

Research Methods and Design for Educational Leaders

EDLD 712: Syllabus

Western Kentucky University

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Pre-requisites

Admission to Ed.D. program.

Catalog Description

Quantitative and qualitative research methods and design; survey design and administration; and analysis of research reports. Students will critically read research in educational leadership and critique the applications of the findings.

Course Description

EDLD 712 is a doctoral level course in educational research design. The course is the first in the sequence of three required research classes. The content is focused on methods of quantitative design and qualitative design, plus the creation/administration of surveys. The class provides opportunities for students to read and discuss research studies from the literature, examining the rationale for the design, methodology, and statistical procedures used by the authors. These skills will aid in the preparation of students' research whether for their dissertation or other demands and opportunities. Students will be required to read, summarize, and report on professional journal articles in their field. A full literature review is not required, but students will demonstrate the skill of reporting on studies and organizing information from professional sources into a coherent content outline. Additional course content will include an overview of the research process, identification of possible research topics, and understanding how scholarship helps advance a given field of study. Students will be expected to participate actively in class activities. An in-depth class presentation will be required. At a general level, students will engage in and do exercises related to quality of scholarship, including ekstasis, writing, outlining, use of APA--all focused on greater awareness of and skills in self-learning and individual growth.

Course Objectives

Students will be able to do the following:

1. Formulate research topics that relate to problems in the context of specific settings and connect to an appropriate content knowledge base.
2. Determine an appropriate research design based on the context and populations that constitute a problem, including the identification of a possible database.
3. Formulate research questions that relate to gaps in the current state of the art for a given knowledge base.
4. Formulate research questions that guide the collection of data vis-à-vis the identified

- problem/purpose of the study.
5. Incorporate quantitative and/or qualitative methods into design, and then synthesize data sources using mixed methods if necessary.
 6. Create and disseminate survey instruments consistent with accepted professional protocols.
 7. Recognize explicitly possible threats to validity or credibility of research and address them to the extent possible.
 8. Access information and published research from library and on-line sources to perform literature reviews and support data analysis.
 9. Write a literature narrative that synthesizes past research about a defined topic and highlights gaps in the existing body of theoretical and practical knowledge.

Course Topics

The course has three primary topics:

1. Introduction to scholarly habits of self-learning and doctoral skills related to methodology generally. (For this course, this will be summarized as the *ekstasis of scholarship*.)
2. Design and creation of surveys (analysis of survey data, including psychometric techniques is covered in EDLD 722).
3. Qualitative design and quantitative design, covered at a level appropriate for doctoral students.

Plagiarism

Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty may receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Our Department (EALR) has found that most incidents of plagiarism are due to ignorance of the definition and the permissible limits on using and acknowledging other people's work. Accordingly, our Department requires the following:

Before receiving a grade in this course, students will be required to **verify in writing** (please fill out a copy of the plagiarism verification form attached at the end of this syllabus, sign, and return hard copy to me certifying said compliance) that they have completed one of following:

NOTE: **EALR** Departmental policy requires one or the other. **Dr. Miller** requires Harvard (although you can do both if you wish).

The Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules:

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

or,

Indiana University's Plagiarism and Academic Integrity:

<http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.htm>

Please note the distinction between a *paraphrase* and a *direct quote*. Much of the problem is due to students “paraphrasing,” so they say or think, when they are actually plagiarizing. Paraphrasing requires completely rewriting the meaning of a passage in your own words. Plagiarizing, in contrast, typically involves changing a few words but whole phrases or sections of a sentence or passage are lifted intact.

Also note that the Harvard tutorial suggests that direct quotes but not paraphrases need a p. #. I **disagree strongly** with that. In a direct paraphrase, the thought or idea comes from the author cited, not you; thus it deserves a p. #. Even if you re-arranged the words, the meaning is borrowed so p. # must be attributed.

Required Texts

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

Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research* (5th ed.). Los Angeles, CA: Sage Publications.

Fowler, F. J., Jr. (2014). *Survey research methods* (5th ed.). Thousand Oaks, CA: Sage Publications.

