

**INSL 5379
Methods of Research
SPRING 2018**

College of Education, Department of EDUCATIONAL LEADERSHIP

Instructor: Dr. Mack T. Hines III
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Office hours: Online Day and time the class meets: Online

Course Description: This course is a graduate level course designed to guide students through the process of conducting a research study. More specifically, this course provides an overview of major methodological concepts, tools, and principles used in contemporary educational research. Through reading, writing, and discussions the course emphasized skill development in locating, evaluating, and interpreting educational research for school improvement.

REQUIRED TEXTBOOKS:

Creswell. J. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th Ed.). Thousand Oaks, CA: Sage Publications. **4th Edition**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

REQUIRED TOOLS:

1. Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word, PowerPoint, and Excel.
2. Students will be expected to utilize Blackboard for all assignments and to monitor announcements.
3. Students will become familiar with the resources managed by the Newton Gresham Library.

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

1. Describe the role of educational research in educational improvement.
2. Discuss the philosophical underpinnings of educational research and describe the application of the scientific method.

3. Define terms and concepts commonly utilized in educational research.
4. Demonstrate basic skills with information retrieval systems.
5. Demonstrate how to utilize effectively the library and its resources as part of the research process.
6. Explain the difference among the quantitative, qualitative, and mixed research paradigms.
7. Explain the differences among the different methods of research, including experimental, non-experimental, mixed methods, missed model, phenomenology, ethnography, case study, grounded theory, and historical.
8. Discuss the interrelationships among theory, design, measurement, and analysis.
9. Select research problems and formulate testable hypotheses.
10. Explain and select appropriate sampling techniques.
11. Describe weak experimental, strong experimental, quasi-experimental, factorial, and single case research designs.
12. Describe the different kinds of mixed research.
13. Describe the different kinds of non-experimental quantitative research.
14. Describe measurement and data collection procedures, including types of instrumentation and methods for determining reliability and validity.
15. Compare the following six major methods of data collection: tests, questionnaires, interviews, focus groups, observations and secondary/existing data.
16. Identify and describe the major threats to internal validity of findings.
17. Identify and describe the major threats to external validity of findings.
18. Identify types of measurement scales and procedures for scoring/coding data.
19. Apply descriptive statistical methods, including measures of frequency, central tendency, variability, normal curve, relative position, and relationship.
20. Identify and describe the common graphical methods used for presenting data.
21. Describe the logic of experimental and statistical control.
22. Explain the process of research proposal development, including how to design a research study.
23. Explain the difference between statistical and practical significance.
24. Identify ethical and legal considerations involved in conducting and reporting educational research.
25. Demonstrate knowledge of the major steps involved in conducting a research study.
26. Demonstrate knowledge of how to evaluate research reports using the scientific method.
27. Demonstrate skill in writing in the format of the American Psychological Association.
28. Write a formal research proposal.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Gaining factual knowledge (terminology, classification, methods, and trends). Focus is building knowledge base.

Important:

1. Learning to analyze and critically evaluate ideas, arguments, and points of view. Focus is on higher level thinking skills.

Course/Instructor Requirements:

Taking this Class in an Online Format:

Materials have been created to assist you in taking this class in an online format. Please utilize ALL the tools on Blackboard including the materials on the online website that accompany the book. Research methods can sometimes be a foreign language so you must keep up with all work on a weekly basis. There should be time set aside every day to learn this material.

Scope & Sequence-Part I

Directions for Scope and Sequence: First, you will read the assigned chapter for each week. You will then write and post a one paragraph response on the SHSU online discussion board section for review by your colleagues. You will then respond to at least another student's posting. **You will complete both requirements by 11:59 CST for the Sunday of that week.**

January 18-January 28 Use this time to order your book and review all course materials.		
Week of	Topic	Posting Due (Your posting should appear by this date)
1/22	Class Introductions You will introduce yourself to the class.	
1/29	Ch-5 Introduction to Educational Research	2/4 (Due on this date at 11:59 CST)
2/5	Ch 6-The Purpose Statement	2/11 (Due on this date at 11:59 CST)
2/12	Ch 7-Research Questions and Hypotheses	2/18 (Due on this date at 11:59 CST)
2/19	Ch 3-Use of Theory	2/25 (Due on this date at 11:59 CST)
2/26	Reflection	3/4 (Due on this date at 11:59 CST)
3/5	CH 2-Review of the Literature	3/11 (Optional) (If Submitted, Due on this date at 11:59 CST)
3/12	SPRING BREAK	
3/19	Ch 8-Quantitative Methods	

3/26	Ch 9-Qualitative Methods	4/1 (Due on this date at 11:59 CST)
4/2	Ch 10-Mixed Methods Procedures	4/8 (Due on this date at 11:59 CST)
4/9	Ch 20-Writing Strategies & Ethical Considerations	4/15 (Due on this date at 11:59 CST)
4/16	Ch 4-Data Analysis in Qualitative and Mixed Research	4/22 (Due on this date at 11:59 CST)
4/23	Discussion & Work on Assignments	
4/30	Discussion & Work on Assignments	
5/7	Final Exam	

Scope & Sequence-Part III

Professor's Response to Student Participation

Because of the online structure of this class, I will not “teach” you in the traditional sense.

However, I can interact with you in ways to further strengthen your understanding of the chapter.

To that end, I will use the following response styles to maintain weekly interaction with you:

1. Upfront Initiation-During some weeks, I will provide the first post for a chapter.
 - A. *(It is optional for you to respond to my post. But it is required for you to respond to another student's post.)
2. Whole Class Response-At the end of the week, I will provide a summary response to all postings. I will sometimes incorporate pieces of your posts into my response.
3. Personal Response-I will provide an individualized response to each of your posts.

4. Exemplar Response-I will provide relevant research based or practical examples for your review.

EVALUATION



EDAD 6385

Culturally Proficient School Leadership Spring 2018

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: <http://www.shsu.edu/~vaf/www/aps/documents/861001.pdf>

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their

academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

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. Students wishing to audit a class must apply to do so through the Registrar's Office.

Additional Information:

Please visit <http://www.shsu.edu/syllabus/> for Sam Houston State University syllabus information regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom