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EDLD 520.01: Educational Research

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The University of Montana
Department of Educational Leadership and Counseling

EDLD 520
EDUCATIONAL RESEARCH

INSTRUCTOR:

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REQUIRED READINGS:

Salkind, N. J. (2003). *Exploring research* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

Lyne, L. S. (2003). A cross section of educational research: Journal articles for discussion and evaluation (2nd ed.). Los Angeles: Pyrczak.

Other readings as assigned during the course.

COURSE DESCRIPTION:

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

COURSE OUTCOMES AND STANDARDS FOR SCHOOL LEADERS:

The Department of Educational Leadership (EDLD) has adopted the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996. The ISLLC Standards are used to guide courses in educational leadership. Each standard is briefly summarized below.

Listed below are the General ISLLC Standards with their Knowledge, Dispositions, and Performance Standards that this course specifically addresses. For a more detailed explanation of the ISLLC Standards and specific information in the areas of Knowledge, Dispositions, and Performances for each standard, visit the web site for the Council of Chief State School Officers at www.ccsso.org.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

    <u>Knowledge</u>

        The administrator has knowledge and understanding of:
- information sources, data collection, and data analysis strategies

    <u>Dispositions</u>

        The administrator believes in, values, and is committed to:
- a willingness to continuously examine one's own assumptions, beliefs, and practices

    <u>Performances</u>

        The administrator facilitates processes and engages in activities ensuring that:
- assessment data related to student learning are used to develop the school vision and goals

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

    <u>Knowledge</u>

        The administrator has knowledge and understanding of:
- measurement, evaluation, and assessment strategies

    <u>Performances</u>

        The administrator facilitates processes and engages in activities ensuring that:
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

    <u>Knowledge</u>

        The administrator has knowledge and understanding of:
- professional codes of ethics

    <u>Dispositions</u>

        The administrator believes in, values, and is committed to:
- bringing ethical principles to the decision-making process

Students are required to reference the ISLLC standards contained in this syllabus and any others they have developed in their work in the course, and reference those standards in their presentation to their comprehensive exam committee.

The Administrative Rules of Montana (ARM) also specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS). These standards are also identified in the section Course Objectives.

COURSE OBJECTIVES:

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

Standards Alignment	ISLLC	ARM
1. Describe the major differences between quantitative and qualitative research,	1	
2. Analyze a research study and determine the specific research paradigm used in the study,	1	
3. Critique a research study and evaluate its design,	1	10.58.701 [1c]
4. Determine if the findings from a particular piece of research are generalizable to a predetermined population,	1	10.58.701 [1c]
5. Understand the ethical implications of conducting research,	5	
6. Utilize electronic databases to support a research study,	2	
7. Explain the difference between statistical significance and practical significance,	1	10.58.701 [1c]
8. Understand the major components of quantitative research,	1, 2	10.58.704 [1g(i-iv)]
9. Design a quantitative action research study containing the essential research components, and	1, 2	10.58.704 [1g(i-iv)]
10. Articulate the role of research in public education,	1	10.58.701 [1c]

*Note: Objective 9 is printed in **bold** to designate the course objective for inclusion in the culminating portfolio for the Masters of Education Degree in Educational Leadership.

MASTERS OF EDUCATION CULMINATING PORTFOLIO:

The Masters of Education degree in Educational Leadership requires a culminating portfolio. As part of this portfolio, students will submit a benchmark assignment from each of the required M.Ed. courses. The benchmark assignment for this course is the Objective #9: **Design a quantitative action research study containing the essential research components** (Assignment #3 in this syllabus). It may be synthesized with other benchmark assignments from other classes and be a part of your comprehensive examination presentation.

EXPECTATIONS:

Students enrolled in this course are expected to demonstrate regular and consistent class attendance and participate in all tasks 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*, Appendix B).

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 instructors.

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 Appendix C).

Online Format
- Class Readings:
  The two required books for reading will be read and discussed throughout this course. Not all chapters will be covered in either book, so students may wish to read those chapters on their own to get a sense of the author's complete work. Additional readings may be provided online.
- Class Lectures:
  Class lectures will be posted by Friday morning of each week. The lectures will be presented through MS PowerPoint slides. You can download a free "read only" version of PowerPoint. The download can be founding the "Resources" located in the Course Options within the Control Panel page.
- Group Discussions:
  Each student will be assigned a different group to participate in each week's class discussion. It is important that you find your group's discussion area for each week and participate in that assigned group as class participation points will be awarded each week from these discussions. You will need to (a) post your discussion and (b) respond to your classmate's discussion before Wednesday morning of each week.
    - Each week's discussion will be monitored for student participation.
    - Each week students will receive one of the following scores for their participation:
      - 2 points for adequate participation and contribution
      - 1 point for contributing only in a cursory manner
      - 0 points for not participating
- All electronic work must be submitted in a Microsoft Word Document.

ACCOMMODATIONS:
We 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, we invite you to discuss these matters with us.