Required Readings

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.

Danquah, F., & Miller, S. K. (2007). Cocoa farming in Ghana: Emic experience, etic interpretation. *Southern Rural Sociology*, 22(1), 65-79.

Denzin, N. K. (1970). The methodologies of symbolic interaction: A critical overview of research techniques. In G. P. Stone & H. A. Farberman (Eds.), *Social psychology through symbolic interaction* (pp. 447-465). Waltham, MA: Xerox College Publishing.

Harwell, M., & LeBeau, B. (2010). Student eligibility for a free lunch as an SES measure in education research. *Educational Researcher*, 39, 120-131. doi: 10.3102/0013189X10362578

Jacobs, R. M. (n.d.) *Educational research: Causal-comparative studies*. PowerPoint, EDU 8603, Villanova University, Philadelphia, PA. Retrieved April 8, 2011 from <http://>

www83.homepage.villanova.edu/richard.jacobs/EDU%208603/lessons/causal.ppt

Jacobs, R. M. (n.d.) *Educational research: Correlational studies*. PowerPoint, EDU 8603, Villanova University, Philadelphia, PA. Retrieved April 8, 2011 from <http://www83.homepage.villanova.edu/richard.jacobs/EDU%208603/lessons/correlation.ppt>

Kritsonis, W. A. (n.d.). *Research design and methods*. Retrieved April 7, 2011 from <http://www.slideshare.net/guestcc1ebaf/research-design-and-methodology>

Kritsonis, W. A., & Horton, L. (2006). *Practical applications of educational research and basic statistics*. Houston, TX: National FORUM Journals. Retrieved April 7, 2011 from <http://www.slideshare.net/Will1945/practical-applications-of-educational-research-and-basic-statistics-by-william-allan-Kritsonis-phd/download>

Miller, S. K. (1995). *Policy research project*. Unpublished manuscript, University of Louisville, Louisville, KY.

Miller, S. K., with Jack, Z. M. (2007). Storytelling as narrativity: Rural life through the prism of social tensions. *Southern Rural Sociology*, 22(1), 15-27.

Warner, W. K., & Havens, A. E. (1968). Goal displacement and the intangibility of organizational goals. *Administrative Science Quarterly*, 12, 539-555.

Yaffee, R. A. (1999, July). *Common correlation and reliability analysis with SPSS for Windows*. Unpublished manuscript, New York University, New York, NY.

Yu, C-h., & Ohlund, B. (2010). *Threats to validity of research design*. Retrieved April 7, 2011 from <http://www.creative-wisdom.com/teaching/WBI/threat.shtml>

Supplemental Dissertations

Lynes, J. R. H. (2008). *The effects of social class, social capital, parenting style, and Ogbu's oppositional identity on Black college placement scores*. Unpublished doctoral dissertation, University of Louisville, Louisville, KY.

Skuller, J. B. (2011). *Teacher efficacy, teacher burnout, and attitudes towards students with autism*. Unpublished doctoral dissertation, University of Louisville, Louisville, KY.

Thomas, L. J. (2010). *Factors affecting nurse educators' decision to teach*. Unpublished doctoral dissertation, University of Louisville, Louisville, KY.

Todd, R. C. (2010). *Leadership, curriculum, instruction, and accountability scores: Evidence from Kentucky Scholastic Audits*. Unpublished doctoral dissertation, University of Louisville, Louisville, KY.

Washington, Y. O. C. (2002). *Women in school leadership: A study of female superintendents in*

Kentucky. Unpublished doctoral dissertation, University of Louisville, Louisville, KY.

Required Check-off Readings

These will be detailed in class. (See #1, **Course Policies and Requirements**, below.)

Instructor Reflections

Students should expect that a series of reflections/feedback from the Instructor on various topics/readings covered in class will be emailed during the course of the semester. These are to be treated as **required class readings**. They are intended as a continuation/extension of relevant content. I expect that students will be prepared to refer back/comment on these reflections during subsequent class sessions. (Some of these were written for previous sections of this course; some may reflect discussions specific to this section.)

