

# EDUC 602 Educational Research & Methods

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#### Course Modules

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## Lead and Section Instructor Contact Information

Lead instructor and section instructor contact information is located in Blackboard.

## Email

All email correspondence will occur within the Blackboard environment. All messages will be answered within 24 hours, except on weekends when it will be 48 hours. It is imperative that you log in to Blackboard regularly to check your correspondence.

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## Course Description & Learning Outcomes

### Course Description

The goal of this course is to introduce doctoral students to educational research, its philosophical underpinnings, paradigms and major instantiations. Students will engage with the major questions of education research, and the methods that researchers have used to tackle these questions. The course includes an introduction to qualitative and quantitative research methods as well as other research approaches, in addition to the policies and regulations associated with conducting research with human subjects.

### Course Learning Outcomes

By the end of this course you will be able to:

- Describe the concepts of epistemology, ontology and paradigms and use to examine your own views of reality and knowledge
- Examine positionality and identify strategies you might employ to ensure objectivity and counteract subjectivity while conducting research
- Describe the characteristics of, and the main processes used for conducting educational research
- Consider researchable educational problem and questions
- Discuss the trustworthiness and utility of research in effecting change in the classroom.
- Reflect on your understanding of educational research and how you might apply it in answering an educational problem of interest
- Describe and differentiate quantitative, qualitative, and mixed-methods research approaches
- Discuss the basic steps in the process of conducting the respective research studies
- Identify the various approaches in conducting quantitative, qualitative, and mixed-methods research
- Identify and discuss the characteristics, purpose, strengths and limitations of action and participatory research
- Discuss what is meant by objectivity in a literature review, and the distinction between primary and secondary sources of information.
- Draft an outline and compose a mini study proposal for your research topic of interest
- Identify the components of ethical research

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### Online Learning Requirements

To be successful academically, you must be able to navigate and search the web, use email, attach and upload documents, download and save files, and have access to and use Microsoft Word, Excel and

PowerPoint. You are also expected to be familiar with web-based multimedia and related video-production software, as well as free downloadable communication systems such as Skype. Please refer to the new student orientation course if you have questions on any of these items.

## Required Textbooks

### COURSE TEXTS - Required

Mertler, C. A. (2018). *Introduction to educational research*. Sage Publications.

ISBN-13: 978-1506366128

ISBN-10: 1506366120

### Additional Texts used in course (PDF or links provided to students)

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Creswell, J. W. & Gutterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative Research*. Pearson. [6th Edition]

Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. Guilford Publications.

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## Course Grading and Evaluation

### Grading Criteria

The following are the assignments to be used in assessing your performance. All graded activities are located in the activity instructions.

Category*	Course Assignment(s)	Weighted Grade
Discussion Boards (7)	In each module. See weekly schedule of activities.	15%
Module Assignments (8)	Glossary of Terms Module Assignments IRB Training Certificate (required)	30%
Final Paper (1)	Mini-Study Proposal	40%
Social Platforms (3)	(Twitter, Padlet, and Perusall)	15%
		100% = Weighted Totals

\*Instructor may add or take out an activity from the number listed as course proceeds. Refer to course announcements, weekly schedule of assignments for items due.

## Course Grading Scale

Letter Grade	Grading Scale (%)
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	76-79
C	73-75
C-	69-72
D+	66-68
D	63-65
D-	60-62
F	0-59

## Make-Up & Late Work

Late assignments will NOT be accepted unless there are significant extenuating circumstances that have been discussed with the instructor in advance of the assignment deadline.

## Grade of Incomplete

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, less than 25% of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work **no later than the end of the second week of the next semester**, otherwise the “I” grade will become a permanent “F.”

## Extra Credit

There are no opportunities for extra credit in this course.

## SOLES Graduate Student Writing Center

[The SOLES Graduate Student Writing Center](#) is a virtual space designed to accommodate both online, or on-campus graduate students for whom distance or busy schedules conflict with coming to campus. The Center’s free web-based service provides students with feedback on digital versions of their written course assignments and offers one-on-one coaching sessions via remote conferencing.

To get started, please visit the SOLES Graduate Student Writing Center and complete the submission form. <http://www.sandiego.edu/soles/current/writing-center.php>

# Technological Requirements and Troubleshooting

## Course Access and Navigation

[Click here to see all course-related information posted on the Blackboard e-learning platform.](#) You can also access your course through the USD student portal. [Click here to access the MySanDiego.edu.](#)

## System and Software Requirements

High-Speed Internet is required (DSL or better).

