2.2, 2.3 |  |
| **Video**  **Watch** the video “[Qualitative vs. Quantitative](https://www.youtube.com/watch?v=2X-QSU6-hPU)” [9:02] on YouTube. | 2.3 |  |
| **Gwynedd Mercy University Keiss Library**  **Explore** the [Gwynedd Mercy University Keiss Library](http://gmercyu.libguides.com/Keiss_Library_Home) website.  **Select** the **Research Help** tab at the top of the screen. Then, select **Video Tutorials** from the menu.  **Watch** the “Access Research Guides” video, for a helpful how-to on using the library research guides.  **Go** to the Keiss Library [Research Guides](http://gmercyu.libguides.com/Research_Guides).  **Scroll** downand select **EdD and ABD Programs**.  **Perform** a search for two of the recommended research databases to complete the Starting Your Research assignment due this week.  **Post** any questions or comments to the General Questions & Discussion forum. | VARIES | Live Discussion: lecture and discussion = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Additional Suggested Readings**  **Read** Ch.1 of *Developing Quality Dissertations in the Social Sciences*.  **Read** Ch. 1 & 2 of *Surviving Your Dissertation*. | 2.1, 2.2, 2.3 |  |
| ***Graded Assignment***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Note the Differences – See the Connections**  **Respond** to the following questions in the Note the Differences – See the Connections discussion forum by Thursday:   * How are the research questions different in qualitative versus quantitative research? * Provide qualitative and quantitative research question examples related to your problem. * Which type of research do you prefer and why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 2.1, 2.3 | Discussion = **1 hour** |
| **Discussion: Starting Your Research**  **Find** and **retrieve** a scholarly research source that gives you valuable background information on your research topic. (Make sure that the source contains a list of references or a bibliography.)  **Share** your source in the Starting Your Research discussion forum. With your post, **include** a response to the following by Thursday:   * What does the source say or what point of view does it take? (Summarize the argument, if an argument is being made.) * Who is the author and what is the author’s relationship to the subject? * Why is this a good background source for your topic? * What research methodology or writing approach is used by the authors?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday.  *Note:* If you do not have a topic in mind, choose a topic that relates to your professional practice and is of interest to you. | 2.1, 2.2, 2.3 | Discussion = **1.5 hours** |
| **Blog: Going From Research Topic to Research Problem**  **Write** a 200- to 400-word outline of a problem statement related to the topic chosen from Week 1 using the methods outlined in your textbook.  **Provide** a sentence or two describing each of the following:   * Topic * Research Problem * Evidence Justifying the Research Problem * Deficiencies in Evidence * Audience (who benefits from the research)   **Post** the problem statement outline as a blog by Thursday.  **Provide** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday.  *Note:* The finished assignment does not have to be as detailed as the examples provided in the textbook reading, but it should contain the main elements. You will be expanding this outline for your final assignment in Week 7. | 2.1, 2.2, 2.3 | Blog = **2 hours** |
| **Understanding How Qualitative and Quantitative Research Connect**  **Review** the mixed-method study “Individual Differences and Intervention Flaws” in Ch. 16 of *Educational Research*.  **Write** a 700- to 1,050-word review of the study in which you identify the following information:   * Topic question of the study * Methods used to collect quantitative and qualitative data * How the quantitative and qualitative data collection methods were related * Intent for combining the quantitative and qualitative data * Sequence of collecting the quantitative and qualitative data * Which form of data had the priority or weight in the study   **Format** your paper according to APA guidelines.  **Submit** the assignment by Sunday. | 2.1, 2.2, 2.3 | Case Study = **1.5 hours** |

