

Concord University
Department of Education
Williams: Spring 2019

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Number and Title: CRN 20668; EDUC 520. **Educational Research**

Section: 1AS

Times: Asynchronous (On-line)

Location: On-line

Credits: 3 Hours

Instructor: **William Williams, PhD**

Professor of Education

Office: 130 Marsh Hall

Phone: O (304) 384-6222 C (540) 818-6698 (Do not call after 9:00PM!)

E-Mail: williams@concord.edu

Fax: (304) 384-5398

Website: <http://www.concord.edu/education/>

Office hours: Monday and Wednesday 10:00-11:00 and 2:00-3:00, Thursday 1:30-2:30 (Unless Division meeting on Friday and then Friday 10:00-11:00) and by appointment.

E-mail/Blackboard office hours also available. Can also meet via cell phone, but limited to before 9:00PM.

Prerequisites:

None

Course Description:

This course introduces a student to the various types of quantitative and qualitative research. Course content will focus on the research process including evaluations of existing educational research as well as analysis and application of the findings.

Course Management System: Blackboard

Hardware/Software Needed: Besides a personal computer, students will need access to some sort of video recording device. Students will also need access to their Concord University e-mail. In addition, students MUST be able to utilize: Word, YouTube, and

Required Texts:

American Psychological Association. (2009) Publication Manual of the American Psychological Association. (6th ed.). Washington, D.C.: American Psychological Association.

Duneier, M. (2001). Sidewalk. New York: Farrar, Straus, and Giroux.

Johnson, B. and Christensen, L. (2010). Educational Research: Quantitative, Qualitative, and Mixed Approaches (4th ed.). Thousand Oaks, CA: SAGE.

Recommended Resources:

Denzin, N. K., & Lincoln, Y. S. (1994). The handbook of qualitative research. Thousand Oaks, CA: Sage.

Creswell, J. W. (1998). Qualitative inquiry and research design: Choosing among five traditions. Thousand Oaks, CA: SAGE Publications.

Patton, M. Q. (2002). Qualitative research & evaluation methods (3rd ed.). Thousand Oaks, CA: SAGE Publications.

E-mail and Blackboard Access:

Since computer problems sometimes arise, it is highly recommended that students prepare ahead of time, back up work, and keep up with all assignments. If there is a problem with an assignment or quiz on the site, the professor reserves the right to reset said assignments, quizzes, etc. (Concord University).

Course Objectives:

The students will:

1. Explore topics, issues, and methods having to do with quantitative, qualitative and mixed methods research.
2. Understand and use APA format to cite sources and find sources.
3. Evaluate educational research.
4. State a research problem and research question(s) to investigate.
5. Discuss the implications of the findings from educational research to apply to your educational setting/experience.
6. Use findings from educational research to improve student learning.
7. Identify professional organizations within the field of education and understand the contribution of the organization to the profession.
8. Compare and contrast various research methods.
9. Evaluate a book and discuss the research methods utilized and the findings generated.

West Virginia Professional Educational Standards for Teaching, and the Praxis II Principles of Learning and Teaching (PLT)

The following table links the course objectives to the Conceptual Framework competencies, the West Virginia Professional Educational Standards for Teaching, and the Praxis II Principles of Learning and Teaching (PLT).

National Board for Professional Teaching Standards (NBPTS)

Proposition 1: Teachers are Committed to Students and Their Learning

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience

Proposition 5: Teachers are Members of Learning Communities

Concord University Department of Education Mission Statement

The mission of the Educator Preparation Program (EPP) is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The EPP strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

The advanced program strives to further develop and enhance the knowledge base of the practicing professional. As candidates progress through the graduate curriculum, the improvement, refinement, and practice of professional knowledge bases, skills, and dispositions are enhanced and refined.

The EPP collaborates with representatives from public schools, professional groups, government, and other programs within the University to prepare educators and to cooperate in the development of educational policies. The EPP also strives for the improvement of education at the local, state, regional, and national levels in that the improvement of schooling results in a more literate and enlightened citizenry. This in turn contributes to the proliferation of democratic values and enhances our position in the global economy.

