HED 616 / EDU 616: UNDERSTANDING EDUCATIONAL RESEARCH
SYRACUSE UNIVERSITY - SPRING 2010
PROVISIONAL SYLLABUS – V1

Time, location and schedule:	Wednesday, 4:00-6:45 p.m.	January20 through May 4, 2010
	Hall of Languages Hall Rm. 101	
	www.blackboard.syr.edu	
	EDU/HED.616.Merged.SPRING10.Understanding Educ Research 52074.1102c	
Professor:	Timothy K. Eatman, Ph.D.	tkeatman@syr.edu
	Higher Education Program	(o) 443-4763; (h) 299-3396
	350 Huntington Hall	
Wadsworth Cengage Learning Babie Text Companion Site	http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&flag=instructor&product_isbn_issn=9780495812241&disciplinenumber=14	
Delicious	http://delicious.com/tkeatman; Primary course tag – HED616	
Office Hours:	Tuesdays, 10 am – 1pm, or by appointment, in person or electronically via ichat (tkescholar) or Elluminate Live vroom - http://www.learncentral.org/vroom/enter/13585	

COURSE DESCRIPTION & OVERVIEW

Understanding Educational Research (HED 616) is a course of study for masters and beginning doctoral students who have had little if any exposure to social science research methods. It is designed to facilitate the acquisition of knowledge and skills necessary to conduct basic research in education and social science. Students receive an overview of research methods in this regard and are challenged to develop a deeper understanding of the processes through which research projects are constructed. Major topics of the course include:

- Ways of Thinking About Building Knowledge
- Exploring the Literature
- Experimental Methods
- Conventional and Emerging Research tools

- Sampling Methods
- Survey Methods
- Qualitative Methods
- Evaluation and Other Methods

At the conclusion of the course successful students will enjoy a solid foundation upon which to pursue further studies of research methods.

COURSE GOALS & OBJECTIVES

Throughout this course emphasis is placed on developing a broad understanding of research processes including the ability to: understand yourself as a researcher, identify quality literature to support the development of theory and policy, utilize appropriate tools to manage the scholarly process, read and understand studies, understand research design and analytical procedures, critique methods and findings, and actually frame a study through appropriate techniques. Learning goals for this course include, but are not limited to the following.

1. Using the course text along with sections from other books, journal articles, media resources and class activities, students will deepen their understanding about the purposes of scholarly research and be able to demonstrate a rich understanding of conventional research models through course assignments.
2. Sharing knowledge and experiences within a research team context, students will leverage the networking opportunity that graduate courses can afford toward acquiring and strengthening research skills.
3. Students will be able to identify important and researchable questions and frame them for study. This includes applying the content of this course to current work situations.
4. Developing facility with a range of conventional and emerging tools for research in the social sciences will enable students to apply insights and skills gained to the evaluation of research designs.
5. Providing learning opportunities to enhance students' knowledge of the strengths and weaknesses associated with qualitative methods so that that they will be able to successfully analyze and integrate such research findings into their graduate studies and professional career.

6. Understand basic quantitative and qualitative orientations to research, their advantages and problems, and the ways they are commonly applied to the study of education.
7. To understand the principles or research as they relate to distinctions between scholarly research and evaluation/assessment.

REQUIRED TEXT

Babbie, E. (2011). The basics of social research (5th ed.). Belmont, CA: Wadsworth / Cengage Learning.

RECOMMENDED READING

Bogdan, R., & Biklen, S. K. (2007). Qualitative research for education: an introduction to theories and methods (5th ed.). Boston, Mass.: Pearson A & B

Please note that **additional required and assigned readings are assigned throughout the semester** and will be available either via the Course Blackboard, Byrd Library Electronic Journal link, online or in-class handouts. A brief listing of additional resources is available at the end of this syllabus.

COURSE REQUIREMENTS AND EVALUATION

Participation

As a community of scholars and learners we have a shared obligation to prepare for each class and to participate thoughtfully. To ensure rich discussions will occur in class it is imperative that members complete the assigned readings, be attentive, and be willing to participate in large and small groups. There are many ways to be active and engaged in the learning process and participation will be built into the assessment of many course activities. Because the course is designed in seminar format, you will be expected to take leadership roles in educating one another through class presentations, discussions, and sharing of resources.

You are expected to attend and be on time for each class. Absences or frequent tardiness will be reflected in your participation grade. It is a professional courtesy to let the professor know if circumstances preclude your attendance, cause you to be late, or require you to leave early. Although participation is built into many assignments, there are some participatory elements that are not evaluated via an assignment grade. It is my view that we are professional colleagues. As such, we will learn from and teach each other. This will require active participation so bring your insights and contribute them to class discussion. Your attendance, preparation, attentiveness, and willingness to share and disclose in smaller groups are essential.