Computer: A PC or Mac with 8GB of RAM, an i7 quad core processor, and 100GB of free drive space is recommended.

Microsoft Office is required. If you are using Office 2010 or earlier, download and install the Microsoft Office Compatibility pack.

Webcam – for recording video

Email – to contact your faculty

Speakers or headset – to listen to multimedia

## Recommended Browser

**Firefox** is the recommended browser for use with Blackboard on both the Mac and PC. The Final Release Channel version of Firefox is listed as certified or compatible with Blackboard. **Chrome** (Mac/Windows) is also a supported browser.

Blackboard lists the most current browser compatibility information on its site ([Click here for Blackboard's Help site.](#))

If you're having browser issues or your browser is locking up, try clearing your browser's cache. [Instructions for clearing your cache on the most common browsers are found here.](#)

If components of your course are missing or broken, check to see whether your system is running the most current version of Java. [Click here to go to the Java website.](#)

**Windows Users:** [Test your version of Java here.](#)

**Mac Users:** Click: Apple > Software Update

## Browser Plugins

[Windows Media Player](#) (or [Flip4Mac](#) if you use a Mac), [QuickTime](#), [Flash](#), [Shockwave](#), [Adobe Reader](#), and [Java](#).

## Technical Support

ITS Help Desk

(619) 260-7900  
[help@sandiego.edu](mailto:help@sandiego.edu)

For basic questions, you can contact the Program Coordinator during regular business hours.

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## Accessibility and Usability

### Technology Accessibility Statement Links

[Blackboard Learning Management System Accessibility Statement](#)

[Microsoft Office Accessibility Statement](#)

[Adobe Acrobat Accessibility Statement](#)

[Google – YouTube Accessibility Statement](#)

### Requesting ADA Accommodations

The University of San Diego is committed to promoting knowledge and academic excellence for all learners. The University of San Diego's [Disability and Learning Difference Resource Center](#) helps students with verified disabilities obtain meaningful academic accommodations and support to help improve access to Professional and Continuing Education programs and courses.

If you are a student who would like to be considered for academic accommodations, please visit the [Disability and Learning Difference Resource Center](#) and follow the instructions under [Requesting Services](#).

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## Learner Responsibilities

Research has shown that online students are self-starters and highly motivated. The fact that you sought out this learning experience and are enrolled in an online class affirms the research. You may have taken an online class prior to this, or this may be your first experience with online education. Taking some time to plan for your course of study can yield benefits and help ensure success.

### Time Commitment

Any course of study requires a "time" for class. This online instructional environment requires you to arrange your schedule to allow time for you to "attend" class on a regular basis each week. The time you select is not important, but it is important that you log into your Blackboard course and complete the activities and assignments on a regular basis. Each credit unit equals 12.5 core instruction hours; therefore, in this 3-unit course you will have 37.5 instructional hours plus 75 hours of other course activities. You can expect to spend about 15 – 18 hours per week in the class.

Online forum discussions are more valuable when all members of the group participate. Waiting until the last minute of the final due date to post does not contribute to the dialogue. Planning a space and time for studying and accessing the course frequently is paramount to your success.

## Participation Requirements

Check your course every day and monitor/track deadlines accordingly. Participation and regular attendance is an integral part of your overall success in the course.

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## Student Conduct/ Netiquette

Online learning brings together students from diverse locations and populations. This creates potential for a rich learning community and also creates a need for thoughtful, courteous communications. Use a professional and collegial tone in course dialogue. Refrain from using inappropriate or offensive language. Humor can sometimes be a challenge because of the lack of cues in the online forum, such as facial and body gestures and voice inflection. Be sensitive to these limitations and respectful to all participants. It is the responsibility of all class members to foster a positive learning community.

## Building Community

University of San Diego online courses are designed to be community-centered learning environments. This means that the courses are designed to foster connections among the participants as you explore common learning goals and interests. Each student brings unique characteristics and experiences to the online classroom. Learn to use the course communication tools and begin creating connections right away. It is the responsibility of all class members to foster social and academic interactions. Thoughtfully share a bit about yourself, your ideas, experiences and new knowledge in the class forums to promote a collaborative, rich learning environment.