Course Objectives: Upon satisfactory completion of this course, the student will:	WV Professional Educational Standards for Teaching (2009)	Praxis II Principles of Learning and Teaching (PLT)	National Educational Technology Standards(ISTE-NETS-T, 2008)	National Board for Professional Teaching Standards (NBPTS)	Mission Statement	Assessment
1. Explore topics, issues, and methods having to do with quantitative, qualitative and mixed methods research.	2 A& D, 4A-D 5E-I	IVA.1-3	3d	Propositions 2, 4, 5	Competent, intentional, reflective, culturally responsive, leading	Reading Questions/Quizzes, Article Critiques, Sidewalk Paper Midterm Final
2. Understand and use APA format to cite sources and find sources.	4B, 5I	IVA.2	3d; 4a	Propositions 4, 5	Intentional	APA & Using Databases Activity Midterm
3. Evaluate educational research.	1A-E, 2C-F, 4A-D	IVA.2-3	3d; 5c	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading	Article Critiques, Literature Review Midterm Final
4. State a research problem and research question(s) to investigate.	4A-D	IVA.3	3d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading,	Literature Review

					empathic	
5. Conduct a literature review to provide a theoretical and research-based background for the inquiry and to synthesize relevant primary and secondary sources.	4A-D	IVA.1-3	3d; 4a	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading, empathic	Literature Review
6. Discuss the implications of the findings from educational research to apply to your educational setting/experience.	4A-D	IVA.2-3		Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading, empathic	Article Critiques, Literature Review Midterm Final
7. Use findings from educational research to improve student learning.	2C-D, 3E, 4A-D, 5G&H	IVA.2-3	5d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading, empathic	Article Critique, Literature Review
8. Identify professional organizations within the field of education and understand the contribution of the organization to the profession.	4A-D, 5G&H	IVA.1	5a	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading, empathic	Reading Questions/Quizzes, Article Critiques Midterm Final
9. Compare and contrast various research methods.	4A-D	IVA.2	5c	Propositions 1, 3, 4	Competent, intentional, reflective, leading	Article Critiques, Reading Questions/Quizzes, Sidewalk Paper Midterm Final
10. Evaluate a book and discuss the research methods utilized and the findings generated.	4A-D	IVA.1-2	5c	Proposition 4	Competent, intentional, reflective, culturally responsive, leading, empathic	Sidewalk Paper Midterm Final

Concord University Graduate Educational Goals:

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student’s respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student’s respective program of study.
3. Attitude: Demonstrate advanced ethical principals in a student’s respective program of study.

Course Objectives Aligned with Concord University Graduate Educational Goals:

Course Objective	Concord Graduate Educational Goal
Explore topics, issues, and methods having to do with quantitative, qualitative and mixed methods research.	Knowledge and Skills
Understand and use APA format to cite sources and find sources.	Knowledge and Skills
Evaluate educational research.	Skills and Attitude
State a research problem and research question(s) to investigate.	Skills and Attitude
Conduct a literature review to provide a theoretical and research-based background for the inquiry and to synthesize relevant primary and secondary sources.	Knowledge, Skills, and Attitude
Discuss the implications of the findings from educational research to apply to your educational setting/experience.	Skills and Attitude
Use findings from educational research to improve student learning.	Skills and Attitude
Identify professional organizations within the field of education and understand the contribution of the organization to the profession.	Knowledge and Skills
Compare and contrast various research methods.	Knowledge, Skills, and Attitude
Evaluate a book and discuss the research methods utilized and the findings generated.	Knowledge, Skills, and Attitude

Course Policies:
The Role of a Graduate Student

- This is an on-line course, so the majority of the responsibility is the student's.
- Work should always be turned in on time.
- Do ALL assignments.
- Work on your own, even if you do not get feedback. You're in a graduate program, so do your work in a high quality manner and you should be fine.

Make-up Policy

There is no make-up work since this is an online class.

Late Assignment Policy

- Any assignment not submitted via Blackboard by the due date (date and time) is subject to a twenty point deduction of the overall point value (100). This assignment will be marked as LATE by Blackboard. No assignment will be accepted and no points will be awarded if it is marked MISSED by Blackboard, which means you did not get it turned in on time (within 3 days of the due date).
- You will be required to submit some assignments as videos, which can be submitted either as a video that is attached in Blackboard or you can submit a link to YouTube, which tends to work best and be the preferred method of most students, as it works and will be on time. You must make sure you set your video to Public and NOT private.
- If there are technical problems submitting an assignment, email the professor through the regular email (williams@concord.edu) immediately and explain the situation.
- Lack of computer access is NOT a "technical problem" as you signed up for an on-line class, which means you should always have access to a computer.
- If email is not possible, call the professor's cell phone at (540) 818-6698 immediately and leave a detailed voicemail message explaining the situation.
- It is suggested that students attempt to submit work early to avoid possible problems with the system or other problems. Any late work will be subjected to the terms of the above policy.
- Assignments must be turned in on Blackboard! The instructor will NOT accept any assignments that are turned in through e-mail.

