



Introduction to Educational Research & Design

EDU 537 - Course Syllabus - Provisional
3 Credit Hours

Fall 2006
Lansing Center

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Schedule:

September 8 through
December 16, 2005

Weekend One:

Class 1 Friday September 8 – 5:00 pm to 9:00 pm

Class 2 Saturday September 9 – 8:30 am to 5:00 pm

Weekend Two:

Class 3 Friday September 22 – 5:00 pm to 9:00 pm

Class 4 Saturday September 23 – 8:30 am to 5:00 pm

Weekend Three:

Class 5 Friday December 8 – 5:00pm to 9:00 pm

Class 6 Saturday December 9 – 8:30am to 5:00 pm

Course Web Resource: <http://mysau.arbor.edu/>

[*06FA_EDU537: INTRO TO EDU RESEARCH & DESIGN LANSING...](#)

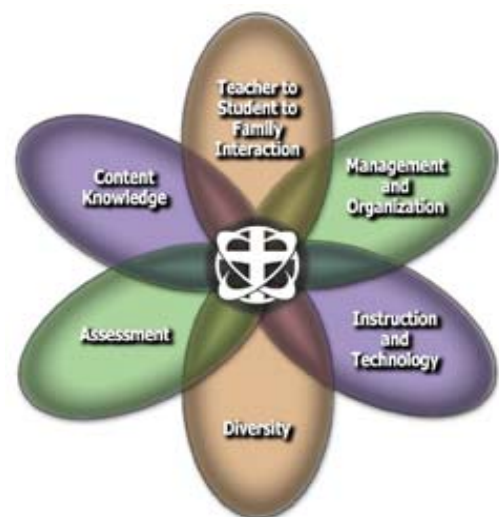
PHILOSOPHY:

The Spring Arbor University Concept is the guiding philosophy for this course:

Spring Arbor University is a community of learners distinguished by our life-long involvement in the study and application of the liberal arts, total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world

COURSE DESCRIPTION:

This course is designed to support classroom teachers with the skills and knowledge to develop basic research in education. Emphasis is placed on a broad understanding of research processes, including the ability to read and understand educational research, a basic knowledge of research design and statistical procedures, the ability to critique methods and findings of research, and the ability to solve a research question through appropriate research techniques. The course covers descriptive, historical, quantitative, and qualitative (Denzin & Lincoln, 2000) research techniques.



Spring Arbor University
Effective Teaching Model

COURSE GOALS:

This course is based on the premise that quality educators are capable of both consuming and generating sound research, in various conventional forms, that emanates from their own creative energies, interests and experiences. Because of this, much of the information in EDU 537 relates to the **Content Knowledge** domain of the *Spring Arbor University Effective Teaching Model*. Yet, it is important to note that the development of insight and skills in the area of research methodology positions professional educators to more ably address the variety of issues and needs that emerge in their work with families. The dynamic American educational system is best served by quality teachers who are socially and intellectually equipped to anticipate a range of **Diversity** issues and comfortably prepared to broker **Teacher to Student to Family Interactions** with professional integrity.

The emphasis placed on developing systematic and traceable procedures for designing and executing research evokes the **Management and Organization** as well as the **Technology** domains of the SAU model by exposing teachers to tools which are directly useful within their daily professional responsibilities. These tools include the Blackboard course management system, specialty software applications and the pursuit of deeper insight into commonly used computer applications thereby refining the professionals' knowledge base and skill set. A significant portion of the class also involves the use of technology in Web based research and conducting MS Excel based statistical assignments. With regard to the **Assessment** domain of the model, teachers who take this course become better equipped to employ research based techniques that provide for a richer framework from which they can engage a sound evaluation of student progress.

COURSE OBJECTIVES:

Students who successfully engage the content and activities of this course will begin to see themselves as teacher researchers. Various manifestations of this new thought paradigm includes but is not limited to the following:

- ❖ Using the course text along with sections from other books, selected journals articles, and media resources, students will develop an understanding about the purposes of scholarly research and be able to demonstrate an understanding of the "Basic Research Model."
- ❖ Students will be able to distinguish between descriptive, historical, qualitative, and quantitative research methods and demonstrate knowledge of statistical and analytic procedures appropriate to various research designs (Berliner, 2002)
- ❖ Sharing knowledge and experiences, students will study and analyze common and specific classroom challenges and opportunities thereby leveraging the natural network that participation in graduate courses can afford.
- ❖ 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, students will become empowered to actually design and implement a research project.