## Academic Integrity and Avoiding Plagiarism

### Academic Integrity

You are expected to be knowledgeable about the principles of academic honesty and their application at the University of San Diego. The Course Overview area of each course provides the Academic Integrity Policy. You will be required to read the statement and pledge to adhere to the standards prior to beginning the course. Academic dishonesty erodes the quality of scholarship and learning. As a student at the University of San Diego, it is your responsibility to report incidents of academic dishonesty to the proper authorities.

### Avoiding Plagiarism

The nature of education and scholarship is the sharing of theories and ideas. Avoid plagiarizing by providing a citation when using the words or ideas of others. It is your responsibility to give credit to the sources of information you consult when developing written work. For this course, you are expected to use [APA style](#) (sixth edition) for both formatting and citing references in your papers.

## Withdrawal from Class

If you decide not to take a course that you registered for, you must contact the Program Coordinator on or before the first day of class. If you fail to officially withdraw, you will be assigned a grade of "F" and charged for the class. Please refer to the Drop and Withdrawal policies found in the Student Handbook.

## Course Evaluations

End-of-course evaluations are collected via an online system that maintains student anonymity. The information you provide in these evaluations is extremely important, as it is used to inform continuous improvement of course content and instruction as well as faculty performance reviews. Course evaluations are available in Module 6 of every course, and your participation is strongly encouraged.

SOLES course evaluations are collected via an online system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available via a Qualtrics web link posted in the course during the final two weeks of the course.

## Academic Grievance Procedures

Concerns about academic issues should be raised with your instructor first. If you are unable to resolve the issue(s) with your instructor, contact the Academic Program Coordinator.

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# EDUC 602 Educational Research & Methods

## Course Modules

### Module One: Epistemology, Ontology and the Nature of Knowledge

#### Introduction

Welcome to Module One! This module exposes you to the nature of knowledge and the different philosophical underpinnings of education research. You will learn about the philosophical concepts of epistemology and ontology, as well as the underlying assumptions of major research paradigms. Through the readings of scholarship, you will get exposed to different language and knowledge of various groups of people and other ways of knowing. This module encourages students to think about the nature of knowledge, to reflect on the process of learning and on your own perceptions and construction of reality and knowledge, as well as the paradigm to which they are aligned. Since all knowledge is political and shaped by power, students are also encouraged to use a critical analysis lens when completing the assigned readings.

#### Learning Outcomes

By the end of this module, you will be able to:

- Discuss the nature of knowledge and the philosophical underpinning
- Describe the concepts of epistemology, ontology and paradigms
- Examine your own views of reality and knowledge



## Readings

1. Mack, L. (2010). The philosophical underpinnings of educational research.
2. Mukhopadhyay, S. (2013). The mathematical practices of those without power. In *Mathematics Education and Society 7th International Conference. Plenary talk. Cape Town.*
3. Saxe, G. B. (1988). The mathematics of child street vendors. *Child Development*, 1415-1425.
4. Lake, R. (1990). An Indian father's plea. *Teacher Magazine*, 2(1), 48-53. <https://doi-org.sandiego.idm.oclc.org/10.2307/1130503>
5. Chapter 1, pp. 1-15, From Africa to the New World and into the Space Age, Introduction and History of Black English Structure: Smitherman, G., & Smitherman-Donaldson, G. (1986). *Talkin and testifyin: The language of Black America* (Vol. 51). Wayne State University Press.

## Module Two: What is Research and the Underlying Paradigms?

### Introduction

In Module Two, you will learn about research and its purpose, and also revisit the major research paradigms to learn how these worldviews influence and shape researchers' approach to conducting research. You will gain understanding about objectivity, subjectivity and researchers' positionality in conducting research. You will dive deeper to consider how race and culture intersect with research, and the importance of researchers' awareness and consciousness of theirs and others racialized and cultural positionality as they conduct research.

### Learning Outcomes

By the end of this module, you will be able to:

- Define research and its purpose.
- Discuss the major research paradigms and how it influences the research approach.
- Examine your positionality as a researcher and its impact on your research process.
- Identify strategies you might employ to ensure objectivity and counteract subjectivity while conducting research.