Bibliography/Reading List (not required)

Babbie, E. R. (2010). *The practice of social research* (12th ed.). Belmont, CA: Wadsworth Cengage.

Blaikie, N. (2000). *Designing social research*. Malden, MA: Polity Press.

Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An Introduction*. Boston, MA: Allyn & Bacon.

LeCompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. *Review of Educational Research*, 52, 31-60.

Neuman, W. L. (2003) *Social research methods: Qualitative and quantitative approaches* (5th ed.). Boston, MA: Allyn & Bacon.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Shaddish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston, MA: Allyn and Bacon.

Webb, E. J., Campbell, D. R., Schwartz, R. D., & Sechrest, L. (2000). *Unobtrusive measures* (Rev. ed.). Thousand Oaks, CA: SAGE.

Course Organization and Expectations:

This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept responsibility for. The format of the class will be that of a community of scholars, each with his/her rights and responsibility of membership. Differing perspectives and opinions will not only be tolerated but also encouraged.

Teaching Methods:

This course relies heavily on in-class discussion based primarily on the instructor's lecture notes and explanations. Students are expected to bring their laptops for access to notes and assignments as well as internet resources. Students will participate in small group activities--both in and out of class; individual exercises focused on increasing scholarly habits of learning (ekstasis); and formal class presentations on assigned topics. Because the focus will be upon active engagement as adult learners, students are expected to have read and studied assigned readings and related materials.

Assessment/Grading Criteria

Assessment will be based on the evaluation of students' attainment of course objectives via completion of readings, written assignments, class presentations, and active participation in class activities. Class discussion and activities must reflect completion of assigned readings.

Course Policies and Requirements

1. Students are personally responsible for all course assignments, consistent with schedule of readings and due dates. *Class participation is expected.* Students are expected to have read materials prior to class discussion. Doctoral courses depend on high quality cognitive interactions and students have responsibility to contribute to that exchange.

In addition, each student will complete and then certify (via email or in person during class sessions) to the Instructor that each of the series of required check-off readings has been completed. NO grade will be posted until all these check-off assignments have been completed.

THE HONOR SYSTEM GUIDES THE COMPLETION OF THESE CHECK-OFF ASSIGNMENTS. I EXPECT THAT YOU WILL READ THESE CAREFULLY AND THAT YOUR KNOWLEDGE OF THESE READINGS WILL INCREASE CONCOMITANTLY. BECAUSE SEVERAL OF THESE ARE RELATED TO MASTERY OF APA, I WILL BE BOTH VERY DISAPPOINTED AND VERY SUSPICIOUS IF ASSIGNMENTS COMPLETED DO NOT REFLECT MASTERY OF THIS AND OTHER SKILLS THAT HAVE BEEN ADDRESSED IN THESE SUPPLEMENTAL READINGS.

Put another way, these supplemental readings are to be studied CAREFULLY. This is NOT an exercise in scanning. Please remember that before you email me that you have completed any specific reading or assignment.

Required Check off Readings

These readings are listed here for convenience.

1. Harvard Tutorial
2. APA three-bundle, including

APA Tutorial, Basic

APA Tutorial, Advanced--Transition to 6th edition

Hughes, G. D., Anthony J. Onwuegbuzie, A. J., Daniel, L. G., & Slate, J. R. (2010). Editorial: APA Publication Manual changes: Impacts on research reporting in the social sciences. *Research in the Schools*, 17(1), viii-xix.

3. APA two-bundle, including

University of Portland School of Nursing, *Guide to Scholarly Writing in Nursing*

Purdue OWL, *APA Guide 6th Edition: Bases Covered*

4. Miller, two-bundle

Dr. Miller's Quick APA Guidelines/Rules

APA Heading Levels, Revised (McFadden, 5th ed.; Forsythe & Ryan-Downing, 6th ed.)

5. Writing three-bundle including

Frels, R. K., Anthony J. Onwuegbuzie, A. J., & Slate, J. R. (2010). Editorial: A typology of verbs for scholarly writing. *Research in the Schools*, 17(1), xx-xxxi.

