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### EDLD 520.01: Educational Research - Masters of Education Cohort

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The University of Montana  
Department of Educational Leadership and Counseling

**EDLD 520**  
**EDUCATIONAL RESEARCH**  
**MASTERS OF EDUCATION COHORT**  
**KALISPELL, MONTANA**

**CLASS:**

September 14 –15, 21-22, & 28-29  
Friday 7:00-10:00 pm  
Saturday 8:00 am – 5:00 pm  
FVCC Room BSS 110

**INSTRUCTOR:**

William P. McCaw, Ed.D.  
Office: Education 207B  
Office Hours: By Appointment  
(o) 243-5395  
e-mail: mccaw@selway.umt.edu

**REQUIRED READINGS:**

Salkind, N. J. (2000). Exploring research (4<sup>th</sup> ed.). Upper Saddle River, NJ:  
Prentice-Hall.

Other readings as assigned during the course.

**COURSE DESCRIPTION:**

EDLD 520 is an introductory course in research methods and program evaluation. The research process as well as program evaluation will be explored and analyzed through the use of large and small group discussions, individual written assignments, and presentations. Students in this course will be introduced to quantitative and qualitative research designs. By recognizing and understanding the essential characteristics of quantitative and qualitative research designs, students will critique as well as develop research studies.

**COURSE OBJECTIVES:**

As a result of the successful completion of EDLD 520, students will be able to:

1. Analyze a research study and determine the specific type of research presented in the study.
2. Critique a research study and evaluate its conclusions.
3. Determine if the findings from a particular piece of research are generalizable to a predetermined population.
4. Utilize electronic databases to support a research study.
5. Design an action research study containing essential research components.
6. Describe the major differences between quantitative and qualitative research.
7. Articulate the role of research in public education.
8. Explain the difference between statistical significance and practical significance.
9. Design a Comprehensive Evaluation of an Educational Program.

**EXPECTATIONS:**

Students enrolled in this course are expected to demonstrate regular and consistent class attendance and participate in all activities and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion. (Refer to Professional Standards for Student Performance).

Students are required to be current in the assigned reading for the course and to submit and/or present required assignments in a timely manner. Late assignments will be accepted only by prior consent of the instructor.

Written assignments will reflect the individual's original work and, when appropriate, follow the American Psychological Association (APA) style. All references to works by other authors must be properly cited. All written assignments must include a title page (see attached example).

**ACCOMMODATIONS:**

I want to be sensitive to any special needs that you may have. If you require some special accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me.

**ASSIGNMENTS:**

In addition to the assigned readings, expectations of class participation and adherence to the Professional Standards for Student Performance, each student will be required to complete the following:

- Analyze a research study and identify the specific type of research presented in the study. **Due Friday, September 28, 2001**
- Design a Comprehensive Evaluation of an Educational Program. **Due November 5, 2001**

**\*Students must submit a self-addressed and stamped envelope for the return of their papers.**

### **Comprehensive Program Evaluation**

The comprehensive program evaluation must include:

- Program Evaluation Introduction;
- Use of multiple assessments, noting the type and appropriate use of each assessment;
- An action research project that incorporates the essential elements of a research design:
  - Qualitative and quantitative research in a mixed method design;
  - Introduction to the action research;
    - Statement of the problem
    - Research Question
    - Hypothesis
  - Review of the Literature, to include at least two sources of which one must be from an electronic database (attach the article);
  - Methodology
    - Population & Sample
    - Quantitative
      - Test/Questionnaire
      - Variables
      - Reliability and generalizability
      - Data collection
      - Results (anticipated)
    - Qualitative
      - Grand Tour Question
      - Sub Questions
      - Reliability and generalizability
      - Results (anticipated)
  - Conclusion (anticipated)
- Program Commendations/Recommendations (anticipated);
- Program Evaluation Summary.

**GRADING:**

Grading for this course follows the criteria listed below.

An “A” is an indication of excellence. Excellent work is complete, technically sound, and addresses all of the essential components of the assignment in a scholarly manner. The appearance of the work conveys the professionalism expected of an educational leader.

A “B” is an indication of good work. It is complete, contains only minor technical errors, has some evidence of scholarship, and adequately addresses the assignment. The appearance of the work is less than professional.

A “C” is an indication of average work. The work covers the assignment and little else. It lacks the essential components of scholarship and is presented in a nonprofessional manner.