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| Week Three: Qualitative Research |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain the data-collection process in qualitative research. | CLO1, 2, 3 | |
| * 1. Determine how various instruments can be used to collect information. | CLO1, 2, 3 | |
| * 1. Explain how researchers gather, process, analyze, interpret, and present data in qualitative research. | CLO1, 2, 3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Read** Ch. 7 & 8 of *Educational Research*. | 3.1, 3.2, 3.3 |  |
| **Qualitative Research Lecture**  **View** the Phrasing Qualitative Research Questions lecture [5:05] available on Blackboard. | 3.1 |  |
| **Video**  **View** the “[Sampling: Simple Random, Convenience, systematic, cluster, stratified – Statistics Help](https://www.youtube.com/watch?v=be9e-Q-jC-0)” [4:53] video from YouTube. | 3.3 |  |
| ***Graded Assignment***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Qualitative Research Definition**  **Watch** the video **“**[When To Use A Qualitative Research Design? 4 Things To Consider](https://www.youtube.com/watch?v=4FJPNStnTvA)” [7:31] from YouTube.  **Respond** to the following questions in the Quantitative Research Definition discussion forum by Thursday:   * What areas of your larger topic are unexplored and would warrant qualitative investigation? * How could your research question be adapted to “fit” a qualitative approach? * How would this change your methodological approach and data analysis?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 3.2, 3.3 | Discussion = **1.5 hours** |
| **Discussion: Finding Qualitative Sources**  **Find** and **retrieve** a scholarly research source on your research topic that uses qualitative research methods. (Make sure that the source contains a list of references or a bibliography.)  **Share** your source in the Finding Qualitative Sources discussion forum. With your post, **include** a response to the following by Thursday:   * How did using a qualitative approach serve to answer the research question(s)? * What sampling approach was used? * How was the data collected? * How was the data analyzed? * Do you agree with the conclusions drawn from the data? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday.  *Note:* Again,if you do not have a topic in mind, choose a topic that relates to your professional practice and is of interest to you. | 3.1, 3.2, 3.3 | Discussion = **1.5 hours** |
| **Wiki: Qualitative Research Questions**  **Create** a qualitative research question for your selected research topic.  **Consider** the following:   * What sampling approach would you use for your qualitative study? * Whom would you have to study and where would you have to study them do conduct this qualitative research study? * How would you record qualitative data for your study? In other words, what sorts of instruments lend themselves to the kind of information you want to get using a qualitative approach?   **Post** your response to the next open row in the Wiki by clicking **Edit Wiki Content** by Thursday.  **Provide** meaningful feedback to three of your classmates’ entries by Sunday. | 3.1, 3.2 | Wiki = **2 hours** |
| **A Qualitative Research Study**  **Review** the qualitative study “School Principals’ Influence on Trust: Perspectives of Mothers of Children With Disabilities” in Ch. 1 of *Educational Research*.  **Write** a 500- to 750-word review of the study that identifies the following information:   * Research problem from the study * Major role for the literature review * Justification of the problem * Purpose statements * Research questions * Hypothesis * Sampling approach * Selection of sites and participants * Types of qualitative data used, collected, and recorded * Explanation of what the data was used to prove * Summary of the findings   **Submit** the assignment by Sunday at 11:59 p.m. | 3.1, 3.2, 3.3 | Case Study = **1 hour** |

# Faculty Notes

**Wiki: Qualitative Research Questions:** A Wiki has been created for this assignment. However, you must populate the Wiki with the table provided below. Students can then add their replies to each row. Please complete the following steps to populate the Wiki:

