I. Course Description

This course focuses on the design of research studies, including experimental and quasi-experimental designs, other quantitatively-based designs, qualitatively-oriented designs, and mixed model designs. Prerequisites; EDLD 6333 and EDLD 6384

II. Rationale

Course content will include instruction in preparation of a research proposal, identification of a research problem, sampling techniques, research design, instrumentation, data collection, and data analysis.

III. Learning Objectives

This course is designed to enable students:

1. To become critically familiar with prominent theorists and their contributions
2. To analyze historical and current approaches
3. To be critically familiar with implementation, evaluation, and policy making aspects
4. To critique theory and instructional practice
5. To engage in reflective exploration of our experience
6. To articulate an understanding of how and why research frameworks inform practice

IV. Course Topics

The major topics to be considered are:

1. Research Design
2. Identification of a Research Problem
3. Instrumentation
4. Data Collection
5. Data Analysis

V. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)
VI. Evaluation and Grade Assignment

Assignments:
Reflective Journals 20%
Review and Critique 35%
Review and Critique of Published Studies 35%
Class Participation 10%

Reflective Journals:
The purpose of this assignment is to engage you in reflective exploration of your practice, the curriculum orientation(s) under which you make decisions, and possible alternatives or directions for you to consider in your own practice. This is an evolving project which will require you to write a weekly reflection responding to questions raised and discussed in class, class readings, outside readings of theorists and curriculum books, and your own lived experience. Follow the themes developed in class and include critical insight into your emerging understanding of your practice in relation to the themes. Do not simply summarize the content of the class.

Review and Critique of Research Project:
The purpose of this assignment is to develop a deeper understanding of research design by reading and critiquing ongoing research projects. You will read three capstone projects and provide written feedback in regards to the research design selected for the study.

Review and Critique of Published Research Studies:
The purpose of this assignment is to become familiar with a variety of research methods presented within the context of published studies. You will be assigned a research method in which you are to select a research study using that method. You will be responsible for getting sharing the article with the class one week prior to your assigned date in order to give everyone enough time to read the study. In addition to selecting the study, you will lead the class discussion.

As part of this assignment you will read and critique a variety of studies. From those readings, select one to analyze fully using the questions posed in The Miniature Guide to Critical Thinking Concepts and Tools. The second part of this assignment is to build a more critical understanding of the major research paradigms and their contributions to current instructional development.

Analyzing and Assessing Research
From The Miniature Guide to Critical Thinking Concepts and Tools
By Dr. Linda Elder and Dr. Richard Paul

1. All research has a fundamental PURPOSE and goal.
   - Research purposes and goals should be clearly stated.
   - Related purposes should be explicitly distinguished.
   - All segments of the research should be relevant to the purpose.
   - All research purposes should be realistic and significant.
2. All research addresses a fundamental QUESTION, problem or issue.
   - The fundamental question at issue should be clearly and precisely stated.
   - Related questions should be articulated and distinguished.
   - All segments of the research should be relevant to the central question.
   - All research questions should be realistic and significant.
   - All research questions should define clearly stated intellectual tasks that, being fulfilled, settle the questions.

3. All research identifies data, INFORMATION, and evidence relevant to its fundamental question and purpose.
   - All information should be clear, accurate, and relevant to the fundamental question at issue.
   - Information gathered must be sufficient to settle the question at issue.
   - Information contrary to the main conclusions of the research should be explained.

4. All research contains INFERENCES or interpretations by which conclusions are drawn.
   - All conclusions should be clear, accurate, and relevant to the key question at issue.
   - Conclusions drawn should not go beyond what the data imply.
   - Conclusions should be consistent and reconcile discrepancies in the data.
   - Conclusions should explain how the key questions at issue have been settled.

5. All research is conducted from some POINT OF VIEW or frame of reference.
   - All points of view in the research should be identified.
   - Objections from competing points of view should be identified and fairly addressed.

6. All research is based on ASSUMPTIONS.
   - Clearly identify and assess major assumptions in the research.
   - Explain how the assumptions shape the research point of view.