Unacceptable projects/papers are those that do not meet the requirements of the class assignment. They are often papers or parts of papers from other classes or consist of research that that the writer finds more interesting than the class assignment. Papers that are plagiarized, either by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly.

Grades will be determined by the following weighted formula:

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|---|-----|
| ▪ Class participation and attendance  | 15% |
| ▪ Analyze a research study and categorize the specific type of research presented in the study. | 5%  |
| ▪ Utilize electronic databases to support a research study.                                     | 5%  |
| ▪ Comprehensive Evaluation of an Educational Program.   | 40% |
| ▪ Final Exam  | 35% |

**TENTATIVE CLASS TOPICS AND ASSIGNMENTS:**

| <u>Date</u>     | <u>Topic</u>  | <u>Textbook Reading</u>    |
|-----------------|---|----------------------------|
| September 14-15 | Introductions & Syllabus Discussion,<br>The Role and Importance of Research   | pp. 1-10                   |
|                 | Types of Research<br>Quantitative and Qualitative Paradigms<br>Action Research  | pp. 10-17                  |
|                 | Research Process, Variables,<br>Hypotheses, Samples & Population,<br>and Significance   | pp. 19-32                  |
|                 | Analyzing Research  | pp. 32-34, 240-241         |
|                 | Ethical Considerations  | pp. 34-42                  |
| September 21-22 | Formulating the Problem   | pp. 47-53                  |
|                 | Reviewing the Literature  | pp. 54-81                  |
|                 | Sampling and Generalizability   | pp. 85-96                  |
|                 | Measurement, Reliability, and Validity  | pp. 99-118                 |
| September 28-29 | Program Evaluation and Standardized Tests<br>Montana Statewide Educational Profile<br><i>Why Standardized Tests Don't Measure<br/>Educational Quality</i> (Popham, Handout) | pp. 121-142                |
|                 | Descriptive Statistics  | pp. 143-161                |
|                 | Inferential Statistics<br>Correlational Research  | pp. 165-183<br>pp. 204-209 |
|                 | Experimental Research<br>Quasi-Experimental Research  | pp. 213-226<br>pp. 229-235 |
|                 | <b>Final Exam</b>   |                            |

## References

- Bogdan, R. C., & Biklen, S. K. (1992). Qualitative research for education: An introduction to theory and methods (2nd ed.). Boston: Allyn & Bacon.
- Creswell, J. W. (1994). Research design: Qualitative & quantitative approaches. Thousand Oaks, CA: Sage.
- Creswell, J. W. (1998). Qualitative inquiry and research design: Choosing among five traditions. Thousand Oaks, CA: Sage.
- Denzin, N. K. (1970). The research act: A theoretical introduction to sociological methods. Chicago: Aldine Publishing.
- Eisner, E. W. (1991). The enlightened eye: Qualitative inquiry and the enhancement of educational practice. New York: Macmillan.
- Jick, T. D. (1979, December). Mixing qualitative and quantitative methods: Triangulation in action. Administrative Science quarterly, (24), 602-611.
- Lyne, L. S. (1999). A cross section of educational research. Los Angeles: Pyrczak.
- McMillan, J. H., & Wergin, J. F. (1998). Understanding & evaluating educational research. Upper Saddle River, NJ: Prentice-Hall.
- Miles, G. E. (2000). Action research: A guide for the teacher researcher. Upper Saddle River, NJ: Prentice-Hall.
- Miles, M. B. & Huberman, A. M. (1984). Qualitative data analysis: A sourcebook of new methods. Beverly Hills, CA: Sage.
- Popham, W. J. (1999). Why standardized tests don't measure educational quality. Educational Leadership, 56 (6), 8-15.
- Salkind, N. J. (2000). Exploring research (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

Schmoker, M. (1996). Results: The key to continuous school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tesch, R. (1990). Qualitative research: Analysis types and software tools. New York: Falmer.



**PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE**

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Graduate students in the Department of Educational Leadership at  
The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

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| <p>FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY<br/>RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.</p> |
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Assignment

Your Title

by  
Your Name

Submitted to  
William P. McCaw, Ed.D.

In Partial Fulfillment of the Requirements of  
EDLD 520: Educational Research  
Kalispell Med. Cohort

The University of Montana

Autumn 2001