Discussion Board Exchange
During the seminar this term I will post selected topics to the Discussion Board (DB) in Blackboard (BB) as a means to stimulate a robust exchange of ideas and extend class conversations. Four (4) DB's will be counted toward the course evaluation. The following requirements should guide your participation:

1. Initial posting should be between 250-500 words. These are your original posits about the topic
2. Post a substantive response to postings of at least three (3) of your peers; between 75-100 words. Please avoid 1-sentence responses (e.g. "I agree totally!")
3. Initial posting no later than 11:59pm the following Wednesday (**one** week after the topic is posted). Responses to your peers no later than 11:59pm that Friday.

The aforementioned requirements represent the minimum engagement that students can expect to have through this medium. While not required, the option to attach files and external links is available. Please also feel free to suggest additional DB topics and resources that will enhance the exchanges.

Chapter Quizzes

After we discuss, examine and review key concepts in class, an open book, timed and graded quiz will given for selected chapters in the required course text. These quizzes will be delivered and completed electronically through

the course Blackboard (BB). While the quizzes will be graded, it is important to note that they represent a minor percentage of the final grade for the course. This should signal that the intent is not to create an anxious testing climate for this course. These quizzes serve primarily as an opportunity for students to self assess what they have learned from the readings and as one mechanism for me to gauge the extent to which students comprehend the language, processes and core concepts of social science research. Up to five (5) quizzes may be given during the course.

Qualitative Project

As a member of Research Team I, students will conduct a small qualitative research project on a topic/issue of their own choosing. Students who have taken Laboratory in Learning Communities should consider using their LC observations and expand on them for this research project. The purpose of the final assignment is to have you engage in qualitative data collection (2 individual interviews and one detailed participant observation), data analysis, and write-up your findings by way of a short paper (5 pages double spaced). You will be asked to submit parts of the project during the unit so that you can receive feedback on your work as you proceed.

Survey Project

Descriptions provided in class and on BlackBoard (BB)

Class/Home Assignments

Descriptions provided in class and on BlackBoard (BB)
Introspective essay
Journal Familiarization Activity
Sampling Plan
Experimental Problems

RESEARCH TEAMS/REVIEW BOARDS

Each student will serve three (3) times on one of six (6) *Research Teams* comprised of four (4) members. In each case a *Lead Investigator* (who will bear certain responsibilities and enjoy certain privileges) will be selected from among the group. The first two sets of Research Teams will correspond with the **Qualitative** and **Quantitative** units and will work together during periods of the course on a variety of activities, projects and, class presentations. While these *assignments will be submitted individually*, it is strongly encouraged and expected that teams will coordinate the development of their projects in a mutually beneficial way. The third and final set of Research Teams will work together on a **Final research challenge**, which will be presented at the end of the term to the entire class and ranked. At selected times throughout the course, Research Teams may also serve as Review Boards to critique and provide feedback for other Research Teams. A **Research Team Profile** must be submitted for each team.

Research Team Presentations

The first and second set of Research Teams will choose one class meeting to make a presentation about a topic or concept of the teams choosing (no longer than 20) minutes to the larger class during the time that team is active. Presentation options include the following:
    1) Lead a discussion about selected concepts and/or readings.
    2) Share tool(s) to facilitate social science research.
    3) Conduct a unit related activity to enhance synthesis of selected concept(s).
    4) Any other approved idea that will enhance the course.

Presentation proposals must be submitted to me for approval at least one week in advance. Questions and activities should be of an appropriate level for a graduate course. Teams should use the established Blackboard Group file exchange for submission of handouts and presentation materials.

Academic Style and Paper Formatting. Unless otherwise noted, papers should be prepared according to the style manual (6th edition) of the American Psychological Association. Adherence to APA style will be considered when determining grades for assignments. All papers submitted should use a 12 point font and be formatted with a 1" margin and double line spacing.

<u>Academic Integrity</u>. Class members are expected to conduct themselves with the highest standards of academic and professional integrity. Use of a specific publication style (e.g., APA style) is not only a professional skill but also a way to acknowledge the work and ideas of other scholars. Using the work of other scholars and colleagues in any form, without citation, will result in failing grade for the course assignment. The incident will also be referred to the Dean of the School of Education for appropriate action. If you have any questions about proper use of references and citations, plagiarism or other issues related to academic integrity, please contact me immediately. For more information about your responsibilities regarding academic honesty, please see the Syracuse University Student Handbook at http://students.syr.edu/handbook/ or the Academic Integrity Office website at http://academicintegrity.syr.edu

EVALUATION

Grading will be based on the quality and timely completion of all assignments. Assignments include class/home assignments, class projects, and a final team based research challenge project. Grades for class/home assignments will be HP (High Pass), P (Pass) and NP (Not Passing). Students receiving NP may have the opportunity to resubmit the assignment. Late work on class projects will be penalized a half letter grade for each 24 hours that has passed since the deadline (for example, from A- to B+), unless other arrangements have been made with me in advance of the scheduled deadline. Final grades will be determined by the following distribution:

Class Participation – 10%   Survey Unit - 20%
Quizzes – 10%   Experimental Unit 10%
Qualitative Unit– 20%   Final Research Challenge - 30%

MEETINGS AND ONLINE COMMUNICATION

<u>Blackboard Course Management System</u>

Assignment submission – Please use the assignment section of the Course Blackboard **for submitting all individual assignments**. Team assignments should be submitted through the relevant Group file exchange. Unless instructed otherwise assignments should be submitted no later than midnight on the due date.

Naming Files: IMPORTANT - Please note the acceptable format for naming files before submitting to the Blackboard for this course is as follows - lastname_firstinitial-AssignmentAbbreviation (e.g. Eatman_T-IntrospectEssy). Notice that there are no spaces in filenames. Please use underscores "_" or dashes "-" instead of spaces in all cases.

<u>Social Bookmarking</u>

We will employ the use of the http://delicious.com a social bookmarking network to share links to Internet based resources among our class. Please register your delicious login name with me via e-mail by the second week of class and begin using **HED616** as the prevailing **tag** for web resources that you identify. I will provide a demonstration of this tool in class. Any web based resources used for course assignments must be included in your tagged delicious bookmarks online in addition to the references/bibliography section of the document.

Note: In compliance with the Americans with Disabilities Act (ADA), if you have a documented disability that is relevant to your work in this course and wish to discuss academic accommodations, please contact me as soon as possible.

<u>Virtual meetings</u>

I am also happy to schedule a time to meet using Elluminate live, ichat, (see connection particulars a the beginning of the syllabus) or other modes of online communication.

Date	Topics/*Activities*	Readings	Assignments (Due date)
Jan. 20 (Wk-1)	Introductions Syllabus review & Course management What is research in education and the social sciences?		
Jan. 27 (Wk-2)	Leveraging the Literature Visit to Bird Library, Session with Education Librarian	Babbie – Chapters 1 – 3 & 15 (Reading Social Research; 476 – 491) & Appendix A Blumer (1969). The methodological position of symbolic interactionism. Symbolic Interactionism: Perspective and Method (pp. 1-21). Englewood Cliffs, NJ: Prentice-Hall. Optional Edwards, P. N. (2000). How to Read a Book. Strategies for Getting the Most out of Non Fiction Reading.	DB1 Delicious User ID Research Teams **Set I** Profiles Quiz 1 (Feb. 2)
Feb. 3 (Wk-3)	Structuring Inquiry *Research tools mini workshop 1* Qua**litative Research** – Foundational Theories and Principles.	Babbie – Chapters 4 & 5 Bogdan, R. & Biklen, S. (1998). Foundations of qualitative research. Qualitative Research for Education: An Introduction to Theory and Methods (pp. 1-48). Needham Heights, MA: Allyn & Bacon. Optional Sweet, S. (1999). Understanding fraternity hazing: Insights from symbolic interactionist theory. Journal of College Student Development, 40 (4), 355-364.	Introspective essay (BB) Quiz 2 (Feb. 8)

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Feb. 10 (Wk-4)	**Qualitative Research** – Choosing a Study and Research Design Meet in new classroom - **Newhouse 2 - room 275**	Babbie – Chapter 10 Geer, B. (1964). First days in the field. In P. Hammond (Ed.), Sociologists at Work (pp. 373-398). Garden City, NY: Doubleday Jones, S. (2002). (Re)writing the word: Methodological strategies and issues in qualitative research. Journal of College Student Development, 43 (4), 461-473. Optional Bogdan, R. & Biklen, S. (1998). Research Design. Qualitative Research for Education: An Introduction to Theory and Methods (pp. 49-63). Needham Heights, MA: Allyn & Bacon. Brodio, E. & Manning, K. (2002). Philosophical foundations and current theoretical perspectives in qualitative research. Journal of College Student Development, 43 (4), 434-445.	DB2 – Sharing of qualitative project topics and research designs One-page memo describing what you propose to do for your qualitative project. Be specific about what interests you regarding this particular subject, how you plan to proceed, etc. Please read Bogdan & Biklen and Jones before writing this assignment.
Feb. 17 (Wk-5)	**Qualitative Research** – Doing Fieldwork and Collecting Data Data Analysis, Role of Researcher, and Ethics Meet in the Library computer cluster	Babbie – Chapters 13 Ely, M., Anzul, M., Friedman, T. & Garner, D. (1993). Doing. Doing Qualitative Research: Circles Within Circles (pp. 41-69). Bristol, PA: Falmer Press. Seidman, I. (1998). Why interview? Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences (pp. 1-8). New York, NY: Teachers College Press. Bogdan, R. & Biklen, S. (1998). Data analysis. Qualitative Research for Education: An Introduction to Theory and Methods (pp. 157-186). Needham Heights, MA: Allyn & Bacon. Magolda, P. & Weems, L. (2002). Doing harm: An unintended consequence of qualitative inquiry? Journal of College Student Development, 43 (4), 490-507.	Bring to class one set of field notes from a participant observation OR a complete transcript from an interview you've done related to your qualitative project. KCBT presentation Qualitative Data Coding

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Feb. 24 (Wk-6)	**Qualitative Research** – Putting it All Together *Research tools mini workshop 2*		Away We Go Presentation Abstract preparation S.U. Per Scholars Ethical Dilemmas in Social research FRESH Free Listening Quiz 3 (March. 2)
Mar. 3 (Wk-7)	Sampling - Moving Beyond Individual Cases **Survey Research Methods -** The Survey Field Project	Babbie - Chapters 6 & 7 McHugh Engstrom, C., Hallock, H. & Riemer, S. (2002). How students negotiated power and authority issues in a residential community standards program: Implications for creating empowering educational settings. NASPA Journal, 39 (3), 181-203. Guiffrida, D. (2003). African American student organizations as agents of social integration. Journal of College Student Development, 44 (3), 304-319. Evans, N. J., & Herriott, T. K. (2004). Freshmen Impressions: How Investigating the Campus Climate for LGBT Students Affected Four Freshmen Students. Journal of College Student Development, 45(3), 316 - 332. Sampling Problems assignment	DB3 – TBA Qualitative Project Private Is – Interviewing techniques for Qualitative research Presentation on developing Abstracts AWAKE Conducting Focus Groups
Mar. 10 (Wk-8)	**Survey Research Methods -** Basic Principles Designing Survey Questionnaires	Babbie - Chapter 9 Survey Project Assignment	Research Teams **Set II** Profiles
Mar. 17	**Spring Break**		

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Mar. 24 (Wk-9)	**Survey Research Methods –** Pilot Testing Survey Questionnaires	Babbie Chapter 9 Sieber, S – The Integration of Fieldwork and Survey methods	Sampling Assignment Quiz 4 (Mar. 22 – Chapter 9) Survey Problems – 1
Mar. 31 (Wk-10)	**Survey Research –** Dealing with Real World Problems	Babbie Chapter 15 Jarovslovsky, R – What America Thinks	Revised questionnaire & research design Survey Problems – 2 DB4 – TBA
Apr. 7 (Wk-11)	**Experimental Design Research –** The Logic of Experimental Research	Babbie – Chapter 8 & 14	Research Team **Set III** Profiles
Apr. 14 (Wk-12)	**Experimental Design Research –** Types of Experimental Design **Evaluation Methods:** Applying research methods to the task of evaluation Final Research Challenge workgroups	Babbie Chapter 12	Experimental Problems – 1 Survey Project
Apr. 21 (Wk-13)	**Research Day – No class meeting**		Quiz 5 (Apr. 19) Experimental Problems – 2
Apr. 28 (Wk-14)	**Final Research Challenge Project Presentations** **Course Evaluations**		Research Challenge Presentations

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SELECTED REFERENCES:

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Berliner, D. C. (2002). Educational Research: The Hardest Science of All. *Educational Researcher*.

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Desimone, L. M. (2004). Are We Asking the Right Questions? Using Cognitive Interviews to Improve Surveys in Education Research. *Educational Evaluation & Policy Analysis, 26*(1), 1-22.

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O'Donoghue, T. A., & Punch, K. (2003). *Qualitative educational research in action : doing and reflecting*. London: Routledge Falmer.

Slavin, R. E. (2002). Evidence-Based Education Policies: Transforming Educational Practice and Research. *Educational Researcher, 31*(7), 15-21.

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Walford, G. (2001). *Doing qualitative educational research : a personal guide to the research process*. London New York: Continuum.

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