

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Curriculum, Leadership, and Technology**

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**RSCH 9800  
Research Design & Foundations  
Three (3) Semester Hours**

**Conceptual Framework: Guiding Principles (DEPOSITS)**

(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.

**Course Description**

This graduate level course provides a study of quantitative and qualitative methods used to conduct educational and educationally related research. Student work will focus on the application of appropriate research models, the critique of published research, and the preparation of research reports.

**Required Textbooks & Software**

Ary, D., Cheser Jacobs, L., Sorensen, K., & Walker, D. (2013). *Introduction to research in education* (9th Ed.). Stamford, CT: Cengage Learning. ISBN: 978-1133596745

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Los Angeles: Sage Publications. ISBN: 978-1452226101

<http://www.sagepub.com/creswellrd4e/study/default.htm> (companion website)

Harris, R. A. (2014). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (4th Ed.). Glendale, CA: Pyrczak Publishing. ISBN-13: 978-1936523351

VandenBos, G. R. (Ed.). (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, D.C.: American Psychological Association. ISBN: 978-1433805615

Additional: Online readings supplied by instructor; professional literature gathered by students.

This course requires you to have equipment and skills allowing ready and constant access to Microsoft Office, Adobe Creative Suite, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous sessions requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

### **Course Objectives**

1. Differentiate major philosophical worldviews and their relationship to research design.
2. Differentiate research approaches used for conducting educational research.
3. Demonstrate basic skills in using the library to acquire research-related materials.
4. Use ethical research practices when designing and documenting research activities.
5. Employ sound research practices through systematic and methodical thought processes.
6. Write methodologically appropriate research questions.
7. Select sampling protocols appropriate for a given research problem and population.
8. Describe procedures for establishing suitable psychometric properties for a research instrument.
9. Execute appropriate statistical calculations for specified research data and applications.
10. Evaluate approaches and design considerations for conducting qualitative research.
11. Evaluate methodologically designs for conducting quantitative and mixed methods research.

### **Course Evaluation - Grading Scale**

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|---|--|
| A | Excellent work - among the best work at the graduate level (90 or more points)       |
| B | Satisfactory work - better than average work at the graduate level (80-89)           |
| C | Honest attempt - needs moderate to major revisions to be satisfactory (70-79)        |
| D | Unsatisfactory, perfunctory, or missing work (60-69)                                 |
| F | Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60) |

### **Course Assignments**

#### 1. Roundtable Discussions - 15% of Course Grade

Working in rotating groups of students, individuals will lead and/or engage in focused discussions related to the assigned readings and class projects. Discussions will occur online in the BlazeVIEW discussion forum. Results from each table will be presented to the entire class. Waiting until the due date to post your original discussion message, posting all of your discussion messages on a single day/hour, and/or postings that do not advance the group's discussion (e.g., "good job" postings) are not acceptable practices. Participation should be frequent, meaningful, and advance the group discussion.

#### 2. Dissertation Critique - 10% of Course Grade

To understand the findings and validity of published research, practitioners need to be able to critically evaluate the methods, frameworks, and protocols used in these works. This assignment will refine your critical analysis skills as they apply to evaluating published research.

#### 3. Reflection Statements – 15% of Course Grade (three reflections at 10 points each)

Throughout the semester you will provide iterative reflections on your growth and understanding of educational research practices, their application to your current (or future) vocation, and analysis of how divergent approaches could, or could not, be applied to solving educational problems.

#### 4. Unit Activities – 15% of Course Grade

In addition to the roundtable discussions and research critiques, several units in this course contain individual activities targeting that unit's content (e.g., data interpretation, quiz on sampling, etc.). The scores from these activities will be aggregated and will comprise 15% of a student's course grade.

#### 5. Final Exam - 25% of Course Grade

The capstone activity of this course is a cumulative exam incorporating content from each of the course units. The exam will be completed online during the final exam period, December 6 - 7. The exam will be primarily multiple choice items; however, there will be several short essay items as well.

#### 6. Plagiarism Quizzes – 10% of Course Grade

In this course, there are five quizzes addressing plagiarism issues. They are attuned to the *Using Sources Effectively* text and should be completed during the first eight weeks of the semester. Each quiz has 10 items and the scores will be aggregated and weighted to equate to 10% of a student's final course total.

#### 7. Synchronous Participation – 10% of Course Grade

Given that this course is 100% online (and knowing that students have responsibilities outside of this course), time management is a critical factor for a student's success. Students need to ensure they have sufficient time to actively engage in all synchronous (Collaborate) sessions.

### **Policies Affecting This Course**

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each week it is late. For each additional week it is late, another letter grade will be lowered. Assignments not received by the end of the semester will receive a zero.

Course Policy on Participation:

(Asynchronous): Most course interactions come in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often.

(Synchronous): There also are five synchronous sessions during the semester, see course schedule below for dates. Participation in these sessions is required. **For each session missed, your overall course grade will be lowered by 5%.**

### **Professionalism**

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an

effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

### **Dewar College of Education & Human Services Policy on Plagiarism**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **Attendance Policy**

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

### **Accessibility 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **Student Opinion of Instruction**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <https://www.valdosta.edu/academics/academic-affairs/sois/directions-for-accessing-and-completing-sois.php>.

## **Title IX Statement**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.