



EDUC 500 Research Design and Methodology

Spring 2009

Dr. Jerome J. Ammer January 6 to March 17, 2009

Office: Mother Rosalie Hill Hall 224A Tues. 1:30–3:30 PST LIVE CHAT

E-mail ammer@sandiego.edu Class Online: WebCT EDUC 500

Assignment Submission: WebCT 6 (via my.sandiego.edu) • EDUC5002SP09
Office: (619) 260-4292 Home: (619) 291-6142 Home Fax: (619) 255-4740
Office Hours Available for Phone Advisement: Weds. 1-4/Thurs. 2-4
Home: Online Tuesday Synchronous Chat 1:30 - 3:30 pm (PST)

Course Description

EDUC 500 is an introduction to research methods with an emphasis on methods of reflective, practitioner directed inquiry. The course includes a focus on action research aimed at improvement of professional practice in leadership, teaching and counseling. The course also surveys quantitative methods and logic in the social sciences to prepare professionals to access and critically consume traditional research findings to support and extend their own inquiries. The political implications of traditional and practitioner driven research models are discussed.

Course Objectives/Candidate Outcomes: A.C.E.

Outcome I. Academic Excellence, Critical Inquiry and Reflection

- Become familiar with aims, benefits and critiques of practitioner-directed research (K)
- Access on-line research networks and resources (S)
- Learn basic principles of quantitative research design and statistical analysis (K)
- Practice critical evaluation of traditional published research (S)
- Identify the strengths and limitations of various research paradigms (K, S)
- Design and write a research proposal based on your academic/professional interest (S)
- Critically examine the effectiveness of educational practices and innovations with the eyes of researchers (S, D)

Outcome II. Community and Service

- Participate in building a research-oriented learning community (D)
- Examine work sites as foci of research inquiry (D)

Outcome III. Ethics, Values and Diversity

- Critically assess the relevance and political implications of traditional and practitioner driven research models (S, D)
- Explore the ethical considerations of action and transformational research designs
S=Skill, K=Knowledge, D=Disposition

Required Instructional Resources

TEXTBOOK:

Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2006). *Introduction to research in education* (7th ed.). Belmont, CA: Thompson Wadsworth. ISBN 0-534-27494-3.

REQUIRED REFERENCE (required format for citing references no variation in citation style allowed):

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: author.

American Psychological Association. (2005). *Concise rules of APA style: The official pocket style guide from the American Psychological Association*. Washington, DC: author.

American Psychological Association (2007). *APA Style Guide to Electronic References* (Ed PDF). Washington, DC: author.

A up-to-date resource on APA citation and writing style comes from APA itself located at:

<http://www.apastyle.org/styletips.html>

ELECTRONIC RESERVES:

USD LIBRARY (See instructional aid document in WebCT Course Resources) – this source is not always required check assignment schedule.

INSTRUCTIONAL DELIVERY & ASSIGNMENT SUBMISSION:

WebCT assessed at <http://pope.sandiego.edu> in the left column under Quick Links choose WebCT EDUC500. All course content, calendars, clarification of assignments, group forums and your exams will be delivered via WebCT.

WEBCT CALENDAR

The Calendar in the course WebCT module for this course is the final version of all assignments, tasks and due dates. You are responsible for checking and adhering to the postings in the calendar. You have an actual calendar within EDUC 500 WebCT 6. Under the Syllabus and Assignment Folder in WebCT 6 the most up-to-date listing of course readings, assignments and due dates is listed.

USD INTERNET USER ACCOUNT

Your USD Internet User account is the official e-mail for all USD, SOLES, and Department of Learning and Teaching, as well as, Special Education Program information. You are responsible for all announcements and policies posted to the user account. You absolutely must regularly read the correspondence sent via “[your name](mailto:your name@sandiego.edu)”@sandiego.edu. There will be no excuses! ONLY YOU USER ACCOUNT WILL BE USED FOR USD CORRESPONDENCE! It will not be sent to any alternate e-mail service provider.

Your best source for all things University of San Diego is located at <https://my.sandiego.edu> From here you can access grades, information and USD life. If you do not have or forgot your access look at the bottom left on the home page. There is an option for opening a student account or help if you forgot your password. You may have your USD user account sent to your preferred e-mail service provider. Check with Instructional Technology Services Information Desk (619.250.7900) for assistance. Be sure your full name is included in any email exchanges with the university! REMEMBER you are responsible for all information sent to

"yourname"@sandiego.edu. No exceptions!

Course Delivery via Internet

MODULES:

The course is delivered in modules that represent key units within the overall course objectives. Each module is divided into lessons. A module lesson is larger in scope than a traditional use of lessons. It may be part of a session, a single session or cross sessions. The instructor will keep you informed of the course flow. Course readings, assignments and due dates are listed on the Assignment Schedule within WebCT 6. Remember two doorways to WebCT 6:

<https://my.sandiego.edu> (link high lighter located in center of page)

<http://pope.sandiego.edu>

READINGS:

There are a variety of scholarly pieces relevant to developing your level of knowledge and skills related to research design and methodology you will be responsible for in this course. The primary resources include, but are not limited to: a) textbook, b) electronic reserve articles, c) relevant professional Internet sites, and d) the articles you read for your final centerpiece project and group forum dialogue. Readings will be posted in the Calendar Tool within the course WebCT site is listed on the Assignment Schedule.

