

EDGS 5510: Introduction to Educational Research

Wednesdays and Thursdays 5-8:30
and Saturdays 9-12:30, P104

Professor: Dawn Poole, Ph.D.
Phone: 667-3495
Office: DBH 348A (also known as P348A)
E-mail: dpoole@csustan.edu (Please write 5510 in the subject line of the message)

Winter Office Hours: Feel free to stop by without an appointment during these times.
Wednesdays 1/6, 1/20, 1/27: 3:00-4:45 (exception 1/13 office hours only from 4:10-4:45)
Thursdays 1/7, 1/14, 1/28: 3-4:45 (no office hours on 1/21)
Others by appointment; please email me or call me to arrange another time.

The department and other campus offices will be closed on the following days due to furloughs and university-wide vacations: January 15, 18, and 29.

College of Education Mission Statement

The mission of the College of Education is to engage faculty and students in instruction, research, and activities that provide subject specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing professional activities. We are committed to the education of diverse educational leaders who meet the needs of a multicultural and multilingual society. The programs are designed to advance the personal, ethical, and professional qualities of students through participation in coursework, field experiences, and research that together cultivate reflection and encourage innovations central to the field of education. The College provides multiple and systematic opportunities for candidates to make connections between their professional duties and the role of education within the local and global society and to serve as advocates for children and their communities.

Use of sample assignments for accreditation purposes

The instructor and the College of Education may keep submitted student work and use it as examples for accreditation purposes. Every effort will be made to ensure that student name and other identifiers are removed from documents and projects that will be used for this purpose. Students who decline to have their work kept on file for this purpose must notify the instructor in writing within the first two weeks of the course.

Course Description

The purpose of this course is to provide an introduction to empirical research and a variety of research approaches common to the field of education. Upon completing the course, participants will be able to locate, understand, evaluate, and interpret qualitative as well as quantitative educational research and use these skills to identify possible Thesis or Project topics. Prerequisite: Classified status.

Course Objectives:

Upon completing the course, students will be able to:

1. Distinguish between qualitative and quantitative paradigms of research.
2. Read and evaluate qualitative and quantitative studies, their methodologies and findings.
3. Identify the role of theory in research.
4. Articulate researchable issues in education.
5. Successfully locate published research related to a given topic.

6. Summarize published research.
7. Demonstrate understanding of CSU Stanislaus-specific procedures for a graduate Project or Thesis.
8. Comprehend the role of ethics in research.

Required Materials:

- Clark, V.P. & Creswell, J. W. (2009). *Understanding Research: A Consumer's Guide (10th edition)*. Upper Saddle River, NJ: Pearson. (The book is available from the University Bookstore, new is \$74.55 and used may be available for \$55.90. You can also purchase it new or used from Amazon.com, used from half.com or from other online retailers. At CourseSmart.com, you can get a 180 day *electronic* version for \$48.72—if you purchase this, you won't get a hard copy of the book, but will have a fully searchable online version.)
- Web access: All assignments will be submitted through the course website that can be accessed at <http://blackboard.csustan.edu>. This site contains all course documents, assignments and other materials and relevant hyperlinks.

General Information:

- All written work must be word processed and submitted via Blackboard.
- Due dates will be somewhat flexible during winter term with a couple of exceptions as noted in the syllabus. Nothing will be accepted after February 4.
- No incompletes will be given in the course unless extenuating circumstances (as outlined in the CSU Stanislaus handbook) warrant this grade.
- All work must be your own, with appropriate citations included as necessary. By enrolling in this course, you agree that your graded materials will be submitted to Turnitin.com to review and evaluate for originality and intellectual integrity. A description of the services, terms, conditions of use, and privacy policy of Turnitin.com is available at <http://www.turnitin.com>. All work submitted to Turnitin.com will be added to its database of papers. If the results of the Turnitin.com review support an allegation of academic dishonesty, the coursework in question as well as supporting materials may be submitted to the Office of Judicial Affairs. The result may be a grade of 0 for the assignment and possibly a grade of F in the course.
- Please be prompt for class. Tardiness disrupts everyone.
- Please turn cell phones off during class. Feel free to check for messages during the break.
- The midterm and final exams will be taken during class on the dates listed in the schedule.
- Participation and attendance will not factor specifically into your grade. However, classes are designed to be interactive and learner-oriented. Missing class or choosing not to participate deprives you of learning opportunities. If you are absent from class, it is your responsibility to check with other students to get caught up on what you missed.
- It is a good idea to save a backup copy of the materials you write for class on a storage medium that is different from your main document location. USB flash drives are a good choice; you'll want to have one for EDGS 5610 if you enroll in that course.