Ric Keaster, *Using Variety in Citing Studies*

Visual Thesaurus

6. Boote and Beile (2005)
7. Kritsonis (n.d.)
8. Kritsonis and Horton (2006)

2. Written materials should reflect students' knowledge of the subject as well as the use of higher order thinking skills (analysis, interpretation, synthesis, and evaluation). Written materials should include correct spelling, punctuation, grammar, and usage. It is expected that the student will proofread his or her work and/or ask a colleague to proofread it before submitting the final version to the instructor. *APA Manual* (6th ed.) is the required source for all formatting of submitted written work.

3. Attendance is critical. The class meets five times (one Fri., four Sat.). Students are expected to come to every class, be on time for every class, and be there for the entire class. Exceptions are to be approved by the Instructor. **Any class or portion of a class that is missed must be taped (audio or video); the student must then certify via email that he/she has obtained/read a set of notes on that material and listened to tape of same. It is the STUDENT'S responsibility to arrange for the taping.**

4. Students will be required to make presentations to the class based on text assignments. The topic will be assigned by the Instructor based on text readings (from Marshall and Rossman and from Required Readings). Students should prepare for 1½ hours with sufficient handouts to provide the remaining students with a working synthesis of the material covered. This will be a joint presentation. Leaders should engage class in discussion, analysis, and explication of the assigned information. Included in the 1½ hours is 15 minutes for each student on his/her current thinking about dissertation topic.

5. Take home writing assignments. Both Danquah and Miller (2007) and Miller (2007) are take home assignments--2 pages, limit enforced, double spaced, margins of 1", 1", .9", .9" (top, left, right, bottom, respectively), Times New Roman-12 font (for uniformity). Take off the default orphan/widow setting. Criteria follow:

Storytelling: Read and study "Storytelling as Narrativity: Rural Life through the Prism of Social Tensions" (Miller with Jack, 2007). You can access this through the online journal, *Southern Rural Sociology*. Go to Past Issues, click on vol. 22, #1. This special issue of SRS was edited by Stephen K. Miller and Zachary Michael Jack. The seven articles can be accessed by clicking on the title in the Table of Contents.

Assignment: Demonstrate your understanding of this article through a 2-page essay (limit enforced--you will have to be succinct) that includes the following: Why storytelling as a pedagogic strategy? What is narrative and what is its relation to culture? How is narrativity different from narrative? On p. 18, what does Michel de Montaigne mean when he refers to the "snail track" of personal experience across the sweep of time? How to resolve the dilemma (specify the two "bads" to be balanced) related to making objective sense of life's events? What is meant by dynamic social tensions?

Emic-Etic Analysis: Read and study "Cocoa Farming in Ghana: Emic Experience, Etic Interpretation" (Danquah & Miller, 2007), part of the special issue in SRS.

Assignment: Demonstrate your understanding of this article through a 2-page essay (limit enforced--you will have to be succinct) that includes the following: (a) Define and explicate emic and etic analysis; (b) What was Professor Danquah's "aha" moment with respect to his studies (in Great Britain) on Southeast Asian labor systems? Explain why his multiple layers of insider/outsider status in Ghana and in Great Britain had apparently been insufficient to trigger this etic perspective on the underlying economic forces that supported cocoa farming in Ghana, i.e., what is typically the focus of the emic interpretation? (c) Give an example of emic/etic interpretation related to *your* school or workplace; (d) Describe/analyze that case, providing context, relating to school/workplace goals, and addressing any "aha" insights

(Miller, 2007, p. 23).

6. The Mini Lit Review. The student will develop a literature review on a topic of interest to the student and approved by the instructor. The brief review (4-6 pages) must include 2 primary empirical sources, following the Instructor's guidelines. The review begins with a brief introduction to the topic, including the context of the field. The review summarizes each study by giving the purpose, describing the methods, giving results, and evaluating the quality of the study, tying the different studies together sequentially. Finally the knowledge base of the topic is synthesized, including separate paragraphs of comparison and contrast across the studies on purpose, content, methodological procedures, and quality critique (limitations), plus a sense of where the field is headed. This assignment serves as the critical performance for this course. The rubric follows.