REQUIRED READING:

- (Sowell, 2001)
- Additional items located on Blackboard

RECOMMENDED READING:

- (Becker, 1986);(Aune, 2002; Berends, 2002; Borman, 2002; Brown & Jones, 2001; Cohen, 2003; Desimone, 2004; Flinders, 2003; Galfo, 1983; Kennedy, 1999; O'Donoghue & Punch, 2003; Slavin, 2002; Slavin & Madden, 2000; Snell, 2003; Snyder, 2000; Walford, 2001; Walker, 2004)
- For additional items see Bibliography and Course Blackboard

ASSIGNMENTS AND GRADING:

The assignments and points below are intended to serve as an estimate of the total and include activities associated with the course. Point totals are subject to change and assignments may be added or deleted. The final grade for the course will be dependent on the percentage of total points achieved and assigned according to the grading scale.

Absences from class should only be for unusual circumstances. Such absences should be cleared with the professor prior to class. Given the complex nature of the subject matter it is necessary for every student to be in attendance all day and every day. The material builds in a sequential way and to miss any portion of the course will be detrimental to understanding of the materials presented. Since missing a whole day of the course equates to 20% of the total, missing any day or combination thereof will result in failure of the course. Unexcused missed portions of any day will result in reduction of grade by one full grade (A to B, B to C, etc.).

Grades and assignments in this course are based on the following:

Assignment/Activity	Brief Description	Due date	Points
1. Participation	Engaged participation is expected at all class meetings. This means the students exercise every opportunity to contribute meaningfully to the class discussion and or to gain clarity about a particular topic.		50
2. One Minute Papers	Concise reflections on material presented in the text	During class meetings	50
3. Discussion Board Postings	This assignment makes use of the Discussion Board on Blackboard to extend dialogue about different topics discussed in the course. This will familiarize you with the concept of an online discussion, and will also provide more opportunity for us to interact about course topics. Each day during the course you will be expected to make one “long” posting to the Discussion Board with your thoughts on a specific topic, and to contribute two “short” responses to other students’ postings. (10 x 10 points/ea)	Daily	100
4. Chapter Discussion questions	This is a writing and feedback activity designed to enhance student understanding of the text material (10 chapters x 10 points)	TBD	100
5. Quizzes	Basic questions from the readings designed to assess your knowledge about the material	In class and at home; Blackboard administered	100
6. Annotated Bibliography	Primary artifact for the course	Dec 2	100
7. Group Presentation	Research Study Design Proposal	Final Weekend	80
8. Other Assignments	Journal familiarization activity	TBD – 20pts	120
	Article Critique exercise	TBD – 30 pts	
	As announced	TBD - 70	
Total			700

GRADING SCALE:

Grading will be based upon a percentage of total points achieved by each student as follows:

A	95-100%	B	84-87%	C	74-77%	D-	64-67%
A-	91-94%	B-	81-83%	C-	71-73%	U	63% or less
B+	88-90%	C+	78-80%	D+	68-70%		

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

The Masters of Education of the Spring Arbor University School of Education seeks to align its curriculum with the National Board for Professional Teaching Standards (NBPTS). The NBPTS provides a voluntary certification for teachers. According to the NBPTS Website, “National Board Certification, developed by teachers, with teachers, and for teachers, is a symbol of professional teaching excellence. Offered on a voluntary basis, it complements, not replaces, state licensing. While state licensing systems set entry-level standards for beginning teachers, National Board Certification has established advanced standards for experienced teachers” (<http://www.nbpts.org/about/coreprops.cfm>. retrieved June 25, 2004, pp. 1-2).

The NBPTS certification is based around “Five Core Propositions”. The five propositions are presented below along with ways by which EDU 537 Introduction to Educational Research Design align with these propositions.

Proposition 1 – Teachers are committed to students and their learning

According to the NBPTS, “Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice” (NBPTS Website, p. 3).

