College of Education
Educational Leadership Program
University of Nevada

EDRS 700: Research Methods

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Semester: Summer 2014
Location: WRB 2025
Day/Time: M-R, 1:00-3:00 p.m.
Office Hours: M-R before and after class or by appointment

Website: http://unr.edu/homepage/gchill/index.htm

Course Description:

Research methodologies appropriate to educational leadership issues and problems. Applications of both qualitative and quantitative methods.

Purpose:

Recognizing that the majority of EDRS 700 students do not have "research" as their professional goal, this class does not emphasize the details of conducting research. It is my belief, however, that being an informed consumer of research and being able to critically analyze the major trends and issues in your field is imperative for being a competent professional. It is my belief that each of you can make a valuable contribution to research by being able to select relevant research based on an informed process. I will encourage you to formulate your own opinion and help you to gain an analytic perspective when reading or using research findings.

Using research skills to make decisions and establish goals in a pluralistic society.

Relationship to COE Conceptual Framework:

This course is based upon the mission of the Department of Educational Leadership -- developing leadership for quality education for all students. Our conceptual framework is devoted to helping students develop a strong fund of knowledge. Among the attributes we aim to develop in future leaders are those of being reflective, possessing a love of learning, and valuing democracy and diversity. We believe educational leadership is, at its heart, a moral craft, and we are committed to helping prepare effective practitioners of that craft.

As a department we see our students and ourselves as a cohesive community of reflective scholar practitioners. Research on schools where students achieve consistently has found that these schools have strong instructional leaders, and our vision and collaborative efforts focus on creating such leaders.
ISLLC Standards:

The Department of Educational Leadership, as an NCATE-accredited program, prepares students with reference to standards established by the Interstate School Leaders Licensure Consortium. A full list of these standards will be available on the E.L. Department's web page. The particular ISLLC standards this course focuses on are: 1.1 D; 1.2 F-G; 1.3 G-K; 2.2 C, J; 2.3 H, J, P, T; 4.3 A, E.

Course Objectives:

Recognizing that the majority of EL 780 students do not have "research" as their professional goal, this class does not emphasize the details of conducting research. It is my belief, however, that being an informed consumer of research and being able to critically analyze the major trends and issues in your field is imperative for being a competent professional. It is my belief that each of you can make a valuable contribution to research by being able to select relevant research based on an informed process. I will encourage you to formulate your own opinion and help you to gain an analytic perspective when reading or using research findings.

Students will acquire knowledge of:
- Information sources, research methods, data analysis strategies, and effective communication skills.
- Using research skills/techniques to make informed instructional decisions.

Students will develop skills in:
- Analyzing and interpreting research articles into usable/useful information on which to base instructional decisions.
- Procedures used in measurement, evaluation, and assessment of the learning environment.
- Use qualitative and quantitative data to plan and assess school programs.
- Use of current technologies.

Students will develop the following dispositions:
- Understand principles and issues relating to management decisions, learning, teaching, and achievement.

Course Schedule:

June 23  Course Orientation, Vocabulary, Assignments for next day, Semester Project
Objectives: organize class, introduce new terminology, and make assignments for the next week.
Key ideas: Research is a new area to most and has a separate vocabulary. Requires a new vocabulary.
Activities: Group discussion.
Assignment: send an e-mail to me with your professional information (position, career goals, work phone number) within 48 hours
June 24: **Using knowledge/library resources.**  
Objectives: Using technology to access research data bases.  
Key ideas: Journals are at your fingertips. How to access journals online.  
Activities: Presentation by Ann Medialle

June 25: **Methods & Tools**  
Objectives: Understanding ethical and legal treatment of subjects in research, Understanding tools of research and introductory discussion of the semester project.  
Key ideas: Introduction the various tool and dealing with human research subjects.  
Activities: Group discussions related to the various tools of research. Read Chapters 1 & 9

June 26: Chapter 5 – **Descriptive Studies & Human Subjects**  
Assignment: Read Chapter 5 and reviewing the IRB slides posted on Webcampus  
Objectives: Understanding ethical and legal treatment of subjects in research, Understanding descriptive research  
Key ideas: There are three major types of descriptive studies. Understanding the differences between each type and how to conduct each.  
Activities: Small group discussions, planning activities, and reflection.