EDLD 712 Critical Performance – Mini Literature Review

Kentucky Teacher Standard(s) Assessed: Standard 1 – Applied Content Knowledge, Standard 2 – Designs/Plans Instruction, Standard 3 – Creates/Maintains Learning Climate, Standard 5 – Assesses/Communicates Learning Results

ISLLC Standard(s) Assessed: Standard 2 – Curricular Leader

Educational Leadership Doctoral Program Research Standard(s) Assessed: 1 – Research Design & 6 – Professional Scholarship

Purpose and Use Statement: This critical performance is an evaluation of Educational Leadership Doctoral Program Research Standards 1 & 6. Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for EDLD 712.

Graded Product: Written paper (Word document) on essential skill in reviewing the literature.

Task: The student will develop a literature review on a topic of interest to the student and approved by the instructor. The brief review (4-6 pages) must include 2 primary empirical sources, following the Instructor's guidelines. The review begins with a brief introduction to the topic, including the context of the field. The review summarizes each study by giving the purpose, describing the methods, giving results, and evaluating the quality of the study, tying the different studies together sequentially. Finally the knowledge base of the topic is synthesized, including separate paragraphs of comparison and contrast across the studies on purpose, content, methodological procedures, and quality critique (limitations), plus a sense of where the field is headed.

Scoring Rubric: 30 points

Criterion	Distinguished (3)	Proficient (2)	Developing (1)
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Introduction/ Synthesis (times 2)	(6 points) Introduction identifies the context of the topic and explains how the studies address gaps in the research, i.e., the logical connection between topic and research methods. Synthesis provides an overview of the field that compares and contrasts across content, methodological strengths and weaknesses, controversial findings and anomalies, and recommendations for further research.	(4 points) Introduction identifies the context of the topic and addresses what is distinctive about the issue. Synthesis provides overview of studies reviewed, including content, methodology, controversies in the field, and needed research.	(2 points) Topic is identified but no rationale is provided for why the issue is relevant. Synthesis summarizes but does not address differences across studies or the state of the field.
Description of Studies (times 3)	(9 points) Each study is described so that purpose is linked to the field, key constructs are identified, methods include logic for design and analysis, findings are developed and related to purpose, and quality of study is evaluated. Studies are linked together by their connection to one another and the field.	(6 points) Each study is described in terms of purpose, methods, findings, and quality. Studies are linked together.	(3 points) Each study is described but purpose, methods, findings, or quality are incomplete or not clear. Studies are not well linked.
Quality of Sources	(3 points) All studies are primary empirical investigations; sources represent a variety of methodological approaches gathered from reputable journals or research conferences/ organizations.	(2 points) All studies are primary empirical investigations.	(1 point) Few or no studies are primary empirical investigations.
Quality of Expression (times 3)	(9 points) Writing is clear, fluent, and easy to follow. Expression is polished, facilitating communication of ideas and content. Correct grammar is used, with essentially no proofreading errors.	(6 points) Expression of content communicates in a manner that can be understood. Some errors are evident in grammar, punctuation, and proofreading.	(3 points) Content is difficult to understand because writing is not fluent or clear. Numerous errors are present in grammar and proofreading.
APA Format	(3 points) Text citations and references reflect exceptional understanding of APA-style rules. Accuracy level is highly professional and reflects scholarly attention to detail.	(2 points) Text citations and references reflect basic understanding of APA-style rules and accuracy level is adequate.	(1 point) Text citations and references demonstrate little or no understanding of APA-style rules. Accuracy level is unacceptable.