## Readings

1. Chapter 1, pp. 2-7, A Definition of Research and its Importance: Creswell, J. W. & Gutterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative Research*. Pearson. [6th Edition]
2. Chapter 1, pp. 5-11, Philosophical Worldviews: Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
3. Holmes, A. (2014). *Researcher positionality: A consideration of its influence and place in research*. Retrieved from

[https://www.researchgate.net/publication/260421552\\_Researcher\\_positionality\\_-\\_a\\_consideration\\_of\\_its](https://www.researchgate.net/publication/260421552_Researcher_positionality_-_a_consideration_of_its)

4. Milner IV, H. R. (2007). Race, culture, and researcher positional: Working through dangers seen, unseen, and unforeseen. *Educational researcher*, 36(7), 388-400.

## Module Three: Educational Research and the Research Questions Asked

### Introduction

Module Three will focus on educational research and explore the questions it asks, who does it serve, and what it is hoping to answer. You will get an overview of the main research approaches - quantitative, qualitative, and mixed-methods research methods - including deductive versus inductive modes of inquiry. You will become familiar with the entire educational research process, its role in answering educational problems, and how to ascertain the credibility and utility of educational research to effect changes. You will be exposed to current important topics in education research and get to reflect on what issues or problem in education that concerns you as an educator-researcher and how you could frame this problem for research.

### Learning Outcomes

By the end of this module, you will be able to:

- Describe the characteristics of, and the main processes used for conducting educational research
- Consider researchable educational problem and questions
- Discuss the trustworthiness and utility of research in effecting change in the classroom.
- Reflect on your understanding of educational research and how you might apply it in answering an educational problem of interest.

### Readings

1. Chapters 1 (all), Chapter 2 (pp. 21-28), Chapter 3 (all):- Mertler, C. A. (2018). Introduction to educational research. Sage Publications. [COURSE TEXT]
1. Viadero, D. (2015). Making Sense of Education Research: Reporter Guides. *Education Writers Association*.
2. Urban education contributor. (2018, April 16). 8 important topics in education research right now [Blog post]. Retrieved from [https://blogs.edweek.org/edweek/urban\\_education\\_reform/2018/04/8\\_important\\_topics\\_in\\_education\\_research\\_right\\_now.html](https://blogs.edweek.org/edweek/urban_education_reform/2018/04/8_important_topics_in_education_research_right_now.html)
3. Introduction: Creating Classrooms for equity and social Justice: Au, W., Bigelow, B., & Karp, S. (Eds.). (2007). *Rethinking our classrooms: Teaching for equity and justice* (Vol. 1). Rethinking Schools.
4. Jacob, M. (2017). Indigenous Studies Speaks to American Sociology: The Need for Individual and Social Transformations of Indigenous Education in the USA. *Social Sciences*, 7(1), 1. <https://www.mdpi.com/2076-0760/7/1/1>

# Module Four: Methodologies used in Educational Research

## 1: Quantitative, Qualitative & Mixed-Methods

### Introduction

In Module Four you will learn about the nature and essential characteristics of quantitative, qualitative and mixed-methods research approaches, as well as their strategies and philosophical underpinnings. You will learn about the various approaches and the basic steps in the process of conducting the related research studies, and will be able to identify their strengths and limitations. You will get the opportunity to review studies from each methodological category and identify the different parts of the research process.

### Learning Outcomes

By the end of this module, you will be able to:

- Describe and differentiate quantitative, qualitative, and mixed-methods research approaches
- Discuss the basic steps in the process of conducting the respective research studies
- Identify the various approaches in conducting quantitative, qualitative, and mixed-methods research
- Identify the strengths and limitations of the various approaches

### Readings

1. Chapter 1, pp. 3-4, Research Approaches & pp. 11-18, Research Design: Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
2. Part II (Chapters 6,7,8): Mertler, C. A. (2018). *Introduction to educational research*. Sage Publications.

### Sample Studies

Select one from each approach to complete assigned study review.

#### QUALITATIVE

1. Boylan, M., & Woolsey, I. (2015). Teacher education for social justice: Mapping identity spaces. *Teaching and teacher education, 46*, 62-71.
2. Dover, A. G., Henning, N., & Agarwal-Rangnath, R. (2016). Reclaiming agency: Justice-oriented social studies teachers respond to changing curricular standards. *Teaching and Teacher Education, 59*, 457-467.
3. Rojas, L., & Liou, D. D. (2017). Social justice teaching through the sympathetic touch of caring and high expectations for students of color. *Journal of Teacher Education, 68*(1), 28-40.
4. DeMatthews, D. (2015). Making sense of social justice leadership: A case study of a principal's experiences to create a more inclusive school. *Leadership and Policy in schools, 14*(2), 139-166.
5. Bledsoe, R. K. (2018). Facing Academic Dismissal: An Adaptive Organizational Approach Preparing All Students for Success. *Community College Journal of Research and Practice, 42*(7-8), 550-563.