COMMUNITY OF SCHOLARS FORUM ASSIGNMENTS:

Creating a community of learners is a vital necessity for inclusive education and distance learning by candidates. The instructor will assign students a forum team. Evaluation of selected research articles relevant to deaf and hard of hearing service delivery and individual needs will be read by each team member. Using the information from the text, articles, and the course modules, the team will use the forum to demonstrate each members growing level of knowledge and understanding related to research methodology and design in terms of literature review. This will be expanded upon in the "Activity Section" in the course modules.

EXAMS:

There will be two exams in this course. The exams will be taken in WebCT and graded by the instructor. The exams will cover material up to that point in the course. The final exam will only cover material explored after the midpoint exam. More about this in the "Course Roadmap Resources" and "Assignment Clarification" sections in the WebCT 6 course space.

RESEARCH DESIGN AND METHODOLOGY CENTERPIECE PROJECT

A candidate's primary demonstration of knowledge, skill and understanding related to master degree level of research is a Research Design and Methodology Centerpiece Project. The components of this process will evolve throughout the semester. Each candidate completes the first three parts of a research project:

1. Identification of a Problem
2. Literature Review
3. Methodology Design of a Research Project

The project follows the design for research laid out by the American Psychological Association.

The resource is: American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington DC: Author.

Each component of a research design and methodology will be covered in the text, course notes and online discussion. More about this in class.

INSTRUCTOR INTERACTION AND ADVISEMENT:

The course is designed to afford candidates with a variety of opportunities for interaction with the instructor. Interaction will be class as a whole, forum teams and individual. At the top of this syllabus is the contact information for the instructor. The primary exchange will be through the WebCT e-mail and forum synchronous EDUC 500 Research Design & Methodology Updated: 12/21/08 - Page: 4/7 (actually online) and asynchronous (ongoing postings responded to by instructor and classmates) exchanges. More about this in the "Course Roadmap Resources" section in WebCT.

Assessment Plan/Grading Criteria/Rubric

Task Evaluating Percent of Grade

Task Specifics Evaluation Criteria

Creating Online Community

Contributing to Online Community Spirit

Asynchronous Forum Exchange

- Article Methodology Critiques (2 different methodology approaches)
- Reading & Understanding Chapter Content
- Discussion Assigned Articles 4

CENTERPIECE Research Design Methodology Project

- Problem 5
- Literature Review 30
- Methodology 20
- Dissemination Class 5

The *Research Project M.Ed. Project Rubric* in TaskStream

Exams

- Midterm WebCT Exam 10 **WebCT Quiz: Midterm**
- Final WebCT Exam 10 **WebCT Quiz: Final**

Participation

- Feedback solicitation instructor & peers
- Readiness for weekly exchanges 2
- Engagement in dialogue throughout threaded discussion

Total Percentage Points 100

Grading:

| | |
|----|------------|
| A | 96 - 100 |
| A- | 93 - 95.9 |
| B+ | 88 - 92.9 |
| B | 85 - 87.9 |
| B- | 83 - 84 |
| C+ | 78 - 82.9 |
| C | 5 - 77.9 |
| C- | 73 - 74.9 |
| F | BELOW 73.0 |

Remember: No goldmine is better than peer collaboration and sharing. Keep in touch with your classmates.

NOTE: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

Petition for Incomplete Course Grade:

The Petition must accompany all requests for an incomplete for Incomplete Form signed and negotiated with the instructor before the final class. This form must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Dean of the School of Education.

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Course Modules/Topical Lesson Outline

As the themes emerge for this course the details of each module will be further expanded on WebCT 6 and TaskStream. The modules are threaded throughout the course and are interlinked to ensure continuity and understanding of knowledge, skills and dispositions required to address behavioral and environmental issues in the classroom and community. Students are responsible for checking both sites for course information and assignment requirements.