Quality of Written Work

- Of course all work is to be typed in Word. The format is as follows: double-spaced, 1-inch margins, 12 point font, Times New Roman.
- Please grammar-check, spell-check, and proofread your work. It is also required that you get someone else to proofread your work, as the ability of a second reader to pick up on problems greatly enhances your chances of turning in an error-free paper, or at least something close to such a document. You will be given a Peer-Review Evaluation Form that you will complete when you review your classmate's paper. Quality of writing and writing mechanics (i.e., spelling, punctuation, grammar, sentence and paragraph structure, language usage) will impact your grade on all assignments.
- You should be knowledgeable of APA format and it should be utilized in your paper. There is no excuse for not using APA, as the manual is a required text for this course, you should have been exposed to it in prior courses, and it is the standard format in education and the social sciences. It is also important for you to understand APA format, as your 560 course, and perhaps other courses, will require that you use said format.

Writing: Students are expected to write on a graduate student level. Quality written work includes, but is not limited to: spelling, grammar, mechanics, etc. Work that, in the instructor's opinion, is not consistent with the student's level of academic placement will not be accepted. Said work will be returned to the student to be revised and turned in within 48 hours. The student's grade will reflect the need to revise. It is important to remember that just because a student works on something for a given amount of time does not mean that it is without flaws or meets the requirements. Many people waste a lot of time producing poor quality work.

Plagiarism: It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism. Any paper, or section of a paper, that is reproduced for the class, from any source, without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor. The APA Manual also defines plagiarism, and since it is a required text for this course, you have no reason for not understanding what constitutes plagiarism. Per Concord University's policy, any student who plagiarizes will either receive a failing grade on the assignment, receive a failing grade in the course, or be removed from the university.

Course Evaluation:

Assignments	Points
Research Interview Coding Assignment	15
Article Critiques	20
Midterm Exam	15
Syllabus Test	5
APA & Using Databases Activity	15
Sidewalk Paper	15
Final Exam	15
Total	100

Grading Scale:

A	90-100	Points
B	80-89	Points
C	70-79	Points
D	60-69	Points
F	0-59	Points

Assignments:

Research Interview Coding Video Assignment:

All of you will be engaging in some type/level of research during your graduate program, and hopefully your career, and this project is meant as a way to acquaint you with proper interviewing techniques. You will engage in qualitative research during your program, so it is important to understand the facets of said research. For this project you will interview one educational professional about their engagement with research. This professional should be one of the following, based on your program: an administrator if you are in Educational Leadership; Reading Professional/Specialist if you are in the

Reading Program; a special education teacher or administrator if you are in the Special Education program; or a teacher with at least five years of experience if you are in the MAT program. When you ask your participant about being interviewed, you will tell them you want to interview them about their experience with Educational Research in their profession. If they say they do not read, use, and/or engage in research, you CANNOT interview them, as they will not likely provide you with meaningful and practical information for this assignment.

This assignment will take you more time than you may anticipate, so you will want to get started on it as soon as possible.

Your grade will be based on the following:

Utilize proper interviewing techniques, including: correct types of questions, consent to video, etc. These are found in your textbook and this assignment is an assessment of your ability to comprehend the material related to interviews.

Video must be between 10 and 15 minutes (YouTube may be the best way to submit these, but make sure they are marked public. If you do not upload the video to YouTube, they must be submitted as a .wmv or .mp4 file)

NO leading questions (you will lose 20 points for each leading question, so you should know what they are and how to avoid them – it's tricky!) A couple of examples are leading questions and why they are leading questions include, but are not limited to the following:

Leading Question	Reason it is a Leading Questions
How do you use research?	Assumes they use it.
What do you like about interviewing?	Assumes they like interviewing.
What is wrong with your school system?	Maybe they don't think anything is wrong with their school system.

Possible Revised Questions:

Tell me about research in your field.

What are your thoughts about interviewing? OR Which research methods do you use?

Tell me about your school system.

Have an interview guide (list of questions you will ask) (this may be submitted before the rest of the project for feedback)

One page write up based of your findings. This should demonstrate that you learned something and what that something was.

This project should demonstrate a thorough understanding of the qualitative research process. You may want to use the discussion board to get clarification from peers as to the various aspects of the assignment. In the end you will attach to the Blackboard Assignment Tab:

-video of the interview (using a common program to record or posting to YouTube, which is the easiest way to post and view videos)

-interview guide (revised)

-one page write-up of what you found (themes identified)

Article Critiques:

You will review educational research from scholarly journals (not websites!). These articles must be peer-reviewed. You will base your critique on the material covered in this course, what you know about the content of the article, and your own expectations regarding quality research. You will be provided with a format to use as you navigate through the scholarly research that impacts, or should impact, our daily lives. You are expected to review an article every two weeks. Some articles will be selected for you, as a way to assist in your exploration of educational research, while other articles will be of your own choosing. When choosing articles, you may be required to look for certain articles, but if the limits of the project are loose enough to allow you to explore research in your own field, it is suggested that you take that opportunity and use it to your advantage, as you will be required to gather research in future courses.

