



**EDLD 7362: Methods of Educational Research
Fall, 2017**

EDLD736201416 is a required course for Doctoral Degree in Educational Leadership

College of Education, Department of Educational Leadership

Instructor: Rebecca M. Bustamante, Ph.D.
Room 319
P.O. Box 2119 Huntsville, Texas 77341
936-294-4946
bustamante@shsu.com
Office hours: By Appointment

Class Format: Face-to-Face Doctoral-level Course

Class day and time: Wednesdays/4:40-7:10 pm

Class location: SHSU-The Woodlands Center

To meet the goals and objectives of this course, instruction consists of a minimum of 4 hours per week (40 hours total). Instruction is comprised of 2.5 clock hours in class and at least 2-3 hours per week outside of class of field-based activities.

Course Description: Study of methods of educational research with emphasis upon an understanding of concepts and procedures necessary to create and implement effective educational research. This course requires knowledge of the literature and ongoing student engagement in research. **Prerequisite:** Admission to the Ed.D. Program in Educational Leadership.

Textbooks:

Required Texts:

Creswell, J.W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks, CA: Sage

Highly Recommended Textbook

Johnson, B., & Christensen, L. (2012). Educational research: Quantitative, qualitative, and mixed approaches (6th ed.). Thousand Oaks, CA: Sage **[Please purchase a used or earlier edition to save costs]**

Course Objectives: The following objectives will be met during this course:

1. Identify distinctive characteristics of quantitative, qualitative, and mixed method approaches to research.

2. Understand the role of ethics in research and the purpose of institutional review boards.
3. Discuss how theory, design, measurement, and analysis are related.
4. Understand what validity, reliability, and generalizability mean in the context of research design.
5. Compare methods of data collection.
6. Select research problems and formulate appropriate research questions.
7. Identify possible research approaches to address research questions

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

Essential: Gaining factual knowledge (terminology, classifications, methods, trends); and Developing specific skills, competencies, and points of view needed by professional in the field most closely related to this course.

Important: Learning to apply course material (to improve, thinking, problem solving, and decisions).

Course/Instructor Requirements:

Please plan to attend all classes, arrive on time, and stay for the entire class. Let the professor know in advance if you need to be absent and arrange to make up for lost time and assignments.

Ed. Leadership Doctoral Student Dispositions are expected and include the following.

1. Engaged Learner (Participates in Class, Remains on-task, Minimizes disruptions)
2. Attends Class (Absences are rare, Professor is notified, Takes responsibility for missed concepts)
3. Observes Ethical Standards (Avoids plagiarism, contributes fair share to group work)
4. Respects Diverse Viewpoints (Student exhibits respectful behaviors when diverse perspectives are shared)
5. Submits Assignments by Deadlines (Student consistently turns in assignments on or before deadline)
6. Demonstrates an Attitude of Professional Growth (Uses feedback, Seeks out resources when needed, Demonstrates independence by taking responsibility for learning needs)
7. Academic Performance (Student completes work at a B-level or higher and maintains at least a 3.0 GPA in doctoral classes.)

Course Outline

Assignments and Grade Points

Assignment	Points
CITI Certificate Training	50
Theoretical Framing Presentation	50
Research Measure Assignment	50
Mid-term Exam (Terms & Concepts)	50
Formal Peer Feedback Process	50
Written Research Proposal/Prospectus and Roundtable Presentation	100
TOTAL	350

Grades:

Grades will be based on points accumulated on the assignments.

A = 315 to 350 total points

B = 280 to 314 total points

C = 245 to 279 total points

F = Below 245 total points

1) CITI Certificate Training

The CITI training program is used by SHSU to certify both faculty and students have received appropriate training prior to conducting human subject research. You will be expected to complete the Collaborative Institutional Training Initiative (CITI) training program in order to gain knowledge of federal and state level policies guiding human subject research.

Ethics certification is essential for any researcher to conduct research involving humans as participants or subjects. To conduct research, all of us are required to complete this training. It can take 3-4 hours to complete the online course. Once certified, you will be asked to submit evidence of this training in applying for Institutional Research Board (IRB) approval. Links to the training can be found through the SHSU Research and Special Programs site.

2) Theoretical Framing Presentation (50 Points)

Learning to apply theory to frame inquiry is key to high quality research. For this assignment, you will research a social science theory of interest to you and present it to the

class.

3) Research Measure Assignment (50 Points)

Quantitative approaches require the use of assessments to measure psychological traits and states. You will identify and summarize a measure from the literature or explore how to create your own.

4) One Midterm Exams (50 points)

It is important to understand key research-related concepts and terms. An online exam related to the course topics and readings will be available online and you will have 1 hour to complete the exam.

5) Peer Feedback Assignment (50 Points Each)

Peer feedback is an essential part of the writing process and, as scholars, we engage in substantial peer reading and feedback. As such, you will submit drafts of your research proposal and will be graded on both the quality of the draft, as well as your feedback to peers.

6) Research Proposal (100 Points)

The research proposal is a capstone for this course. You will design a research study that includes a brief literature review, problem and purpose statement, research questions, and a methods section. On the last day, you will present your proposed research proposal to the rest of the class via a round table format. For the presentation, please bring a 1-2 page handout on your proposed study to share with classmates.

Schedule

Please see course calendar.

Policies and Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- [SHSU Academic Policy Manual-Curriculum and Instruction](#)
 - [Use of Telephones and Text Messages in Academic Classrooms and Facilities #100728](#)
 - [Technology during instruction: Please reframe from cell phone use during](#)

instruction.

- Technology during exams: Online exams are timed and password released
- Technology in emergencies: Please contact the SHSU Online Help Desk with technology problems at 936-294-1950
- 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.

Attendance

Doctoral students are expected to attend all face-to-face classes and seminars. If professional or personal circumstances require you be absent, please advise professor in advance and make arrangements to complete any missing work. University policy allows for one absence per semester without a grade change. Any absences beyond one may result in a lower grade.

College of Education Information

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Course Expectations Assignments: Assignments are due as stated. Any project handed in after the due date will result in lowering your project grade by one letter grade for every calendar day it is late (including weekends). For example, if the project is handed in the day after the due date, then the project will be lowered by 10 percentage points. If the project is handed in the next day, then it will be 20 percentage points.

Attendance

You are expected to model the kinds of professional behavior expected in a workplace and to arrive on time and stay for the duration of the course. Please notify me in advance if you are going to miss (or be late) a class. I can usually be reached, by phone or email. Even if you are absent, you are still responsible for all readings and content covered from lectures in this class. Please be sure to work with other cohort members student who can provide you with copies of handouts, notes, etc.

For more information about resignations, refunds and drop deadlines, please visit the following university website:

<https://www.shsu.edu/dept/registrar/students/registration/resignations-refundsdrops.html>

Preferred Communication: The best way to reach me is through email. I am available Monday through Friday 8am to 5pm. You can typically expect responses to e-mail messages within 24 hours. I do not usually check email over the weekend so please plan ahead by reviewing assignments and asking questions before assignments are due.

Email: All students are expected to check and use the University-provided e-mail address as



the primary mode of communication for this course. If I need to communicate with you regarding course announcements, questions, changes to the schedule, etc. I will do so through your Sam Houston State University e-mail address. If you choose to forward your SHSU e-mail to an alternate account (e.g., Gmail, Hotmail, etc.), then you are responsible for making sure it is forwarded correctly.

Professionalism and Civility: The class is a professional environment of education colleagues. When communicating opinions and ideas, please refrain from using demeaning language or engaging in personal attacks. Respect for others' points of view and experiences is expected.

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 taken and 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.