June 30: **Chapter 4 – Historical Research Webcampus.**  
Assignment: Read Chapter 4 including the sample article beginning on p. 102.  
Objectives: Understanding the terminology of historical research, reading historical research, and evaluation historical research.  
Key ideas: Historical research is valuable to the current practitioner if its value can be determined.  
Activities: Webcampus and on-line discussions  
Assignment: Access Webcampus and participate in the discussions.  
**First article review due! June 30th by 3:00 p.m.**

July 1: **Chapter 8 Handout/Reading (emailed) on Qualitative Research-Webcampus**  
Assignment: Read the handout and Chapter 8.  
Objectives: Understanding the terminology and methodology and limitations of qualitative research.  
Key ideas: Qualitative research is rich and deep but not generalizable.  
Activities: Webcampus access and participate in the discussions.  
Assignment: Access Webcampus, participate in the discussions, read attached handout.
July 2 Correlation/Causal comparative Research. Handouts (will be e-mailed) Webcampus - BLACKBOARD CONNECT

Assignment: Read both handouts.
Objectives: Understanding correlation and reading correlational research and determining causality.
Key ideas: Observing a correlational between two or more variables DOES NOT imply causality.
Activities: Webcampus static discussion and interpreting correlational charts and graphs.

July 3 Correlation/Causal comparative Research Activity. Handouts/Data Assignments Webcampus (work on your own)
Objectives: Calculating & interpreting correlation coefficients. (Data Provided)
Key ideas: Observing a correlational between two or more variables DOES NOT imply causality.
Activities: Calculating & interpreting correlation coefficients. (Data Provided)
Assignment: Data provided via e-mail. Follow the steps and calculate/interpret correlation coefficients. I will be available by phone and e-mail to provide advice/ assistance/directions.
First Exam e-mailed due on July 3rd @ 5:00 p.m. Due July 10th @ 5:00 p.m.

July 7 Chapter 10 Data Analysis - data sets will be mailed
Objectives: A basic understanding of data, central tendency and basic statistics.
Key ideas: Numbers are our friends. Let’s use them well.
Activities: Organizing numbers and basic calculations/Exam I.
Assignment: Read Chapter 10

July 8 Needs Assessment Webcampus
Objectives: Using needs assessments to make educational decisions.
Key ideas: There are tools/tests that can be used to make key educational decisions.
Activities: Group and Individual activities.
Assignment: Complete activities.
Second article review due!

July 9 Chapter 6 - Experimental Design Webcampus BLACKBOARD CONNECT
Objectives: Understanding how to understand and conduct experimental research
Key ideas: “The True research,” why so little to conducted, and how to conduct quasi-experimental research.
Activities: Group discussions and planning
Assignment: Chapter 6
July 10 Open – data collection for your semester project.
Assignment/activity: Use this time to collect and organize your semester project. Begin the summary. Confer with the instructor.

July 14  Data Analysis Webcampus BLACKBOARD CONNECT
Objectives: Using basic data analysis to make instructional decisions.
Key ideas: There are tools/tests that can be used to make key instructional decisions.
Activities: Group and Individual activities.
Assignment: Complete activities
Third article review due!

July 15  Data Analysis – Activities – finding and using your own data Webcampus
Objectives: Using basic data analysis to make instructional decisions.
Key ideas: There are tools/tests that can be used to make key instructional decisions.
Activities: Group and Individual activities.
Assignment: Complete activities

July 16  Basic Statistics. Data Analysis activity. Webcampus BLACKBOARD CONNECT
Objectives: Understanding basic statistics in research reports.
Key ideas: There is a language unique to statistics.
Activities: Group and Individual activities.
Assignment: Complete activities
Fourth article review due!

Jul. 17 Open, Semester Project and Poster

Jul. 21 Last minute preparation of your poster.

Jul. 22 Poster Session – course project due on 7-26-14 @ 5:00 p.m.
Second exam emailed – due on July 22 @ noon
Jul.  23 Student reports

Jul.  24  work on final exam.

Important dates

Jul. 25: Final exam (take-home) due July 27th (via e-mail) by 5:00 p.m.

Jul. 24: Student Semester Projects due on July 26, 2014 by 5:00 p.m.

Bold Webcampus – Class will not meet. You are expected in all required activities through Webcampus. Bold Webcampus BLACKBOARD CONNECT We will meet online (in real time). We will have a help session for this.

Course Performance Assessment Requirements:

Class Activities & Assignments: The assignments, activities, and evaluation are all designed to help the student make practical application of the theories and concepts learned in class and other venues. Some of the assigned activities are for practice only, not for evaluation. In addition, some of the assignments may not be collected, checked and recorded.

Class Attendance/Participation: Class attendance and punctuality are expected and required to successfully complete this course. Absences may necessitate a reduction in the student’s participation points, which could have a negative impact on a student’s final grade. Students shall complete all readings and assignments in a timely manner. Students are expected to arrive ready to discuss the topics for the day.

Semester Project: Please see Attachment A!