EDU 537 Application: By understanding professionally acceptable research procedures, as covered in EDU 537, teachers will be better equipped to ascertain the validity and reliability of the “prevailing theories” applied in the their classroom.

Proposition 2 – Teachers know the subjects they teach and how to teach those subjects to students.

According to the NBPTS, “Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings” (NBPTS Website, p. 3).

EDU 537 Application: EDU 537 helps students understand the process by which knowledge is created, organized, linked and applied; resulting in a professional literature-base for both pedagogy and specific subject areas.

Proposition 3 – Teachers are responsible for managing and monitoring student learning.

According to the NBPTS, “Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice” (NBPTS Website, p. 4).

EDU 537 Application: Aside from learning proper research procedures, students in the course will also learn of issues that threaten the validity and reliability of research. Thus, helping them to be more “aware of ineffectual or damaging

practices” that may surface in their profession as teachers. Additionally, they will be equipped to investigate practices in their own classroom to determine effectiveness for learning.

Proposition 4 – Teachers think systematically about their practice and learn from experience.

According to the NBPTS, “Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students – curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences – and the capacities that are prerequisites for intellectual growth; the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation” (NBPTS Website, p. 4).

EDU 537 Application: In EDU 537 students are taught research procedures that are systematic and professionally acceptable; intended to yield an “experimental and problem-solving orientation” that teachers can model for their students.

Proposition 5– Teachers are members of learning communities

According to the NBPTS, “Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives” (NBPTS Website, p. 4).

EDU 537 Application: To be able to “evaluate school progress” the teacher needs an understanding of how to conduct research and analyze data derived from research. EDU 537 instructs students on how to analyze data derive through descriptive, historical, qualitative, or quantitative research methods.

ACADEMIC INTEGRITY

The Remaining pages of this syllabus include the Spring Arbor University Policy on Academic Integrity. Students are reminded that the highest standards of academic integrity are expected in this course. Violations of academic integrity will be dealt with accordingly and can result in failure of this course. Each student is expected to know and understand the academic integrity policy and will be held accountable to such.

SPRING ARBOR UNIVERSITY POLICY ON ACADEMIC INTEGRITY

The Foundation for Academic Integrity

The Spring Arbor University Concept—the heart of this institution—is based on our common commitment to Jesus Christ as our perspective for learning. This means that the Spring Arbor University community seeks to live in close adherence to the example and teaching of Jesus Christ in our personal and scholarly pursuits. With the purpose of encouraging responsible conduct, this policy flows from the Concept and assumes these important community expectations:

- Everyone who is part of the Spring Arbor University community will seek to live a life of highest integrity, both personally and academically.
- Full truthfulness is essential from all those in the SAU community.

- Faculty and students will carefully and diligently guard themselves from stealing either material or intellectual property – whether physical or electronic in nature.
- Silence about others’ disregard for these standards devalues and violates the principles and spirit of our faith, the Concept and this policy. With prayerful introspection and loving confrontation, we should strive to hold one another accountable to the standards of our faith.

THE CALL AND CHALLENGE FOR ACADEMIC INTEGRITY

Acknowledging the call in the principles above, we challenge ourselves to maintain integrity in all we do academically. There shall be no cheating, misrepresentation, or plagiarism (borrowing ideas, images, facts, stylistic phrasing, or quoted material without credit) on assignments, tests, lectures, handouts or any other written materials.

Violations of this policy will carry disciplinary consequences. A zero on the assignment or test can be expected, but failure of the course or suspension may also occur. Students, faculty, or staff may also be subject to dismissal from the university for failure to adhere to this policy. Some actions, such as altering official university documents or records, may be further subject to criminal penalties.

While any breach of this policy affects all of us, only incidents of cheating or plagiarism must be reported immediately to the appropriate professor, department chair, dean or other college employee. Students are encouraged to report in writing, and employees are expected to report situations in writing to the Academic Affairs Office. Confidentiality will be honored unless specific written permission to disclose sources is obtained. No one will be disciplined solely on the testimony of one report without further substantiation.

It will be presumed that every student, faculty and staff member of the university community is familiar with this policy. Details about the actual procedures for handling academic integrity concerns may be found in the student, faculty, and staff handbooks.

Approved by Academic Senate, 2002.04.04.

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