NOTE TO STUDENTS: After you submit this critical performance, the scores on this analytic rubric will be provided to you for constructive feedback. However, only an overall “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric, consistent with the grade ranges provided in class:

- Holistic Score of 1 = Analytic Rubric Score Range 10-14 (Grade = D)
- Holistic Score of 2 = Analytic Rubric Score Range 15-19 (Grade = C)

- **Holistic Score of 3 = Analytic Rubric Score Range 20-25 (Grade = B)**
- **Holistic Score of 4 = Analytic Rubric Score Range 26-30 (Grade = A)**

Points earned (overall “holistic score”): _____

(The above scores are based on 5 rubric items, weighted as shown.)

Additionally, you may only receive a holistic score of 4 in the EPS if the critical performance required no revision. This means that, if revisions are required and you make the necessary revisions, even if you score 26 or above on this analytic rubric, the highest score you will receive in the EPS is still “3.”

7. Group Take Home Midterm: Using the sample provided (see Attachment), critique the survey in terms of overall format and question construction. (The cover letter has been removed to protect the anonymity of the original designer.) The intent of the survey is to seek information from “non-traditional” students about barriers to their university studies. Critique should include:

- a. A rubric or framework of criteria or standards constructed by your team with which to evaluate surveys generally; include information on substance of content, format, wording, administration, and others that you deem fit;
- b. Specific details of your critique;
- c. Examples of how you would fix the survey, including items, format, etc.;
- d. Create a cover letter and introduction, addressing hook, purpose, instructions, human subjects (consent or preamble), administration, and thanks.

8. Each student will be responsible for developing a Draft Dissertation Prospectus based on the investigation of a specific research question. The Prospectus will contain an introduction, the orientation to a review of literature, and a description of the method to be employed in the study. More specific guidelines for this project (based on Doctoral Program requirements can be found at the following link:

http://edtech.wku.edu/programs/doctorate/downloads/EDD_Form_3_Research_Prospectus_Approval.pdf

However, that form will NOT be used for this class. Guidelines for this class are more detailed and reflect the understandings to be acquired in a doctoral course in research design. That form is available through Dropbox. (I will provide shared link to Dropbox prior to the start of class, as we are finalizing out class list of emails.) Be sure to note specifically how this assignment differs from the required Prospectus in the link above.

The greater detail in my Prospectus requirements is part of the more detailed Proposal that you will defend formally before you proceed to data collection and analysis. I recommend that you give a copy of the draft Prospectus you complete for this class to your adviser. Because you will have to do all of that work for the Proposal anyway, it will be a leg up for you to have done this for your Prospectus. Accordingly, many of your advisers may want you to keep the extra detail, even though it is not required for the official Doc Program form (link above).

9. Final paper: This brief analysis contrasts methodological approaches (qualitative vs. quantitative)

for a common topic. Follow the outline below. (This is a “thought” paper. You do not actually do this work, although you might consider one or both approaches in the future.) Be concise! For most subsections, one or two paragraphs should suffice.

Introduction/Hook

(one to two paragraphs)

Topic/Purpose

(last paragraph of Purpose in Ch I--does central research question have to be done separately?)

Research Questions

Quantitative (include figure of variable relationships)

Qualitative (include paragraph on contextual understanding)

Research Design

Quantitative

Qualitative

Database/Participants

Quantitative

Qualitative

Data Analysis

Quantitative

Qualitative

Generalizability

Quantitative

Qualitative

Feasibility

Quantitative

Qualitative

Policy/Practice Implications

Quantitative

Qualitative

Conclusions

(Your final thoughts about the comparison of the two approaches)

Grading/Evaluation

Assignments are weighted (and due) as follows:

Miller (2007)--10% (due June 5)

Danquah & Miller--10% (due June 5)

Mini Lit Review--10% (due June 6)

Class presentation (with handouts)--15% (due June 6 or June 27)

Group Take Home Midterm--20% (due June 27)

Prospectus Draft--15% (due June 27 1 or July 18)

Final Comparison Paper--20% (due July 18)

Class participation and attendance--check off required for grade (throughout)

Academic Dishonesty:

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action, which may result in permanent disqualification from the program.

Student Policies

The following sections are taken from the 15th Edition of WKU's Faculty Handbook:

Plagiarism:

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his or her own. One must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is referenced, is also plagiarism.

