

EDLD 7363 Application of Educational Research Fall, 2017

EDLD 7363 is a required course for the doctoral degree in Developmental Education Administration

College of Education, Department of Educational Leadership

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Office hours:	I will be readily available during the day to answer questions via email. Unless I am out-of-town, I will typically return emails within 24 hours.	
Course format:	This course is fully online. This didactic class may include mini-lectures, discussions, independent writing, Zoom sessions, demonstrations, self-selected research, website searches, quizzes, exams, notes, article and dissertation critiques, and student presentations.	
Day and time class meets:	Ne Our weeks begin on TUESDAY and end the following MONDAY. Most assignments are due at the end of the week. See course schedule, and more specifically the Weekly To Do List in Blackboard, for specific due dates.	

Course Description: Fundamental concepts and tools of research applied to educational problems. Each student will prepare a proposal for the dissertation. Prerequisites: Admission to the EdD program in Educational Leadership. Credit 3.

Required Textbooks (In brackets is the abbreviation I will use to refer to that text)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

- [C] Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- [SCC] Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasiexperimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

APA Resources: http://www.apastyle.org/elecref.html and http://shsulibraryguides.org/APA

Recommended Textbook

Terrell, S. R. (2016). *Writing a proposal for your dissertation: Guidelines and examples*. New York, NY: Guilford.

Course Objectives

The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.



Upon successful completion of this course, students will be able to:

- 1. Identify and write a problem and purpose statement for a proposed study.
- 2. Write research questions for a proposed study.
- 3. Identify and write validity threats pertinent to the proposed study.
- 4. Explain and select appropriate sampling techniques.
- 5. Describe measurement and data collection procedures, including types of instrumentation and methods for determining score reliability and validity.
- 6. Describe unintentional and intentional plagiarism.
- 7. Write a formal research proposal at the "emerging scholar" level.
- 8. Apply style guide rules with at least 80% accuracy (6th edition, APA Publication Manual).
- 9. Identify the strengths and weaknesses in his/her writing by becoming a critical reader of writing.
- 10. Revise and reshape writing to improve ideas, organization, language use, vocabulary, and mechanics.

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Course Objectives		Course Activities	Performance Assessments	Standards Alignment Conceptual Framework (CF) NCATE Knowledge and Skills Proficiencies by indicator (N)
1.	Identify and write a problem and purpose statement for a proposed study.	Read recommended materials. Examine problem statements from various studies. Draft and edit problem statements.	Problem Statement Performance Assessment	CF1 Knowledge Base; CF 2 Technology; CF3 Communication; N-1e; N-3b
2.	Write research questions for a proposed study.	Read recommended materials. Examine research questions from various studies. Draft and edit questions.	Research Question Performance Assessment	CF1 Knowledge Base; CF 2 Technology; CF3 Communication; N-1e*; N- 3b*
3.	Identify and write validity threats pertinent to the proposed study.	Read recommended materials.	Limitations Performance Assessment	CF1 Knowledge Base; CF 2 Technology; CF3 Communication; N-1e; N-3b
4.	Explain and select appropriate sampling techniques.	Read recommended materials. Draft Method chapter.	Method section Performance Assessment	CF1 Knowledge Base; CF 2 Technology; CF3 Communication; N-1e; N-3b
5.	Describe measurement and data collection procedures, including types of instrumentation and methods for determining score reliability and validity.	Read recommended materials. Draft Method chapter.	Method section Performance Assessment	CF1 Knowledge Base; CF 2 Technology; CF3 Communication; N-1e; N-3b
6.	Describe unintentional and intentional plagiarism.	Read recommended materials.	Journal	CF1 Knowledge Base; CF 2 Technology; CF3 Communication; N-1e; N-3b

Matrix



7.	Write a formal research proposal at the "emerging scholar" level.	All previous activities.	Research Proposal Performance Assessment	CF1 Knowledge Base; CF 2 Technology; CF3 Communication; N-1e; N-3b
8.	Apply style guide rules with at least 80% accuracy (6th edition, APA Publication Manual).	Peer editing and instructor feedback.	Research Proposal Performance Assessment	CF1 Knowledge Base; CF 2 Technology; CF3 Communication
9.	Identify the strengths and weaknesses in his/her writing by becoming a critical reader of writing.	Class discussions.	Journal	CF3 Communication
10	Revise and reshape writing to improve ideas, organization, language use, vocabulary, and mechanics.	Peer editing and instructor feedback.	Research Proposal Performance Assessment and Journal	CF3 Communication

IDEA Objectives

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

• Developing skill in written and oral expression.

Important:

• Learning how to find and use resources for answering questions or solving problems.

Course Evaluation

Performance Assessments (linked to course objectives)

<u>A = Exceeds Standards</u> and demonstrates learning beyond the course and stated expectations. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed reasoning, written, and verbal communication skills.

<u>**B**</u> = <u>Meets Standards</u> and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earning passing grades on assessments.



<u>C= Inconsistent performance</u> that may be impacted by incomplete assignments. "C" work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.

<u>F</u>= Failure to meet Standards as demonstrated by incomplete assignments and failure to produce doctoral level work.