6. Buttimer, C. J. (2018). The Challenges and Possibilities of Youth Participatory Action Research for Teachers and Students in Public School Classrooms. *Berkeley Review of Education*, 8(1), 39-81.

## QUANTITATIVE

1. Paul, F. G. (2005). Grouping within Algebra I: A structural sieve with powerful effects for low-income, minority, and immigrant students. *Educational Policy*, 19(2), 262-282.
2. Busey, C. L., & Waters, S. (2016). Who are we? The demographic and professional identity of social studies teacher educators. *The Journal of Social Studies Research*, 40(1), 71-83.
3. Tichnor-Wagner, A., & Allen, D. (2016). Accountable for care: Cultivating caring school communities in urban high schools. *Leadership and Policy in Schools*, 15(4), 406-447.
4. Bertocchi, G. (2015). Slavery, racial inequality, and education. *IZA World of Labor*.
5. Voight, A., & Velez, V. (2018). Youth participatory action research in the high school curriculum: Education outcomes for student participants in a district-wide initiative. *Journal of Research on Educational Effectiveness*, 11(3), 433-451.

## MIXED METHODS

1. Valdez, V. E., Freire, J. A., & Delavan, M. G. (2016). The gentrification of dual language education. *The Urban Review*, 48(4), 601-627.
2. Hicks, J., Jennings, L., Jennings, S., Berry, S., & Green, D. A. (2018). Middle school bullying: Student reported perceptions and prevalence. *Journal of Child and Adolescent Counseling*, 4(3), 195-208.
3. Annamma, S. A., Anyon, Y., Joseph, N. M., Farrar, J., Greer, E., Downing, B., & Simmons, J. (2019). Black girls and school discipline: The complexities of being overrepresented and understudied. *Urban Education*, 54(2), 211-242.
4. Kiefer, S. M., Alley, K. M., & Ellerbrock, C. R. (2015). Teacher and peer support for young adolescents' motivation, engagement, and school belonging. *Rmle Online*, 38(8), 1-18.
5. Strayhorn, T. L. (2015). Factors Influencing Black Males' Preparation for College and Success in STEM Majors: A Mixed Methods Study. *Western Journal of Black Studies*, 39(1).

# Module Five: Methodologies used in Educational Research II: Practical Action Research, Community-Based & Youth Participatory Action Research

## Introduction

Module Five will focus on the nature and purpose of action and participatory research approaches that emphasize a reflective, practice-linked and collaborative orientation to research. You will learn about Practical Action Research, Community-Based Participatory Action Research and Youth Participatory Action Research approaches, as well as their strategies and philosophical underpinnings. You will get familiarized with their distinct features, research design and the basic steps in conducting research using these research approaches for improving educational practices.

## Learning Outcomes

By the end of this module, you will be able to:

- Describe the important reasons for using action and participatory research in educational settings
- Differentiate Practical Action Research, Community-Based Participatory Action Research and Youth Participatory Action Research
- Identify and discuss the strengths and limitations of action and participatory research

## Readings

1. Part II (Chapters 9) Action Research: Mertler, C. A. (2018). *Introduction to educational research*. Sage Publications.
2. Chapters 9, pp. 224, pp. 232-242: Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. Guilford Publications.
3. Caraballo, L., Lozenski, B. D., Lyiscott, J. J., & Morrell, E. (2017). YPAR and critical epistemologies: Rethinking education research. *Review of Research in Education*, 41(1), 311-336.

## Sample Studies

Select one from each approach to complete assigned study review.

### ACTION RESEARCH (Mertler)

1. Clark, K. R. (2015). The effects of the flipped model of instruction on student engagement and performance in the secondary mathematics classroom. *Journal of Educators Online*, 12(1), 91-115.