1. Navigate to **Course Tools** 🡪 **Wikis**.
2. Click on the Wiki for this assignment.
3. Enter the assignment title in the Namefield.
4. Copy and paste the following table into the content area, then click **Submit**:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student Name** | **[Topic]** | **[Research Question]** | **[Sample Approach]** | **[Who/Where to Study]** | **[Instruments Used]** |
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| Week Four: Grounded Theory and Narrative Design |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Compare the different types of qualitative research by examining grounded theory and narrative design. | CLO1, 2, 3 | |
| * 1. Explain the fundamental characteristics of qualitative research and the ethical impact. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 13 & 15 of *Educational Research*.  **Read** the article “[Philosophical, Paradigm, and Interpretive Frameworks](http://nategabriel.com/egblog/wp-content/uploads/2018/01/creswell2.pdf)” by John W. Creswell. | 4.1, 4.2 |  |
| ***Graded Assignment***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Ethical Issues**  **Background:** The Institutional Review Board (IRB), the office that gives final approval on all university research studies, takes careful look at studies using qualitative research design. The job of this office is to protect the physical and mental health, as well as the privacy, of research subjects. The IRB’s role is to serve the interests of the research subjects.  **Respond** to the following questions in the Ethical Issues discussion forum by Thursday:   * What potential ethical issues might you face when designing a qualitative research study? * How can you plan for the ethical issues? * Do you foresee any issues regarding ethics in your dissertation?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 4.2 | Discussion = **1 hour** |
| **Discussion: Grounded Theory and Narrative** **Research Design**  **Respond** to the following questions in the Grounded Theory and Narrative Research Design discussion forum by Thursday:   * What are the strengths and weaknesses of these two forms of qualitative research? * After reading the Creswell article, “Philosophical, Paradigm, and Interpretive Frameworks,” how does the paradigmatic approach inform the design of qualitative research? * How do you envision using this framework in your research study?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 4.1, 4.2 | Discussion = **1 hour** |
| **Discussion: Narrative Design Study Presentation**  **Review** the article “Living in the Space Between Participant and Researcher as a Narrative Inquirer” article from Ch. 15 of *Educational Research*.  **Create** a 3- to 5-minute presentation using a presentation tool—such as Prezi (<http://www.prezi.com>), PowToon (<http://www.powtoon.com>), or Haiku Deck (<http://www.haikudeck.com>)—that includes audio narration analyzing the article.    **Include** the following details in your presentation:   * Topic question of the study * Paradigm that influenced the design (Consult the Creswell article, “Philosophical, Paradigm, and Interpretive Frameworks.”) * Theoretical framework * Methods used to collect the qualitative data * Analysis of the qualitative data * Findings of the study   **Post** a link of your presentation to the Narrative Design Study Presentation discussion forum by Thursday.  *Note:* A link should be provided by the presentation tool, allowing you to share your final product.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 4.1, 4.2 | Discussion = **2 hours** |
| **Journal: Considering Qualitative Research Design**  **Respond** to the following in a 200- to 300-word journal entry:   * Would grounded theory or narrative research design be effective for your research topic? Why or why not? * What design so far would be the most effective for your topic: qualitative or quantitative research? Explain.   **Submit** your journal entry by Sunday. | 4.1, 4.2 | Journal = **.5 hour** |
| **Grounded Theory Research Study**  **Review** the grounded theory study “Developing a Leadership Identity: A Grounded Theory” in Ch. 13 of *Educational Research.*  **Write** a 500- to 750-word review of the study in which you identify the following information:   * Topic question of the study * Procedures used to collect the qualitative data * How the data analysis was conducted * What developmental influences emerged * Results or findings * Limitations of the study   **Submit** the assignment by Sunday. | 4.1, 4.2 | Case Study = **1.5 hours** |

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| Week Five: Quantitative Research |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Compare the different types and facets of quantitative research. | CLO1, 2, 3 | |
| * 1. Explain the key characteristics of quantitative research. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 5 & 6 of *Educational Research*. | 5.1, 5.2 |  |
| **Video**  **Watch** the video “[Overview of Quantitative Research Methods](https://www.youtube.com/watch?v=cwU8as9ZNlA)” [22:04] from YouTube. | 5.2 |  |
| ***Graded Assignment***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Comparing Quantitative Research Designs**  **Consider** the differences and similarities between one of the following pairs:   * Experimental and quasi-experimental research design * Correlational and survey design   **Respond** to the following in the Comparing Quantitative Research Designs discussion forum by Thursday:   * Which pair did you choose to compare? What are the similarities and differences between the pair?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 5.1, 5.2 | Discussion = **1 hour** |