7. All research is expressed through, and shaped by, CONCEPTS and ideas.
   - Assess for clarity the key concepts in the research.
   - Assess the significance of the key concepts in the research.

8. All research leads somewhere (i.e., have IMPLICATIONS and consequences).
   - Trace the implications and consequences that follow from the research.
   - Search for negative as well as positive implications.
   - Consider all significant implications and consequences.

**Class Participation:**
You are to attend all class meetings. All assignments should have been read and completed prior to class. In addition to attending class and participating in class discussions, you will need to complete the Citi Training online training module. More information will be provided in class.
VII. **Course Schedule and Policies**

A. **Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/01</td>
<td>Labor Day</td>
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<tr>
<td>9/03</td>
<td>Last Day to Late Register or Add a Class</td>
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<tr>
<td>9/08</td>
<td>Intro to course. Dan Pink on Drive (tedtalks.com) Assign Research Methods – This will determine the course readings for the semester.</td>
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<tr>
<td>9/15</td>
<td>Discuss readings in Green Chapter 1 – 2 Review Part A from Orcher</td>
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<td>9/22</td>
<td>Case Study Methods Chapter 6 Green</td>
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<tr>
<td>9/29</td>
<td>Online Assignment</td>
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<tr>
<td>10/06</td>
<td>Cross-Case Analysis Chapter 7 Green</td>
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<td>10/13</td>
<td>Collective Case Studies</td>
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<td>10/20</td>
<td>Curriculum Assessment Chapter 8 Green</td>
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<tr>
<td>10/27</td>
<td>Paper Critiques</td>
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<tr>
<td>11/03</td>
<td>Online Assignment</td>
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<td>11/07</td>
<td>Last Day to Drop a Class</td>
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<tr>
<td>11/10</td>
<td>Finding Patterns with Field Notes Chapter 17 Green</td>
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<td>11/17</td>
<td>Generalizability Theory Chapter 18 Green</td>
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<td>11/24</td>
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<td>11/27 – 11/28</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>12/01</td>
<td>Narrative Inquiry Chapter 28 Green</td>
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<td></td>
<td>Last Day to Withdraw from the University</td>
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B. Course Policies

Attendance/tardiness
This class will be conducted as a seminar to which all class members will contribute. It is important that you attend all class meetings and that you prepare yourself for all our meetings by reading the assigned texts, taking notes from them, and having written or oral assignments completed. You are expected to come to class with comments and questions relevant to the evening’s topic and to the readings. If you do have to miss a class, please contact another class member and get any class notes or handouts you missed and learn how you can be prepared for our next meeting. Attendance is expected at all classes. There is a high positive correlation between consistent, punctual attendance and higher course grades. It is virtually impossible to receive an A in the course if there are absences and/or lateness.

Late work and Make-up Exams
I take pride in being fair to all students. It is not fair to students who are prepared and attend class when other students do not follow the due dates on the tentative schedule. Therefore, late work will not be accepted and communicating an excuse for a late assignment does not constitute a waiver of the deadline. *Please do not use class time to discuss your personal grade. Your grade is a private discussion between you and me. You are to schedule an appointment during office hours if you have any questions.

Cell Phone/Electronic Device Usage
Cell phones, text messaging, and checking your cell phone, email, and text messages or any other form of social networking which do not support course instruction during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and phone set on vibrate.

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 15, 2013 is the last day to drop a class an automatic grade of “W” this term and December 9, 2013 is the last day to withdraw from the University.

Preferred methods of scholarly citations
You are to use APA 6th edition for all citations.

VIII. Required Texts:


Readings and video clips from tedtalks.com and authors @ google will be assigned to supplement the texts.

IX. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other
things, this legislation requires that all students with disabilities be guaranteed a learning
environment that provides for reasonable accommodation of their disabilities. If you believe
you have a disability requiring an accommodation, please call or visit Disability Services at
(361) 825-5816 in CCH 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in
the classroom or on campus, please contact the Disability Services office for assistance at
(361) 825-5816.