COURSE 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 4 assignments:

1. Fieldwork Project:
   The fieldwork project is designed to foster applied learning with best practices in the field. This project provides the student with the opportunity to investigate actual K-12 educational environments for possible action research topics. The fieldwork project consists of 18 hours of documented experience by the student and confirmed by their administrative mentor.

   Each student is required to secure support from a K-12 administrator who will act as a mentor to the student through the student's 18 hours of fieldwork experience in research related activities. The administrator/mentor will also be responsible to sign off on the student's documentation of hours spent participating in the Fieldwork Project.

2. Analyze three research abstracts (2 quantitative and 1 qualitative or mixed method) and identify the research paradigm(s) by marking the abstract.

3. Evaluate a quantitative research article synthesizing Salkind's (2003) *Criteria for Judging a Research Study* (pp. 250-251) or Lyne's *Criteria for the Evaluation of Educational Research* (p. 192). The quantitative research study that you chose to evaluate should be accessed electronically through the Mansfield Library at The University of Montana or through any other electronic source of your choosing. Your evaluation must articulate a general analysis of the study as well as a critique of the following areas: (a) Problem and Purpose, (b) Hypotheses, (c) Review of the Literature, (d) Method, (e) Sample, (e) Generalizability of the study (f) Results and Discussion, and (g) References. Attach a copy of the study to your evaluation with each of the previous areas labeled by copying the document into a word format and then note each area using a colored font color and your notation. If an area is not addressed in the study, note it in your evaluation.

4. Create an action research proposal utilizing a quantitative research design. The proposal must address an educational issue that adheres to the following Research Proposal Criteria (adapted from Salkind, 2003, pp. 248-249). Each student will submit a written proposal.

> RESEARCH PROPOSAL CRITERIA (Adapted from Salkind, 2003)
> - Introduction
>   - Problem to be studied
>   - Purpose of the study
>   - Hypothesis
>   - Variables (described and defined)
>   - Definition of Terms
>   - Delimitations
>   - Limitations
>   - Significance of the Study
> - Review of the Literature
>   - A discussion of related literature (5 references: with a minimum of two references accessed through electronic means.)
>   - Summary of the literature and its relationship to the problem.
> - Methodology
>   - Participants
>   - Population and Sample selection process
>   - The Construct of Generalizability
>   - Research Design Being Utilized (described and justified)
>   - Data Collection described and justified)
>   - Process Used to Collect Data
>   - Instruments Used to Collect Data
>   - Reliability and Validity of Instruments
>   - Data Analysis (proposed)

COURSE QUIZZES

There will be three quizzes during this course. The three quizzes will account for 25% of each student's grade. The dates of the quizzes are:

Quiz #1	(18 Questions)
Quiz #2	(20 Questions)
Quiz #3	(12 Questions)

GRADING:

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 but still of the quality expected of a graduate student.

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:
- Class Participation and Attendance   15 %
- Fieldwork Project   10 %
- Research Abstract Analysis   10 %
- Research Article Evaluation   10 %
- Research Proposal   30 %
- Course Quizzes   25 %

TENTATIVE CLASS TOPICS AND ASSIGNMENTS:

Topic	Textbook Reading
Connoisseurship and Criticism	ER 1-17
The Role and Importance of Research	
Scientific Inquiry	
Action Research	ER 39-80
Relationship of the Problem to Existing	
Literature	
Research Paradigms:	CS 78-85
Quantitative	ER 207-221; Handout
Qualitative	CS 1-5
Library Skills	Handouts

Sources of Existing Research

Analyzing Research	ER 250-251; CS 192

The Research Process: ER 21-34; CS 101-107
    Working with the Problem
    Variables
    Hypotheses
    Populations and Samples

Significance
Sampling and Generalizability   ER 85-97
Quality Research

Writing a Research Proposal   ER 247-258
    APA Style

Measurement & Levels of Measurement   ER 101-107

Measuring Behavior   ER 125-144
    Data Collection   ER 147-153
        Reliability and Validity
Descriptive Statistics   ER 154-164; CS 78-85
    Measures of Central Tendency

Ethical Considerations   ER 61-67
    The Stanley Milgram Experiments: *Obedience to Authority*
    Institutional Review Board (IRB)   Handout

Inferential Statistics   ER 167-184
    Central Limit Theorem

Significance (meaningful vs. statistical)
    Tests of Significance

Nonexperimental Research   ER 187-204
    Descriptive Research   CS 78-85
    Correlational Research   CS 86-88

Pre- and True Experimental Research   ER 223-236
    Design Considerations   CS 95-100, 138-143
    Internal and External Validity
    Quasi-Experimental Research   ER 239-245; CS 117-119

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Mission Statements

School of Education Mission Statement

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Mission Statement

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior.   This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

APPENDIX B

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

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

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

APPENDIX C

Name of the Assignment

Your Title

by
Your Name

Submitted to
William P. McCaw, Ed.D.

In Partial Fulfillment of the Requirements of
EDLD 520: Educational Research

The University of Montana
Date