Course Description:
EDUC 500 is an introduction to research methods with an emphasis on methods of reflective, practitioner-directed inquiry. The course surveys quantitative, qualitative and mixed-methods educational research studies. A primary goal of the course is to prepare educational professionals to access and critically consume educational research findings to support and extend their own inquiries. This course is designed to address four primary questions:

- What are the primary modes of educational research and what are the contributions/limitations of each?
- How do you critique educational research and become a savvy consumer of data?
- How do you locate and use educational research to support arguments, make decisions and improve practice?
- How do we conduct educational research?

The course has four parts: Introduction to Educational Research, Qualitative Research Methods, Introduction to Basic Statistics and Action Research.
Outcome I. Academic Excellence, Critical Inquiry and Reflection

- Become familiar with aims, benefits and limitations of educational research (K)
- Access on-line research networks and resources (S)
- Learn basic principles of quantitative research design and statistical analysis (K)
- Practice critical evaluation of published research (S)
- Identify the strengths and limitations of various research paradigms (K, S)
- Design basic research framework based on your academic/professional interest (S)
- Critically examine the effectiveness of educational practices and innovations with the eyes of researchers (S, D)

Outcome II. Community and Service

- Participate in building a democratic, research community-of-practice (D)
- Examine work sites as foci of research inquiry (D)

Outcome III. Ethics, Values and Diversity

- Critically assess educational research and its implications on classroom instruction and educational equity. (S)

S=Skill, K=Knowledge, D=Disposition

Required Textbooks:


**Recommended Text:**

**Articles** and chapters for this course are listed by their appropriate week in the course schedule.

**Web sites:**
Copley Library Article Databases: http://marian.sandiego.edu/alldbs.htm
ProQuest Digital Dissertations: http://wwwlib.umi.com/dissertations/

**Designated Books for Analysis of Educational Research:**


Course Assignments

Research Methods Labs: You will employ the research methods learned in the course. As part of the 3-part lab, you will learn to:

• Conduct, transcribe, and analyze interview data
• Conduct observations
• Collect and analyze data from case studies

The 3-part lab will account for 20% of your final grade

• Action Research or Thesis Proposal: You will design a research proposal throughout the course of the semester. This proposal will be the foundation for your thesis or action research study (whichever you choose). Throughout the course, you will design a project and present it to the class using Power Point or similar formal presentation format. Your proposal will determine whether or not you advance to candidacy in our program. The proposal will account for 25% of your final grade. You will submit your final proposal, which outlines the study, including:
  ▪ Statement of the problem and needs assessment
  ▪ Statement of the research question
  ▪ Review of the Literature
  ▪ Preliminary research design and methods

• Analysis of Prominent Educational Research Study: Using one of the designated books, you will prepare a critical review of the study. The review will address the book’s central research question, research methodology, findings and applicability to classroom teachers and/or educational professionals and will account for 20% of your final grade.

• Participation and weekly assignments: Participation is an essential part of success in this course. Low participation will affect your grade in all aspects of the class. You are expected to arrive to class on time and prepared to engage with the course materials and topics. You are expected to contribute to the discussion, listen actively to others, and to push yourself beyond what you already know and think. You will have numerous weekly assignments, which are delineated in the syllabus. Participation and these other assignments account for 20% of your final grade.

• Data Description and Analysis: Working with a partner, you will be given a set of raw data. Making use of appropriate statistical tools, you will describe this data—putting it into a format that is accessible and understandable by educational practitioners. In addition, you will write a short report
analyzing the data. The data description & analysis will account for 15% of your final grade.
# Course Schedule

## PART I - Introduction to Educational Research

### Session #1 September 9th

<table>
<thead>
<tr>
<th>Topic: Introduction to Course</th>
<th>Readings: D. Berliner, Educational Research: The Hardest Science of All</th>
<th>Assignments Given/Due:</th>
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</thead>
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### Session #2 September 16th

| Topic: Introduction to Educational Research & Assessing Educational Research | Readings: Primer on Educational Research. Read the following sections of the Primer:  
- How do I know what the research says?  
- How do I know if the research is trustworthy?  
- How do I know if the research warrants policy change | Assignments Given/Due: Prepare a document that defines each of the terms in bold from the assigned sections of the Primer on Educational Research. |

### Session #3 September 23rd

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<tbody>
<tr>
<td>Session #4 September 30th</td>
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<tr>
<td><strong>Topic:</strong> Reviewing the Literature</td>
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<tr>
<td><strong>Readings:</strong> 1. Research Design Ch. 2, “Review of the Literature”</td>
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<tr>
<td><strong>Assignments Given/Due:</strong> 1. Writing Exercises, p. 46 #3 &amp; #4</td>
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<tr>
<th>Session #5 October 7th</th>
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<tr>
<td><strong>Topic(s):</strong> The Introduction &amp; The Purpose Statement</td>
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<tr>
<td><strong>Readings:</strong> 1. Research Design Ch. 5 The Introduction 2. Research Design Ch. 6 The Purpose Statement</td>
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<tr>
<td><strong>Assignments Given/Due:</strong> 1. Introduction to your Proposal Due (See Writing Exercise #2 p. 109 as a guide for how to prepare your Introduction) 2. Purpose statement to your Proposal Due (Follow the guideline provided in Writing Exercise #1 or #2 p. 126)</td>
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<th>Session #6 October 14th</th>
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<tbody>
<tr>
<td><strong>Topic(s):</strong> Asking Education-based Research Questions &amp; Qualitative Procedures</td>
</tr>
<tr>
<td><strong>Readings:</strong> 1. Research Design Ch. 7 Research Questions and Hypotheses 2. Research Design Ch. 9 Qualitative Procedures</td>
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<tr>
<td><strong>Assignments Given/Due:</strong> 1. Research Question Due (Use Writing Exercise #1, #2, or #3 on page 142 as a guide line for preparing your research question) 2. Review of Literature due (5 sources)</td>
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Part II: Qualitative Research Methods
### Session #7 October 21st

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<thead>
<tr>
<th>Topic(s):</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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<tbody>
<tr>
<td>Methods Lab Part I: Interviewing Ethnography, Observations &amp; Taking Field Notes</td>
<td>1. Interviewing as Qualitative Research, Chs. 1-3</td>
<td>Methods Lab Part 1: Interviewing</td>
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<td></td>
<td>2. Interviewing as Qualitative Research, Ch. 8 pg. 115-132 <strong>In-class Reading</strong>*</td>
<td><em><strong>During this lab, you will watch a live interview. Please bring a recording device to class. More information will be provided prior to the lab.</strong></em></td>
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<td>Optional Reading: 3. Ethnographic Interviewing by C. Frank, Ch. 1 and 2</td>
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### Session #8 October 28th

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<tr>
<th>Topic(s):</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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<tr>
<td>Methods Lab Part II: Case Studies (Documents, Observations &amp; Field notes)</td>
<td>1. Doing Case Study Research, Chps. 3, 4 (skim), 5, 6 (skim), 7 &amp; 8 (These are short, but very important chapters)</td>
<td>1. Activities and Applications: Ch. 3 #3 Ch. 5 #2 Ch. 7 #3 Ch. 8 #2 and #3</td>
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<td></td>
<td>2. Interviewing as Qualitative Research Ch. 6</td>
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<td>3. On Writing Fieldnotes, N. Wolfinger- Available at: <a href="https://www.uni-hohenheim.de/fileadmin/einrichtungen/entwicklungspolitik/05_Teaching/02_Lecture_Material/05_Qualitative_Research_Methods_in_Rural_Development_Studies/Day_02/Day_2_Reading_text_4.pdf">https://www.uni-hohenheim.de/fileadmin/einrichtungen/entwicklungspolitik/05_Teaching/02_Lecture_Material/05_Qualitative_Research_Methods_in_Rural_Development_Studies/Day_02/Day_2_Reading_text_4.pdf</a> <strong>(in-class reading please bring your computer or print out the article ahead of time)</strong></td>
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### Session #9 November 4th

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<th>Topic(s):</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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</table>
| Methods Lab III: Coding and Analyzing Data | 1. Doing Case Study Research, Chps. 9-11  
2. Research Design Ch. 10 | Presentations of Prominent Educational Research given |

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### Part III: Introduction to Basic Statistics

#### Session #10 November 11th

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<tr>
<th>Topic(s):</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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</table>
| Quantitative Methods: An Introduction to statistics | 1. Statistics as a Spectator Sport, Ch. 1, Making Numbers Make Sense  
2. Statistics as a Spectator Sport, Ch. 2 Concepts of Central Tendency (Will be given in class)  
2. Educational Primer, “Understanding statistics tutorial” ** In-Class Reading*** | Problems from Statistics, a Spectator Sport Chapter 1 & 2 (all) |

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#### Session #11 November 18th

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<tr>
<th>Topic(s):</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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<tbody>
<tr>
<td>Quantitative Methods Pt. II: An Introduction to Statistics</td>
<td>Statistics, a Spectator Sport, Ch. 3 &amp; 4 (Handout)</td>
<td>Problems from Statistics, a Spectator Sport, Ch. 3 and Ch. 4 (all)</td>
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</tbody>
</table>
### Session #12 November 25\textsuperscript{th}

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<th>Topic(s):</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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<tr>
<td>Data Description and Analysis: In-class assessment</td>
<td>Study week- no readings</td>
<td>No assignments due</td>
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</table>

### Part IV. Action Research

#### Session #13 December 2\textsuperscript{nd}

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<th>Topic:</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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#### Session #14 December 9\textsuperscript{th}

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<tr>
<th>Topic:</th>
<th>Readings:</th>
<th>Assignments Given/Due:</th>
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Important Course Policies

- **Assignments are due** on the due date! Please do not miss classes because your assignment is incomplete; contact me before hand to make arrangements. Late assignments will be penalized.

- Please **come to class on time** and prepared. Remember to sign in at the beginning of class. **Attendance** is very important, due to the seminar nature of the class. Students who are absent are responsible for getting all notes from a classmate. If you are sick, and an assignment is due, you are responsible for getting it to me as ASAP.

- **Classroom Etiquette**
  
  A word about **cell phones**: Please shut them off before entering class. Unless you are the parent of small children, or caring for a seriously ill family member, they should not ring in class. This is simply an issue of professionalism.

  Another note on professionalism: **texting, surfing the web, checking emails or working on other tasks** should be taken care at times other than during our scheduled class time. We will have a brief break each class period.

- **Class Participation**
  
  Participation does not mean showing up. Simply being in class — while important — is not participating. All students are expected to participate daily and to listen to the comments of their classmates. I encourage people to both speak AND listen in class. If you are very talkative, challenge yourself to listen to your peers and ask good questions of them. If you are shy, challenge yourself to contribute each class, even if it is something short.

**What does participation look/sound like?**

- it is clear you actively (not passively) engaged in the readings
- questions are thoughtful and move the class towards a better understanding of materials
- comments are on topic, respectful, intriguing. Disagreeing is good! Play devil’s advocate, challenge “common sense”
- you are prepared, with all needed materials
- you engage one another, not just me
- you build in evidence from readings, research, theory as well as your own life.
- in small group work, you are on-task and contributing to the activities’ goals.

USD - SOLES Policy Information

Academic Integrity
All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Grade of Incomplete
The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but,
for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Requests for Accommodation
Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.