Cheating:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project, which is submitted for purposes of grade determination.

Disposition of Offenses:

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the University Disciplinary Committee through the Office of the Dean of Student Life for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

Other Types of Academic Dishonesty:

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of the Dean of Student Life for disciplinary action.

Weekly schedule of assignments and activities
Research Methods and Design for Educational Leaders
EDLD 712
Summer 2014

The following is an outline of the class topics and schedule for completion. The syllabus and schedule

for this course are subject to change in the event of extenuating circumstances. No change will occur, however, unless proper and prior notice is given to students.

WKU Campus, GRH 2029

Note: Fowler = Fowler text; Marshall and Rossman = Marshall and Rossman text; Required Readings = Required or Supplemental Readings as specified

May 23

Morning:

Introduction
Overview of scholarship (ekstasis)
APA (6th ed.)
Content areas--state of the art
Qualitative pitfalls
Variable relationships
Level/scale of measurement
Operational definitions

Afternoon:

Literature Review
Transitions
Tables
Table paragraphs

Cover Miller (2007) and Danquah and Miller (2007)

Assigned readings: Boote and Beile (2005); Denzin (1970); Yaffee (1999); Lynes (2008), Appendices C and D; Miller (2007); Danquah and Miller (2007); Skuller (2011), Appendices A and B; Todd (2010), Ch III, section on operational definitions of variables; Washington (2002), Ch III

Begin reading Fowler on surveys

June 5

Begin discussing surveys

Assigned readings: Continue Fowler; Supra Rubric on Surveys

June 6

Morning:

Complete surveys (finish Fowler)

Begin oral presentations (5)--to be assigned, from Required Readings

Afternoon:

Continue oral presentations

Assigned readings for class (specific Required Readings, per presentations)

June 27

Morning:

Oral presentations (5)--to be assigned from Marshall and Rossman

Afternoon:

Complete oral presentations on Required Readings

Assigned readings for class (Marshall and Rossman, per presentations)

July 18

Morning:

Revisit surveys

Information on the dissertation--discuss handout

Afternoon:

Paradigms

Tie up loose ends

Other?

Wrap up

Note: For all class meetings, it is expected that all supplemental dissertations as well as assigned readings are available to the student, via laptop. Room 2029 has electrical receptacles available.

Technology Requirements:

Students are expected to have access to the Internet and E-mail and to monitor on a regular basis the course website on BLACKBOARD, if applicable. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other, words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer.

Students with Disabilities:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for

Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Statement of Diversity:

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with his/her rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Affirmative Action:

Western Kentucky University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation or military service. Inquiries or comments regarding these issues should be directed to the Director of Equal Opportunity/504/ADA Compliance, Western Kentucky University, 1906 College Heights Blvd., Bowling Green, KY 42101, Telephone (270) 745-5121, TTY (270) 745-3030.

Safety and Evacuation:

Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

Writing Center Assistance:

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

The learning Center:

The Learning Center (TLC) is a program within the Academic Advising and Retention Center (AARC). The mission of TLC is to promote student success, enhance student performance, and increase student retention at Western Kentucky University. TLC helps students become better

learners by providing tutoring, workshops, and outreach services. All services of TLC are free to WKU students.

As you begin syllabus development for the fall semester, please consider including the attached statement in order to promote the services of TLC to students. If you have questions regarding these services, supplemental education initiatives, or retention services, please do not hesitate to contact me.

Jessica G. Staten
Interim Director
Academic Advising and Retention Center
270.745.5065 (office)
270.745.5421 (fax)

<http://www.wku.edu/advising>

<http://www.wku.edu/tlc>

<http://www.wku.edu/bep>

Twitter: wkuaarc

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character--that is the goal of true education."

~Martin Luther King, Jr.~

Research Appointments with your Personal Librarian

At WKU Libraries, your Personal Librarians are always ready to help! We have librarians for every program on campus, plus Special Collection librarians and archivists. Our goal is to save you time and help you be successful on term papers and research projects by showing you what you need to know to get started and be successful.