Grading Procedures:

Grades will be based on the total number of points accumulated during the course:

Library Search Exercise	10 points
Research Spotlight (10 x 3)	30 points
Research Questions	} 5 points
Background Outline	
Background Draft	} 10 points
Background	
Annotated Bibliography	} 25 points
Review of Literature	
Theory	10 points
Midterm Exam	30 points
Final Exam	30 points
<hr/>	
TOTAL	200 points

Grading:

A =	185 and higher
A- =	179 - 184
B+ =	175 - 178
B =	165 - 174
B- =	159 - 164
C+ =	155 - 158
C =	145 - 154

You must earn a grade of C or higher to receive credit for the course.

There are no extra credit opportunities in the class.

Library Search Exercise

You will complete a worksheet in which you apply the information learned in the library session on 1/6. See Blackboard for complete description.

Research Spotlight

It is important to take a close look at some of the details related to particular studies to determine their validity. In two cases, you will locate a study related to a given educational topic. In the third case, you will repeat the exercise using a CSU Stanislaus thesis of your choice. As you read the articles/thesis, fill in the worksheet that accompanies the assignment. Submit a copy of the completed worksheet on the respective due date. Come prepared to discuss the research document and to briefly summarize the study. See Blackboard for complete descriptions and scoring rubrics.

RS I: Literacy

RS II: School Culture

RS III: Choose a CSU Stanislaus Thesis to review (Projects are not eligible).

Written Assignments

This is split into two components. One part focuses on the development of an actual research problem that hopefully will remain the focus of your work in the Qualitative or Quantitative research class and for your project/thesis. The other part focuses on developing a partial review of literature. All assignments build upon each other, offering multiple opportunities for feedback as you refine.

Research Problem Development

Research Questions: Develop 2 potential research questions. For each, explain why you are interested in exploring the topic or why the topic is important to study. The questions could relate to each other in some way, or they could be completely independent of each other. The purpose of this exercise is to help you identify researchable questions. I will provide feedback regarding the plausibility of the question, and perhaps give you some tips to help you get started. See Blackboard for more complete information and the scoring rubric.

Background Outline: The outline includes a research question (or questions), and an outline of the information you plan on including in the introduction, statement of the problem, and significance of the study sections of the document. This should be an outline only, using phrases to indicate only the nature of the content. The purpose of this assignment is to force you to consider how to build the initial sections of your document in a way that provides

background to the reader and a justification for your study. See Blackboard for more complete information and the scoring rubric.

Background Draft: Using the outline you developed, write a draft of the document's background sections (introduction, statement of the problem, significance of the study, and research questions). All in-text citations should be in APA format. You will submit one copy of the draft to Blackboard for my general review, and you will be assigned to a small group in class that will provide feedback for each group member's work. You will need to bring 4 hard copies of your document to class. The purpose of the assignment is for you to compose your thoughts early enough to make meaningful revisions based on peer feedback. See Blackboard for more complete information and the scoring rubric.

Background: This should be a refined version of the background sections, including a complete reference list in APA format. The document must be no more than 7 double-spaced pages in length, plus references. See Blackboard for more complete information and the scoring rubric.