Regarding grading, work that 'meets expectation' for doctoral-level work will receive a B. Students earning A's will demonstrate work that exceeds expectations in quantity, quality, and levels of thought.

The final grade will be based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in syllabus) as measured by these assessments:

1. Journal Entries and Error Checklist (See Skidmore's Top 20 Checklist) (8 @ 3% each)

You will maintain a journal on the status of your proposal, your writing/editing schedule, and/or a response to the journal prompt. Also, because writers tend to repeat the same errors, it is important to make note of errors identified in your submissions so that you do not repeat them. You are expected to check <u>each draft</u> of your proposal using the checklist *prior to submission*.

2. Research Proposal (6 @ 7.5% each)

You will prepare a research proposal of your dissertation. This proposal can be created using the SHSU Dissertation Template, but *I prefer you use a plain Word document*. You will submit sections of the proposal throughout the semester.

For Traditional Dissertations the following requirements must be met:

Chapter I will contain:
Introduction (per APA, there is no such heading)
Background of the Study
Statement of the Problem
Purpose of the Study
Educational Significance or Scholarly Significance of the Study (these are separate sections, pick one)
Theoretical Framework or Conceptual Framework (these are separate sections, pick one)
Research Questions
Definition of Terms
Delimitations and Limitations and Assumptions
Organization of the Dissertation
Chapter II will be presented as an outline with citations, at a minimum. A more developed Chapter II, however, will facilitate your graduation in a timely manner.



Chapter III will contain the following:

Introduction (per APA, there is no such heading) Research Questions Research Design Selection of Participants (population, sampling frame, selection criterion, participants) Instrumentation (with score reliability and validity) or Data Source (if not using an instrument) Procedures Data Analysis Summary

In addition, front matter will include the Title page, Table of Contents, List of Tables, if relevant and List of Figures, if relevant. Back matter will include References and Appendix page for IRB.

For Journal-Ready Dissertations the following requirements must be met. Chapter I Chapter II (STUDY 1) Introduction Background of Study One Statement of the Problem Purpose of Study One Educational Significance or Scholarly Significance of the Study Theoretical Framework or Conceptual Framework **Research Questions Research Design** Selection of Participants (population, sampling frame, selection criterion, participants) Instrumentation with score reliability and validity or Description of data source if no instrument was used (brief) **Procedures** Data analysis

Chapter III (STUDY 2) and Chapter IV (STUDY 3) will follow the same general outline as in Chapter II.

3. **Research Proposal Presentation** (31%)

You will prepare a PowerPoint of your proposal and present to the class. For online courses you will prepare a video. Online students will respond to a survey for their assigned video presentations. Each student will review at least two video presentations.



Tentative Course Schedule

Weekly Modules/		Topics (subject to change)		
Cha	pter Readings			
1	August 23-28	Dissertation Proposal Process and Timelines, Working with		
	Ch. 1 SCC/Bb	Tracked Changes, Traditional vs Journal-ready, Writing		
		Resources, Introduction to Design, Writing the Proposal,		
		Journal Entry #1		
2	August 29 - September 4	Dissertation Template and other Resources, Titles and Title		
	Ch. 4 C/Bb	Pages Review of Dissertations, <i>Journal Entry</i> #2		
3	September 5 -11	Problem Statement, Purpose Statement, and		
	Ch. 5 & 6 C/Bb	Educational or Scholarly Significance, Submission #1		
- 1	Contouchour 12, 19			
4	September 12-18 Ch $2 \approx 7 C/Ph$	writing/revising your proposal, <i>Journal Entry #3</i>		
5	CII. 5 & 7 C/B0	Theoretical Framework and Research Questions		
5	Ch 4 SCC/Bh	Submining #2		
		Submission #2		
6	September 26 – October 2	Writing/revising your proposal, <i>Journal Entry #4</i>		
	Ch. 8, 9, or 10 C/Bb			
7	October 3 – October 9	Research Design Submission #3		
	Ch. 5 SCC/Bb			
8	October $10 - 16$	Writing/revising your proposal, <i>Journal Entry #5</i>		
	Ch. 9 SCC/Bb			
9	October 17 – 23	Selection of Participants Submission #4		
	Ch. 10 SCC/Bb			
10	October 24 – 30	Writing/revising your proposal, <i>Journal Entry #6</i>		
	Ch. 3 SCC/Bb			
11	October 31 – November 6	Instrumentation/Data Source Submission #5		
	Ch. 3 SCC/Bb			
12	November 7 –13	Writing/revising your proposal. <i>Journal Entry</i> #7		
	Ch. 2 SCC/Bb			
13	November 14 – 20	Data Analysis Submission #6		
	Ch. 2 SCC/Bb			
14	November 21 – 27	Dissertation Proposal Presentations		
	Bb	· · · · · · · · · · · · · · · ·		
15	November 28 – December 4	Next Steps Meeting, Journal Entry #8		
	Bb			



Student Guidelines

Course Expectations:

- € Late assignment policy
 - Assignments are due as stated. Please do not ask to turn in an assignment after the due date. *Late work at the graduate level is considered unacceptable.*
 - If unforeseen emergencies present themselves you may petition the instructor in writing for consideration of *one* extenuating circumstance.
- € Time requirement
 - Students are expected to attend every class. If a student must be absent for class due to illness or emergency, <u>that student must contact (email) the instructor</u>.
 - For online sessions, a student will be considered absent if he/she does not participate in weekly activities in a timely manner.
- € Professionalism policy
 - Students are expected to strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.
 - It is imperative that students turn off or silence their cell phones prior to the start of class/online meetings. Students should refrain from reading or writing email messages or engaging in any other off-task behaviors at any point during class/online meetings. Please refrain from engaging in side conversations during class/online meetings unless directed to do so by the instructor. Finally, if you are in an online meeting, please be respectful and join the meeting from a quiet space (we should not be able to hear your television, music, barking dog, or other such noises from your microphone). Note that simply muting yourself is not the same thing as "joining the meeting from a quiet space".
- € Learning
 - Students are expected to take responsibility for their own learning by (a) relating course content to their professional interests, (b) self-regulating their learning, and (c) seeking clarification and help as needed.

University Policies

- SHSU Academic Policy Manual-Students
 - Procedures in Cases of Academic Dishonesty #810213
 - Students with Disabilities Policy #811006
 - <u>Student Absences on Religious Holy Days #861001</u>
 - Academic Grievance Procedures for Students #900823
 - <u>Use of Telephones and Text Messages in Academic Classrooms and Facilities</u> #100728
 - Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See: <u>http://www.shsu.edu/~vaf_www/aps/stualpha.html</u>
 - Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.



- Student Syllabus Guidelines with link -<u>http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf</u>
- The syllabus is subject to change pending notification.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Additional Resources

- American Educational Research Association. (2006). Standards for reporting on empirical social science research in AERA publications. *Educational Researcher*, *35*(6), 33-40. doi:10.3102/0013189X035006033
- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15. doi:10.3102/0013189X034006003



- Byrns, G. (2007). Assessment of the conclusion validity for empirical research studies published in the journal of speech, language and hearing research. Dissertation. Texas A&M University. College Station.
- Campbell, D. T. (1957). Factors relevant to the validity of experiments in social settings. *Psychological Bulletin*, *54*, 297-312. doi:10.1037/h0040950
- Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods*, 4, 272-299. doi:10.1037/1082-989X.4.3.272
- Galvan, J. L. (2006). Writing literature reviews (3rd ed.). Glendale, CA: Pyrczak.
- Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination.* London, England: Sage.
- Henson, R. K. (2001). Understanding internal consistency reliability estimates: A conceptual primer on coefficient alpha. *Measurement and Evaluation in Counseling and Development*, 34(3), 177-189.
- Hogan, T. P., Benjamin, A., & Brezinski, K. L. (2000). Reliability methods: A note on the frequency of use of various types. *Educational and Psychological Measurement*, 60, 523-531. doi:10.1177/00131640021970691
- Rosenthal, R., & DiMatteo, M. R. (2001). Meta-analysis: Recent developments in quantitative methods for literature reviews. *Annual Review of Psychology*, 52(1), 59-82. doi:10.1146/annurev.psych.52.1.59
- Skidmore, S. T. (2008, February). Experimental design and experimental validity threats: A primer. Paper presented at the Annual Meeting of the Southwest Educational Research Association, New Orleans, LA. (ERIC Document Reproduction Service No. ED 499991).
- Skidmore, S. T. (2009). What confidence intervals really do and why they are so important for middle grades research. *Middle Grades Research Journal*, *4*, 35-55.
- Skidmore, S. T. [Statistics Fun]. (2014, January 31). *APA style table* [Video file]. Retrieved from https://www.youtube.com/watch?v=FPxobxukojU
- Skidmore, S. T., & Thompson, B. (2010). Statistical techniques used in published articles: A historical review of reviews. *Educational and Psychological Measurement*, 70, 777-795. doi: 10.1177/0013164410379320
- Skidmore, S. T., Slate, J.R., & Onwuegbuzie, A. J. (2010). Developing effective presentation skills: Evidence-based guidelines. *Research in the Schools*, *17*(2), xxv-xxxvii.
- Straus, J. (2008). The blue book of grammar and punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes. San Francisco, CA: Jossey-Bass.
- Szuchman, L. T. (2008). Writing with style (4th ed.). Belmont, CA: Wadsworth.
- Thompson, B. (2003). *Score reliability: Contemporary thinking on reliability issues*. Thousand Oaks, CA: Sage.
- Thompson, B., & Vacha-Haase, T. (2000). Psychometrics is datametrics: The test is not reliable. *Educational and Psychological Measurement*, 60(2), 174. doi:10.1177/0013164400602002
- White, R. T., & Arzi, H. J. (2005). Longitudinal studies: Designs, validity, practicality, and value. *Research in Science Education*, *35*, 137-149. doi:10.1007/s11165-004-3437-y
- Wilkinson, L., & the Task Force on Statistical Inference. (1999). Statistical methods in psychology journals guidelines and explanations. *American Psychologist*, 54, 594-604. doi:10.1037/0003-066X.54.8.594