Start your research by scheduling an appointment with your Personal Librarian. Find them at http://www.wku.edu/library/dlps/subj_lib_subject.php, call Helm-Cravens Reference at 270-745-6125, or email web.reference@wku.edu.

Extra Help:

The instructor will be available as need is indicated. Students are encouraged to discuss any questions or problems with the instructor.

Course Adjustments:

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to the students.

Date Prepared and by Whom

Course syllabus prepared April 13, 2015 by Stephen Miller.

Attachments

QUESTIONNAIRE

The following are some problems reported by other adults which might make participation in education difficult. Please indicate the degree of concern that these are for you.

CIRCLE THE APPROPRIATE LEVEL OF CONCERN AS IT APPLIES TO YOU

1 = not a concern 2 = a minor concern 3 = average concern 4 = a major concern 5 = overwhelming concern

1.	Cost, including books, learning materials, child care, transportation, as well as tuition	1	2	3	4	5
2.	Not enough time	1	2	3	4	5
3.	Amount of time required to complete the program	1	2	3	4	5
4.	No way to earn credit for previous experience or training	1	2	3	4	5
5.	Strict attendance requirements	1	2	3	4	5
6.	Don't know what I'd like to learn or what it would lead to	1	2	3	4	5
7.	No place to study or practice	1	2	3	4	5
8.	No child care	1	2	3	4	5
9.	Courses I want aren't scheduled when I can attend	1	2	3	4	5
10.	Don't want to go to school full-time	1	2	3	4	5
11.	No information about places or people offering what I want	1	2	3	4	5
12.	No transportation	1	2	3	4	5
13.	Too much red tape in getting enrolled	1	2	3	4	5
14.	Hesitate to seem too ambitious	1	2	3	4	5
15.	Friends or family don't like the idea	1	2	3	4	5
16.	Home responsibilities	1	2	3	4	5
17.	Job responsibilities	1	2	3	4	5

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 18. | Not enough energy and stamina | 1 | 2 | 3 | 4 | 5 |
| 19. | Afraid that I'm too old to begin | 1 | 2 | 3 | 4 | 5 |
| 20. | Low grades in the past, not confident of my ability | 1 | 2 | 3 | 4 | 5 |
| 21. | Don't meet requirements to begin program | 1 | 2 | 3 | 4 | 5 |
| 22. | Courses I want don't seem to be available | 1 | 2 | 3 | 4 | 5 |
| 23. | Don't enjoy studying | 1 | 2 | 3 | 4 | 5 |
| 24. | Tired of going to school, tired of classrooms | 1 | 2 | 3 | 4 | 5 |

FOR USE IN INTERPRETING YOUR RESPONSES, ANSWERS TO THE FOLLOWING QUESTIONS ARE NECESSARY

- | | | | |
|----|---------------------------------------|---------------|-----------------|
| 1. | Indicate gender | Female | Male |
| 2. | Your age | | |
| 3. | Ethnic background | | |
| | White | Black | Asian |
| | | Hispanic | American Indian |
| 4. | Marital status | Married | Single |
| 5. | Number of children age 17 or younger | 0 | 1 |
| | | 2 | 3 |
| | | 4 | 5 |
| 6. | Number of hours employed per week | | |
| 7. | Indicate how you pay for your tuition | | |
| | Employee tuition reimbursement | Financial aid | Self |
| | | VA Benefits | Scholarship |
| | | | Parents |
| | Institution Code | | |

WKU
Department of Educational Administration, Leadership, and Research

Student Name (PRINT) _____

I verify that I have completed the plagiarism tutorial indicated below and that I understand what constitutes plagiarism:

_____ **Harvard Graduate School of Education online tutorial: Principles of Paraphrasing:
How to Avoid Plagiarism in Three Easy Modules**
<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

Date completed: _____

_____ **Indiana University tutorial on plagiarism**
<https://www.indiana.edu/~istd/>

Date completed: _____

Student signature: _____

Date signed: _____