APA & Using Databases/Finding Sources Activity:

You will utilize databases available through the Concord University library and your APA Manual to create proper citations, find resources, and gain experience with these tools. In order to better equip students for these activities, this project has the student engage in different activities that demonstrate the student's ability to use these resources effectively.

Sidewalk Paper:

You will read *Sidewalk* by Duneier and write a reflection paper denoting the research methodology and its effectiveness (use what you know from the textbook to address this). You will also discuss some of the issues raised in the book. You will also pose what other types of research could have been utilized and how you would have used the other types of research. This paper must be between 3 and 5 pages and in APA format.

Syllabus Test:

This test will check your understanding of the syllabus, the requirements for the course, and other details. It will help the instructor evaluate your readiness for the course.

Midterm and Final Exams:

The midterm and final may consist of questions in formats such as: multiple choice, short answer, fill in the blank, and essay. Each exam will be timed and will NOT be reopened for any reason.

Material from text and article readings, discussions, etc. will be included on the exams. You are to work on your exam by yourself. Exams will be open a couple of days before their scheduled date, but MUST be completed by the date on the schedule below.

Course Schedule

Note: When you have a reading assignment due, you should check Blackboard for questions about the readings. They are part of your grade.

More details for the various assignments may become available closer to the due date of the assignment.

This is a tentative schedule, so some dates and items may change. See Blackboard for updates. You should check Blackboard at least twice a week.

Date	Topic(s)	Assignment Due
January 18, 2019	Research Introduction and APA	Read Chapters 1 and 2 of Johnson and APA and Databases Activity
January 20, 2019	From the Start	Syllabus Test
January 28, 2019	Planning the Study	Read Ch. 3-5 and Article Critiques 1 & 2
February 4, 2019	Foundations of Research	Read Ch. 6-10
February 25, 2019	Midterm Exam	Midterm Exam
March 4, 2019	Research Methods: By the Numbers	Read Ch. 11-13 and Read <i>Sidewalk</i>
March 25, 2019	Research Methods: A Picture Is Worth..., but Words Work	Read Ch. 14-16, <i>Sidewalk</i> Paper Due
April 8, 2019	Digging Deeper	Article Critiques 3 & 4
April 22, 2019	Analysis and Writing It Up	Read Ch. 17-20 and
April 29, 2019	Pulling It All Together	Research Interview Coding Video Assignment
May 6, 2019	Final Exam	Final Exam

Professionalism

Whether or not teaching is a profession has been debated by scholars, practitioners, and others. In order to better defend the field of teaching as a profession, there are expectations. In addition, there are professional expectations for all students. If a student engages in any questionable behavior the instructor has a right to: 1. Confront the students over the questionable behavior, 2. Fill out a disposition form to be submitted to the student's permanent file, 3. File a complaint to

the dean, 4. Have the student removed from the course, 5. Have the student removed from the university.

Some examples of poor professional conduct that could result in any of the above disciplinary procedures: using bad language in a school setting, dressing inappropriately, communicating to the instructor in an unprofessional manner, destroying personal or school property, being disrespectful towards other students, faculty or school students.

Concord E-mail Only

As a Concord University student you have an e-mail account. You are required to use this account for all e-mail communications with the instructor. Other e-mail messages will not be read, answered, or acknowledged. This is very important, especially when turning in assignments or receiving important updates regarding class.

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.) You may be dropped from the course for have excessive absences.

In an online course the student is expected to be engaged in the material and attend to assignments, readings, discussions, and due dates. You are expected to check Blackboard at least twice a week for possible changes, messages, etc. You are also welcome to contact the professor if you have any questions.

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Academic Resources:

Drop-In Tutoring—free tutoring available in the Library, Student Center Study Lounge (2nd floor), and Rahall atrium. For specific information, contact the Academic Success Center (asc@concord.edu; 304-384-6074). The schedule will be posted online: <http://www.concord.edu/academics/academic-success-center/drop-tutoring>

SMARTHINKING—Free online tutoring in most subjects, available 24/7; Sign up through MyCU Student Tab.

Syllabus Disclaimer

“This syllabus is subject to change based on the needs of the class. Please check it regularly.”