You are expected to complete a mini-research project and present it in a poster format at the end of the class. In addition, you will prepare a 15 minute PowerPoint presentation that encompasses the key elements of your project. The last assignment on the semester project is that you will prepare and submit a 3-5 page executive summary of your project. You may use appendices that include your full literature review and any instrumentation used in completing your project. For more details please see Appendix A of this syllabus.

If you are selected to present your research proposal on the final day of class please use the following guide in preparing the 15 minute presentation.
Develop power point presentation for the class presentation on the topic including:
   a. A complete introduction or overview of the proposed research,
   b. Introduce each section of your proposal,
   c. Explain how the topic applies to current practice,
   d. Have one activity to engage the class, and
   e. Provide an electronic copy of the power-point presentation to the instructor (as part of your semester project); and
   f. Conduct a discussion of any implications of your research.

Student Activities and Evaluation:
Evaluation of the student progress may be measured using one or more of the following:
• Written and verbal exercises provided by the student during class meeting times,
• Student participation in class activities,
• Research done by the student outside of class time,
• Other evidence as the student may supply.

Note:
You must has access to the internet, internet e-mail and access to a relatively new computer which has recent so versions of Excel, PowerPoint, and Adobe Acrobat reader software
You may/should send all assignments via e-mail. You will find is necessary to communicate with other students and e-mail is probably the cheapest and easiest method.
Bringing a calculator to each class will be helpful as well.
I will be mailing at least two sets of data, in Excel format, to you during the semester. This is to ensure that everyone is using the same data set.

All required work must be satisfactorily completed before a student receives credit in the course.

Quality of Work
All class papers must be typed or completed on a word processor. Each written paper must address the assigned goal and substantiate a clear point. Inadequately edited work inhibits your ability to communicate ideas to a reader and so will result in a lower grade. Work is expected to be complete and on time. Late work will be evaluated, but you will receive the minimum number of passing points. If work is not turned in at all, a zero will be entered for that assignment. All papers for this course shall comply with the Publication Manual of the American Psychological Association, (5th ed.) style of writing.

Grading of written assignments:
All written assignment will follow APA style manual. Scores shall be based on 50% style and grammar, and 50% on content of the paper. Each error in style and/or grammar will result in a deduction of 5 pts. For example on a 50 point paper, the student shall lose a maximum of 25 points for style and grammar (5 errors x 5points =25points). Study and use the APA style manual.
Grading System:
Grades will following numerical scores translate into the letter grades shown below:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 94</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 - 86</td>
<td>B</td>
</tr>
<tr>
<td>80 - 82</td>
<td>B-</td>
</tr>
</tbody>
</table>

Grades will be based on total points possible. The daily work and class participation shall be included in the grade. In addition, the following may be assigned for points: Class activities/assignments.

The number of assignments will vary, each assignment will be valued at 25 points.

- Mid-term exam: 100 points
- Classroom participation: 50 points
- Assignments for credit: 50 points
- Final exam: 100 points
- Semester project: 200 points
- Field experience (20 hours): 50 points

Total points: 550 points

Primary Methodologies/Instructional Strategies Used in Class:

Lectures and PowerPoint presentations, discussion, group dynamics, WEBct, role-playing, demonstration, other in-class activities, and outside reading. In addition, guest speakers will make presentations to students during the course. These guest lecturers appear at no expense to share their vision of education leadership in today’s workplace. Your attention to their remarks and thoughtful questions at the conclusion is expected as part of this course.

Accommodation of Students with Disabilities:

Each student who qualifies with a disability is to provide the instructor with a letter from the Disability Resource Center stating the appropriate accommodations for this course. If you have a documented disability and wish to discuss how these academic accommodations will be implemented for this course, please contact the Center at 784-6000.

Required Text:
Academic Dishonesty:

The University Catalog defines the standards for plagiarism and cheating which apply to all programs at UNR; all students are responsible for knowing and abiding by these standards. Plagiarism is defined as "submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion." Students should note the second part of this definition prohibits giving unethical assistance to others and that such behavior is subject to the same penalties as receiving such assistance.

Students should also be aware that the Department of Educational Leadership expects that work submitted for any course will not be recycled from previous coursework, either within the department or outside. Faculty does recognize that, especially at the doctoral level, students may be developing a research topic which is cumulative (usually leading to a dissertation) and that different aspects of the topic may be explored in more than one course. In such a situation, it is the responsibility of the student to notify a faculty member of previous work done in the area and to provide copies of this previous work to ensure that the new work is a valid extension and elaboration of those efforts. Failure to secure prior faculty approval for the use of related work shall be regarded as plagiarism and subject to the penalties for other forms of academic dishonesty.