| **Discussion: Role of Quantitative Research**  **Consider** the complexity and interconnected nature of the problems or issues you and your institution face every day.  **Respond** to the following questions in the Role of Quantitative Research discussion forum by Thursday:   * What is the role of quantitative research in education? * How are quantitative approaches used to understand problems in your classroom or in your school, or one accessible to you? * How could quantitative research be used differently in your classroom or institution?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 5.1, 5.2 | Discussion = **1 hour** |
| **Discussion: Finding Quantitative Sources**  **Find** and **retrieve** a scholarly research source on your research topic that uses quantitative research methods. (Make sure that the source contains a list of references or a bibliography.)  **Share** your sourcein the Finding Quantitative Sources discussion forum. With your post, **include** a response to the following by Thursday:   * How did using a quantitative approach serve to answer the research question(s)? * What sampling approach was used? * How was the data collected? * How was the data analyzed? * Do you agree with the conclusions drawn from the data? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday.  *Note:* Again,if you do not have a topic in mind, choose a topic that relates to your professional practice and is of interest to you. | 5.1, 5.2 | Discussion = **1.5 hours** |
| **Journal: Considering Quantitative Research Design**  **Respond** to the following in a 200- to 300-word journal entry:   * Is quantitative research design effective or ineffective for your focus topic? Why or why not? * Even if you are not conducting a quantitative study, what sorts of quantitative methods from the literature would provide you with the most information? Explain why.   **Submit** your journal entry by Sunday. | 5.1, 5.2 | Journal = **.5 hour** |
| **Quantitative Research Study Using Experimental Design**  **Review** the experimental design research study “Effects of Classroom Structure on Student Achievement Goal Orientation” in Ch. 10 of *Educational Research*.  **Write** a 500- to 750-word review of the study in which you identify the following information:   * Practical problem or issue of the study * How the study design addresses the research question * Collaboration approach with participants in the study * Experimental design and its effectiveness * Institutional benefit   **Submit** your review of the study by Sunday. | 5.1, 5.2 | Case Study = **1.5 hours** |

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| Week Six: Correlational Designs and Surveys |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Compare the different types of quantitative research by examining correlational designs and surveys. | CLO1, 2, 3 | |
| * 1. Explain the fundamental characteristics of quantitative research and its ethical impact. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 11 & 12 of *Educational Research*.  **Read** the article “Considerations in Designing Survey Studies and Follow-up Systems for Special Education Service Programs.”  **Review** the article “[Choosing a sampling method](http://changingminds.org/explanations/research/sampling/choosing_sampling.htm)” when choosing the best approach for your study. | 6.1, 6.2 |  |
| **Video**  **View** the video “[Types of Survey Sampling Techniques](https://www.youtube.com/watch?v=rASK8PpqakM)” [4:51] from YouTube. | 6.1, 6.2 |  |
| **Ethical Principles Involving Research with Human Subjects**  As researchers you have a responsibility to assure that research involving human subjects is carried out in an ethical manner. To assist you in approaching possible ethical problems in your research, the National Institute of Health (NIH) Office of Extramural Research has a training that you must complete before you begin EDU 812: Dissertation Advisement II.  **Review** the resources available from [NIH](http://grants.nih.gov/grants/policy/hs/ethical_guidelines.htm).  **Register** for the [Protecting Human Research Participants](https://phrp.nihtraining.com/users/login.php) course.  *Note:* You will need to submit proof of completion in EDU 812.  **Post** any questions or comments to the General Questions & Discussion forum. | 6.1, 6.2 | Lecture Activity = **1 hour** |
| ***Graded Assignment***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Sampling Issues**  Whether you are conducting a quantitative or a qualitative research study, population sampling method and sample size are extremely important. This discussion will allow you to brainstorm with your classmates about the size and type of the sample you will use in your own research study.  **Respond** to the following questions in the Sampling Issues discussion forum by Thursday:   * What type of sample would be ideal for your research study? * What types of sampling issues might you face when designing your research study? * How can you plan for and mitigate these sampling issues?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 6.1, 6.2 | Discussion = **1 hour** |
| **Discussion: Correlational Designs**  **Respond** to the following questions in the Correlational Designs discussion forum by Thursday:   * What are the strengths and weaknesses of the two forms of correlational design—explanatory design and prediction design—as discussed in Ch. 10 of *Educational Research*? * What have you learned about the relationship between sampling and research design?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 6.1, 6.2 | Discussion = **1 hour** |
| **Discussion: Surveys**  **Respond** to the following questions in the Surveys discussion forum by Thursday:   * After reading the article, “Considerations in Designing Survey Studies and Follow-up Systems for Special Education Service Programs,” what are three of the most challenging considerations in survey design? Why? * If you were to conduct a survey for your research study, how would you manage these considerations?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | 6.2 | Discussion = **1 hour** |
| **Correlational Design Research Study**  **Review** the correlational design study “The Influence of Parental Attachment on the College Adjustment of White, Black, Latina/Hispanic Women: A Cross-Cultural Investigation” in Ch. 11 of *Educational Research*.  **Write** a 500- to 750-word review of the study in which you identify the following information:   * Topic question of the study * A description of the sample group * Procedures used to collect the quantitative data * How the data analysis was conducted * Results or findings * Limitations of the study   **Submit** the assignment by Sunday. | 6.1, 6.2 | Case Study = **1.5 hours** |

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| Week Seven: The Final Project |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine effective and efficient strategies for your research study. | CLO2, 3 | |
| * 1. Determine a plan to complete and investigate your research study. | CLO2, 3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **A Research Plan**  **Review** the “Creating a research plan” portion of [Planning and conducting a dissertation research project](http://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/planning-dissertation) on the Writing Resources website from the University of Leicester. | 7.2 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | ***Alignment*** | ***AIE*** |
| **Read** Ch. 4 of *Surviving Your Dissertation*. | 7.1, 7.2 |  |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide wrap-up of the class.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | VARIES | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignment***  *Complete these graded assessments by the end of the week unless specified otherwise.* | ***Alignment*** | ***AIE*** |
| **Discussion: Literature Review**  **View** the video “The Literature Review” in Blackboard.  **Post** two sources with annotations you have **not** previously shared in past discussions to the Literature Review discussion forum by Thursday.  **Post** constructive feedback on known or potential gaps in the research and direction for future research by Sunday. | 7.1, 7.2 | Discussion = **1.5 hours** |
| **Preparing for IRB Approval: Chapter One**  **Review** the following forms for your research study proposal:   * Research Proposal Face Sheet, form IRB 001 * Request for IRB Screening for Exemption, form IRB 004A * Research Proposal Review, form IRB 002   **Write** a 250- to 400-word abstract and a 500- to 1,500-word narrative description of your research study.  The abstract and introduction will be helpful to you as you begin to write Chapter One of your dissertation. If you have not finalized your research focus, complete this assignment with a hypothetical topic of interest. This exercise will assist you to gain a better understanding of what decisions you have yet to make in designing your research.  **Include** the following information in your draft (for items on which you have not yet decided, your response may be speculative or hypothetical):   * Abstract   + Hypothesis   + Narrative description   + Research design and methods   + Data analysis * Introduction   + Hypothesis   + Narrative Description     - Purpose     - Background     - Relevance     - Timetable for completing your research plan (including calendar with actionable items)   + Research design and methods     - Research design explanation     - Instruments for data collection     - Data to be collected   + Data analysis     - Procedures     - Goals     - Concerns   **Submit** your draft by Sunday.  *Note*: You may, if you are ready, also submit this draft directly to your Dissertation Advisor. It is recommended that you plan to have a draft of your IRB proposal by the end of EDU 812 Dissertation Advisement II. | 7.1, 7.2 | Project = **2 hours** |
| **Literature Review**  Using studies, books, and journal articles that focus on the topic you have selected, **annotate** five sources that you plan to use in the literature review of your dissertation. You may include the three scholarly sources you have retrieved in the previous weeks of this course or you may retrieve new sources.  *Note*: If you do not have a dissertation topic identified, use the topic from Week 5.  **Summarize** each of the studies in one annotation, which explains how the study relates to your topic. The annotation should describe the following:   * What does the source say or what point of view does it take? (Summarize the argument, if an argument is being made.) * Who is the author and what is the author’s relationship to the subject? * Why is this a good background source for your topic? * What research methodology or writing approach is used by the authors?   **Submit** the completed annotated bibliography by Sunday. | 7.1 | Analysis = **2 hours** |

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 6 |
| Supplemental |  | 1 |
| **Week 2** |  |  |
| Required |  | 7 |
| Supplemental |  |  |
| **Week 3** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
| **Week 4** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
| **Week5** |  |  |
| Required |  | 5.5 |
| Supplemental |  |  |
| **Week 6** |  |  |
| Required |  | 5.5 |
| Supplemental |  |  |
| **Week 7** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 1 |
|  |  |  |
| **Total Required Hours** |  | 41.5 |
| **Total Supplemental Hours** |  | 2 |
| **Total Hours** |  | 43.5 |