

EDLE 6083 Evidence Informed Perspectives on Practice

Course Schedule: Hybrid plus F2F sessions on these dates. Face to Face Meetings – each of these will occur at the Flower Mound/Wichita Falls campus. The exact schedule (which of the two goes first) will be determined prior to each meeting.

September 9th
October 14th
November 18th

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Office Hours: By appointment

Course/Catalog Description

Introduction to quantitative (survey, experimental design, correlation, causal comparative, evaluation) and qualitative (case study, observation, action, participant observation, historical, ethnography, phenomenology) research methods used in conducting educational research.

Overview

This course has three goals: (1) to increase your understanding of research concepts and procedures to identify, test and analyze a problem, (2) to develop your appreciation of the importance of research in education, and (3) to develop your skill in preparing a research proposal for the dissertation in practice. I will emphasize how research concepts and procedures apply to dissertation-level studies in education.

Research typically involves several stages: planning (e.g., the dissertation proposal), pilot study and development of measurement tools, data collection and analysis, and report-writing (i.e., writing the dissertation). This course cannot develop your skill in completing all these stages of a research study. Skill development is occurs most readily through actual practice in doing research, preferably guided by an experienced researcher. Therefore, the course will focus on the preparation of a dissertation proposal. This is one of the most critical phases of research, because it provides the *blueprint* for all the later stages of the study. This course will cover the later stages insofar as they relate to the research proposal.

Course Objectives

This course is intended to help you develop:

1. Understanding of the nature, purposes, and types of educational research.
2. Understanding of procedures for reviewing research literature.
3. Understanding of sampling procedures.

4. Understanding of procedures for selecting and administering tests and other measurement devices
5. Understanding of concepts and procedures relating to: descriptive research, causal-comparative research, correlational research, experimental research, case study research, and R & D studies.
6. Understanding of statistical techniques appropriate for analyzing data from different research designs
7. Skill in preparing the various parts of a dissertation proposal.

Online discussions

In a face to face setting, we would use discussions and class activities as part of the instructional method. During the online portion of the course, the threaded discussion and response to activities (Google sheets) takes the place of that engagement. In a face to face setting, I would not assign grades to the activities in which we engage in class, it is just part of participating. Since online threaded discussions replaces, the expectation remains the same. You will have a group to which you are assigned. Your group is expected to participate. Once the last person participates (in whatever way you designate), you need to notify me through (matthew.capps@msutexas.edu) and I will provide feedback. I will provide a deadline for your discussions but I want to provide enough flexibility to accommodate personal schedules.

To that end, each module will have some level of participation score. For full credit, you need to have a significant role in the discussion thread/google sheets (i.e. start initial thoughts, significant feedback [i.e. counterpoints/supporting evidence]). Partial credit will be given where minimal evidence is provided (i.e. *I agree, good point, same*). No credit occurs when you do not respond at all.

Absence Policy

This is a hybrid course so attendance is not part of the requirement in the online portion. However, the course is challenging. If you do not stay on top of the reading, you will quickly get left behind. General guidelines for time commitment are as follows.

2-3 hours per hour of course credit for class preparation (reading)

1 hour per hour of course credit for course engagement (course engagement, watching videos, discussion etc..)

This means for a 3 hour course you should expect to devote 10-12 hours per week.

One of the cornerstones to the WCOE Ed.D experience is the opportunity to interact with colleagues from across other campuses, districts and professions. To this end, we hold Saturday classes three times per long semester. Students are expected to maintain a physical and professional engagement in these experiences. However, we do understand some circumstances cannot be avoided. Therefore, we have established the following policy

1 absence = make up required experiences/coursework with colleagues

2 absences = final grade will be lowered by one letter and make up required experiences/coursework with colleagues

3 absences = F

COVID policy – if a student is quarantined due to COVID, that student may Zoom a Saturday class. Under these circumstances a student will be required to provide documentation of quarantine requirements from his/her public health district or health care provider.

Grade

Each test will cover the material only up to the test itself. In other words, there is not a comprehensive final. In addition, other opportunities will provide the opportunity to show what you know through your writing and participation. By the end of this course, you should have a basic framework of the literature review written for your dissertation.

Participation	120pts (10 points per module)
Midterm	100pts (October 16)
Final	100pts (December 10)
Review of Literature	100pts (December 10)
<u>Total</u>	<u>420pts</u>

A=378-420 points

B=336-377 points

C=294-335 points

D=252-293 points

F= really? What are you doing?

1. **Written work** – Should be completed in a professional style following APA 7th Edition. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, most written assignments will have 10% - 20% of the grade based on spelling, grammar, punctuation, and a professional writing style. Expectations are for quality work.
2. **Adhering to professional ethics** – When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.
3. **Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
4. **Plagiarism Statement:** “By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this

course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook

5. **Submission of Assignments:** All assignments *must be submitted to the assignment page for this course on D2L prior to class on the date due.* Please plan ahead for assignment submission, in case you have difficulty attaching your assignments. A minimum of 5 points *will* be deducted for assignments not submitted through D2L into the appropriate folder. Hard copies will not be accepted. In addition, all papers must also be uploaded to Turn It In. I will email you the information on how to set up your account.

6. **Due Dates and Late Penalties:** ***Late work is not accepted for any reason. A due date may be extended depending on coverage of material, but once the due date is set, no assignments will be accepted beyond that point**Extra credit is not available.**

7. **Inclement Weather:** In case of inclement weather, the instructor will post an announcement regarding the status of the class on D2L. Students are also encouraged to call the department if they have no immediate access to the Internet.

Schedule

Module 1:	Introduction, Student Information Forms, and Discussion of Course Content, Format and Requirements	Aug 28-Sept 4
Module 2:	Nature and purpose of educational research Chapter 1 & Formulation of a research problem, Chapter 2	Sept 4-Sept 11
Module 3:	Reviewing the research literature Chapter 4	Sept 12-Sept 18
Module 4:	Tests and Measurement Chapter 5 and 7	Sept 19-Oct 2
Module 5:	Measurement Chapter 8	Sept 3-Oct 9
Module 6:	Sampling methods Chapter 6	Oct 10-Oct 16
Midterm		Oct 16-Oct 22
Module 7:	Descriptive and Causal-comparative Research Chapter 10	
Module 8:	Correlational Research Chapter 11	Oct 23-Oct 30
Module 9:	Experimentation Chapter 12	Oct 31-Nov 6
Module 10:	Case Study Chapter 14	Nov 7-Nov 13
Module 11:	Qualitative Research Chapter 15 & Chapter 8 (p. 243-257)	Nov 14-Nov 27
Module 12:	Qualitative Research and Chapter 9	Nov 28-Dec 8
Final	Week of Dec 10 (last day of classes Dec 8)	

