

RSCH 8000
ADVANCED RESEARCH METHODOLOGY
3 SEMESTER HOURS

College of Education
Valdosta State University
Department of Educational Leadership
Conceptual Framework: Guiding Principals

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOKS

Fraenkel, J. R., & Wallen, N. E. (2006). *How to Design and Evaluate Research in Education* (7th Ed.). Boston, MA: McGraw-Hill. ISBN 978-0-07-352596-0

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th Ed.). Washington, D. C.

COURSE DESCRIPTION

This graduate level course provides a study of quantitative and qualitative methods used to conduct educational and educationally related research with a focus on the application of appropriate research models to the critique of published research and the preparation of research reports. Emphasized is the ability to use research and research methods in the development and completion of a research project in educational and educationally related settings. Three semester hours are earned upon successful completion of the course.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel

COURSE OBJECTIVES (CO):

The Student will:

demonstrate articulation of research as both a systematic methodology and a systemic thinking process (7).

demonstrate understanding of inference and the use of research terms in describing educational practice on a spectrum from action research through experimental design (7).

demonstrate understanding of social statistics and use of statistical software in quantitative applications (7).

demonstrate critical skills for appraising educational research and its applicability to educational practice (7).

demonstrate critical skills for proposing and conducting field based research project (5,7).

apply guidelines for presenting papers professionally (7).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

To maximize discussion, one or more of the following will be included in each class session.

- ☛ Illustration, using visuals, of key research concepts developed through assigned readings
- ☛ Identification and discussion of these concepts in existing, published research studies
- ☛ Analysis and discussion of selected problems involving these concepts
- ☛ Discussion of the design and development of individual student research projects
- ☛ Analysis and critique of existing research

Both large and small group class sessions will be held. On some occasions, in order to promote more in-depth analysis and discussion of selected problems and/or studies, students will work in small groups or dyads. When information needs to be presented or discussed that is of value to the whole class, the class will meet as a whole, and then break into smaller groups for further discussion and application. Students are encouraged to meet with the instructor to clarify any unclear concepts.

Students will:

read assigned materials and participate in class activities.

complete and submit assignments on time.

develop a proposal to conduct a research or evaluation project at their school.

demonstrate their understanding of the concepts presented in class through submitted assignments.

complete the required on-line Hippa training on ethics in research.

submit written critiques of journal articles.

analyze, interpret, and present results of a research study. Data may be provided if necessary.

CLASS POLICIES AND EXPECTATIONS

You are expected to come to each class prepared to participate. The assigned readings should have been completed and any questions regarding the readings should be prepared. Assignments must be submitted by the due date. Late assignments will not be accepted unless circumstances have been discussed with the instructor beforehand.

COURSE EVALUATION

Students will be assessed on the following:

<u>Task</u>	<u>Points Possible</u>
Assignments/quizzes	70
Research proposal	30

Final Grades:

90 -- 100 = A

80 -- 90 = B

70 -- 80 = C

Below 70 = F

ATTENDANCE POLICY

Graduate students are expected to attend all classes. Absences should be avoided if possible. The student should notify the instructor as soon as possible concerning unavoidable absences.

GRADING RUBRIC FOR WRITTEN OR ORAL ASSIGNMENTS

- A Excellent performance reflects detailed in-depth use of course materials
Papers follow APA guidelines, with proper sentence structure and punctuation.
- B Performance reflects use of course materials and case information but is weak in
depth, detail or logical development. Papers follow APA, but have some errors.
- C Good faith effort at the assignment but performance is flawed by many errors.

- F Failure to submit work as assigned. Work reflects little effort, or is incomplete.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY)

INSTRUCTOR

Office Hours

Dr. Nicole Morgan Gibson
Office: Room 238, Spec. Ed. Building
Telephone: (229) 333-5633 office

(229) 563-3917 cell
email: nmgibson@valdosta.edu

Mondays 10:30 am to 2:30 pm
Tuesdays 10:30 am to 2:30 pm
Wednesdays (in Tifton) 4:00 pm to
5:00pm; 7:45 pm to 8:45 pm
Other hours by appointment