### PARTICIPATORY ACTION RESEARCH (Leavy)

1. Reich, S. M., Kay, J. S., & Lin, G. C. (2015). Nourishing a partnership to improve middle school lunch options: A community-based participatory research project. *Family & community health*, 38(1), 77-86.
2. Warren, C. A., & Marciano, J. E. (2018). Activating student voice through Youth Participatory Action Research (YPAR): policy-making that strengthens urban education reform. *International Journal of Qualitative Studies in Education*, 31(8), 684-707.
3. Guerrero, C. A., Rosas, M., & Guerrero, E. (2013). Proyecto Latin@ on stage and under the magnifying glass: The possibilities and limitations of a high-profile institutionally sponsored youth participatory action research project (YPAR). *The International Journal of Critical Pedagogy*, 4(2).

# Module Six: Literature and the Body of Educational Knowledge

## Introduction

In Module Six, you will learn about the purpose and structure of a literature review and its place and importance in the research process. From sample studies provided, you will get to see varying ways that literature reviews are composed and presented. You will have the opportunity to research and locate articles for your topic of interest and assess their relevance and usefulness in your research project.

## Learning Outcomes

By the end of this module, you will be able to:

- Describe the various purposes for conducting a review of related literature
- Discuss what is meant by objectivity in a literature review, and the distinction between primary and secondary sources of information.
- Identify different ways of organizing a literature review, .
- Identify and locate applicable scholarships for your defined educational problem.

## Readings

1. Chapter 5: Mertler, C. A. (2018). *Introduction to educational research*. Sage Publications.
2. Chapter 2, pp. 23-30, Research Topic and the Use of the Literature: Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

## Sample Literature

Review the Literature Review section for at least five of these studies:

1. Boylan, M., & Woolsey, I. (2015). Teacher education for social justice: Mapping identity spaces. *Teaching and teacher education, 46*, 62-71.
2. Dover, A. G., Henning, N., & Agarwal-Rangnath, R. (2016). Reclaiming agency: Justice-oriented social studies teachers respond to changing curricular standards. *Teaching and Teacher Education, 59*, 457-467.
3. Rojas, L., & Liou, D. D. (2017). Social justice teaching through the sympathetic touch of caring and high expectations for students of color. *Journal of Teacher Education, 68*(1), 28-40.
4. DeMatthews, D. (2015). Making sense of social justice leadership: A case study of a principal's experiences to create a more inclusive school. *Leadership and Policy in schools, 14*(2), 139-166.
5. Voight, A., & Velez, V. (2018). Youth participatory action research in the high school curriculum: Education outcomes for student participants in a district-wide initiative. *Journal of Research on Educational Effectiveness, 11*(3), 433-451.

6. Tichnor-Wagner, A., & Allen, D. (2016). Accountable for care: Cultivating caring school communities in urban high schools. *Leadership and Policy in Schools, 15*(4), 406-447.
7. Strayhorn, T. L. (2015). Factors Influencing Black Males' Preparation for College and Success in STEM Majors: A Mixed Methods Study. *Western Journal of Black Studies, 39*(1).
8. Bristol, T. J. (2015). Teaching boys: Towards a theory of gender-relevant pedagogy. *Gender and Education, 27*(1), 53-68.
9. Lindsey, T. B. (2018). Ain't nobody got time for that: Anti-Black girl violence in the era off# SayHerName. *Urban Education, 53*(2), 162-175.
10. Danforth, S. (2016). Social justice and technocracy: Tracing the narratives of inclusive education in the USA. *Discourse: Studies in the cultural politics of education, 37*(4), 582-599.
11. Kiefer, S. M., Alley, K. M., & Ellerbrock, C. R. (2015). Teacher and peer support for young adolescents' motivation, engagement, and school belonging. *Rmle Online, 38*(8), 1-18.

## Module Seven: Mini-Study Proposal

### Introduction

In Module Seven you will learn to draft a mini study proposal for your research topic of interest. Using the assignments completed in prior modules, you will pull together the different sections of the study and compose your mini study, as guided by the template provided. You will also get exposed to the ethical considerations in educational research, and the ethical responsibility of researchers when conducting research with human participants.

### Learning Outcomes

By the end of this module you will be able to:

- Draft an outline and compose a mini study proposal for your research topic of interest
- Identify the components of ethical research.
- Discuss the ethical considerations and responsibilities of the researcher when conducting research with human participants.
- Complete USD's Institutional Review Board (IRB) training program on Human Subjects Research.

### Readings

1. Chapters 4 (Ethics): Mertler, C. A. (2018). *Introduction to educational research*. Sage Publications.