Review of Literature

Annotated Bibliography: Research always includes a review of the literature related to the area of interest. This provides the researcher with perspective and knowledge. The review serves as an overview of what is known about the topic and leads to a justification for the particular study. In lieu writing a complete review of the literature (as you will do in Chapter 2 of your Project or Thesis), you will instead compile and organize an annotated sample of 4 studies that potentially could become part of such a review. See Blackboard for more complete information and the scoring rubric.

Review of Literature: In addition to the four studies from the annotated bibliography assignment, you will add two more studies to those you've reviewed. You will also structure this assignment as a mini review of literature, meaning that you will reformat the information so it no longer reads as an annotated list. Begin the narrative with a brief introduction and end with a brief summary. In between, you will discuss the results of previous related research in narrative format. See Blackboard for more complete information and the scoring rubric.

Theory: Research is typically based upon a theory or theories that help to explain the underlying foundation behind the issue. It is important to recognize how theories explain the phenomena being explored. You will identify at least one theory related to your topic, and complete a worksheet that accompanies the assignment. See Blackboard for more complete information and the scoring rubric.

Midterm Exam

The test will include multiple choice, short answer, and/or essay responses. It is a closed book, closed note individual exam, and it will cover material from the book and class during the first six class sessions.

Final Exam

The test will include multiple choice, short answer, and/or essay responses. It is a closed book, closed note individual exam, and it will cover material from the book and class from the midterm until the last class session.

Schedule

Changes will be noted in Bb, should any arise.

Class	Topic(s)	Due (flexible except as noted with an ^A)	Reading Assignment
1/6	Class Overview, Library Search Strategies (L240 at 5:30 w/Warren Jacobs), What is Research?		
1/7	Qualitative vs Quantitative Research, Selecting a Research Problem		p. 7-10, 18-60, 65-75, 81-86
1/9	Articulating the Research Questions, Statement of the Problem, and Significance of Study	Library Exercise	p. 10-15, 87-93, 98-110, 135-138, 143-145, 148-149
1/13	Reviewing and Evaluating the Literature, APA (5:00 w/Warren Jacobs)	Research Questions, Research Spotlight I	p. 113-125
1/14	Writing the Review of Literature	Research Spotlight II	p. 126-132, 353-360, lit review exercise (Bb)
1/16	The role of theory in research	Research Spotlight III	Swartz doc (Bb), Luman doc (Bb), Creswell theory doc (Bb)
1/20	MIDTERM EXAM IRB Process, Thesis/Project Procedures (online, must view prior to class 1/21)		Thesis Guidelines (Bb), IRB Info (Bb)
1/21	Quantitative Research: Hypothesis Testing, Validity	Background Outline	p. 186-194, 209-210, 216-221, 199-206
1/23	Quantitative Research Designs: Survey, Correlational, Causal-Comparative, Single Case Designs	Theory	p. 165-177
1/27	Qualitative Research Designs: Grounded Theory, Ethnography, Case Study	Annotated Bibliography ^{AB}	p. 233-247, 256-257, 277-287, 269-274
1/28	Action Research, Mixed Methods Research	Background Draft ^{AB}	p. 297-308, 332-340
1/30	FINAL EXAM		
2/3	No class meeting	Review of Literature ^{AB}	
2/4	No class meeting	Background ^{AB}	

^AIndicates these due dates are not flexible. Submission of the Annotated Bibliography will begin to incur a late penalty if submitted after 1/27, and late submission will also impact timely feedback. *No late submissions of the Background Draft, Review of Literature, and Background accepted.*

^BThe Annotated Bibliography, Background Draft, Review of Literature, and Background assignments will all be submitted to Turnitin.com via Blackboard. The purpose of the TII submission is for you to ensure you have appropriately paraphrased and given credit for content within your document. You will be able to resubmit the Annotated Bibliography and Background Draft to Turnitin.com up until the due date so that you can view the report. The first report will be generated within about 30 minutes of submission. Subsequent reports will take 24 hours to generate. Be sure to leave enough time if you wish to view the TII report and edit prior to your graded submission.