MODULE ONE: FRAMING PURPOSE – PLOTTING THE JOURNEY

Resources Themes

Syllabus

Guide to Navigating Distance Learning

Creating Community of Scholarship (Getting to Know Our Self and Others)

- Purpose and Objectives
- Levels of Knowledge, Skills & Dispositions
- Dispositions Regarding Social Justice and USD ACE Outcomes
- How Learning Without Walls is Delivered
- Creating a Community of Learners
- Creating a Safe Community of Support & Solving Problems
- Building & Earning Trust
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MODULE TWO: EXPLORING THE SCIENTIFIC APPROACH IN EDUCATION & SERVICE DELIVERY

Resources Themes

Ary, et. al. Chapter 1: *The Nature of Scientific Inquiry*

Ary, et. al, Chapter 2: *The Scientific Approach in Education*

- Why we inquire and how we investigate
- Research Paradigms
- Organization of Investigation Methodology

MODULE THREE: TRIANGULATING THE RESEARCH BACKGROUND

Resources Themes

Ary, et. al, Chapter 3: *The Research Problem*

Ary, et. Al, Chapter 4: *Reviewing the Literature*

Ary et. al, Chapter 5: *The Hypothesis*

- Identifying a Problem
- Identifying Variables
- Grounding Possibles

- Valuing and Linking Known with Potential
- Stating Potential Linkage
- Framing How We Might Know

MODULE FOUR: STATISTICAL ANALYSIS

Resources Themes

Ary, et. al, Chapter 6: *Descriptive Statistics*

Ary, et. al, Chapter 7: *Sampling & Inferential Statistics*

- Vocabulary that Describes Relationships
- Selecting Investigating Pool
- Confidence of Relationship

MODULE FIVE: FUNDAMENTALS OF MEASUREMENT

Resources Themes

Ary, et. al, Chapter 8: *Tools of Research*

Ary, et. al, Chapter 9: *Validity and Reliability*

- How We Measure Change
- Confidence and Potention for Genalization

MODULE SIX: RESEARCH METHODOLOGY • THE PARADIGM DEBATE

Resources Themes

Ary, et. al, Chapter 10: *Experimental Research*

Ary, et. al, Chapter 11: *Experimental Research Designs*

Ary, et. al, Chapter 12: *Ex Post Facto Research*

Ary, et. al, Chapter 13: *Correlational Research*

Ary, et. al, Chapter 14: *Survey Research*

Ary, et. al, Chapter 15: *Qualitative Research: Defining, Selecting, and Planning*

Ary, et. al, Chapter 16: *Qualitative Research, Data Analysis, Rigor, and Reporting*

Ary, et. al, Chapter 17: *Action Research Process, hurdles and outside influences*

- Clarification and standardization of design
- Causal-Comparison discovery attributes of independent variables
- Exploring association between two or more variables
- Exploring distribution of variables across sample
- Striving for testable and confirmable theories and explanations
- Rigorous reflective explanation of phenomenon being investigated
- Taking action based on research and researching the action taken

MODULE SEVEN: COMMUNICATING RESEARCH

Resources Themes

Ary, et. al, Chapter 18: *Guidelines for Writing Research Proposals*

Ary, et. al, Chapter 19: *Interpreting and Reporting Results of Quantitative Research*

Orchestration of the written form of plan, process and assessment design

Scholarly written articulation of project outcomes, implications, limits and future direction.

USD Policy Statements

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a *serious violation*, or, if unintentional, an *infraction* (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee *only* when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred *and* the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Grade of Incomplete

The grade of "Incomplete" ("I") may be recorded to indicate that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an "Incomplete" grade prior to the posting of final grades. The instructor should discuss with the student the conditions and deadline for completion, whenever possible, and should document the conditions and deadline using the Petition for Grade of Incomplete.

The "Incomplete" grade is not counted in the computation of the grade point average, nor is credit earned for the semester/session for which the grade was authorized.

Students who receive a grade of "Incomplete" must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the "I" grade will be counted as an "F". (Students who receive a grade of "Incomplete" in the spring semester need to complete their work by the tenth week of the fall semester.) A faculty member assigning a grade of "Incomplete" will complete a Petition for Grade of Incomplete, indicating the reason for the "Incomplete", and attach a copy of the form to the grade roster when turning in grades. A copy of this form will be placed in the student's file. Disqualification or Scholastic Probation may be the result if the work is not finished within the posted deadlines and the "Incomplete" turns into an "F."

Students receiving financial aid should be aware that taking an "Incomplete" grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year. When the work is completed, a Removal of Incomplete or Change of Grade form will be completed by the instructor and signed by the Assistant Dean. One copy is then placed in the student's file and the original is sent to the Registrar.

Student Dismissal

Students may be dismissed from the Graduate Programs in the School of Leadership and Education Sciences for the following reasons:

1. Violations of academic integrity.
2. Failure to maintain established grade point average of 3.0 for all coursework.
3. Failure to make satisfactory academic progress toward their degree.
4. Failure to complete time limits for degree.
5. Failure to make satisfactory progress in the development of academic and practitioner skills.
6. Violations of Ethics Code(s) as established by applicable field of study and program area.
7. Violations of USD policies and the Student Code of Rights and Responsibilities, including academic dishonesty and plagiarism, as listed in the Student Handbook which is published online at <http://www.sandiego.edu/archways>.
8. Failure to maintain cooperative relationships with other students and/or faculty or failure to maintain satisfactory delivery of services to clients during fieldwork, including, but not limited to: internships, student teaching, practicum or service learning.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

A complete listing of USD academic policies may be found at:

http://www.sandiego.edu/soles/documents/2009-2010LT_Handbook.pdf