

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

RSCH 9860
Advanced Mixed Methods
3 Semester Hours

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.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes
(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

RSCH (research) labeled courses are taken by graduate students across multiple programs within the university. It would be cumbersome and unnecessary to identify and list all of the standards from the professional associations related to those courses. Professionalism, however, is a standard that runs across the programs from which the candidates come, and the knowledge, skills, and dispositions developed and enhanced through the Research (RSCH) courses relate directly to the professionalism standard in the fields of education, instruction, and/or leadership.

COURSE DESCRIPTION

Prerequisites: RSCH 9820, RSCH 9840. An investigation of practical and philosophical foundations for the design and implementation of mixed method research.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: The Association. ISBN: 978-1-4338-0561-5.

Creswell, J. W., & Plano Clark, V. L. (2011). Designing and Conducting Mixed Methods Research (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN: 978-1-4129-7517-9
<http://www.sagepub.com/creswell2e/study/intro.htm> (companion website)

Additional Reading: Online readings supplied by instructor; professional literature gathered by students; and other readings TBA.

COURSE OBJECTIVES

The students will:

1. Describe the use of advanced quantitative, qualitative, and mixed methods research approaches in educational improvement (InTASC 4 & 5).
2. Present justification for using a mixed methods approach in research (InTASC 4 & 5).
3. Explain the advantages and disadvantages of a mixed methods approach (InTASC 4 & 5).
4. Critically assess the use of mixed methods in published journal articles (InTASC 4 & 5).
5. Plan the use of mixed methods design developed from research question(s) that focus on the teaching and learning process or related educational processes (InTASC 4 & 5).
6. Use the Internet as a resource for conducting research (InTASC 4 & 5).
7. Use the Internet as a resource for personal and cohort problem solving, communicating, completing course requirements, and maintaining group cohesiveness (InTASC 4 & 5).
8. Identify and describe ethics in research. (InTASC 9)

The above objectives may be modified to meet the diverse needs and learning goals of the students through negotiation between the instructor and student.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

This online class is a research seminar and, as such, requires the active involvement of all class members to give direction to the class, accomplish its objectives and carry out its activities. I encourage all of you to give me formative feedback on ways to improve the teaching and learning in this class over the course of the semester. I expect you to take an active role in defining and evaluating your own learning.

Requirements:

1. Students are to read and be accountable for all class assignments. Readings are in accordance with the class schedule.
2. All assignments and discussion topics have due dates and close at 11:30 p.m. on the day they are due. Late assignments will not be accepted without prior instructor approval. Instructor approved late assignments are subject to a minimum 10% deduction for each day past the due date.
3. Students are to demonstrate their understanding of the concepts presented in online classes, on the Internet, and in the readings through assignments, exercises, reflections, and online journals.

COURSE EVALUATION

A. Discussion Board Questions or Tasks:

Students are to respond to a questions or tasks posted on the Discussion Board throughout the semester. These questions or tasks are designed to check your growth and understanding of course readings and class projects. Students may work individually on some tasks or on other tasks students may be assigned to a group for discussions. (Objectives: 1, 3, 6, 7, & 8)

B. Unit Tasks:

Several units contain individual tasks or activities that students will complete to assist understanding

of the course material. Unit tasks include visiting various web sites to collect information and completing questions, drafting reports, critiquing and analyzing selected readings, and completing a research project. Unit work is graded based on depth and quality of submitted work. All work must be submitted as an attachment under the designated Assignment Dropbox unless notified otherwise. It is the student's responsibility to submit all tasks appropriately (contact the IT Helpdesk if there is an uploading problem). (Objectives: 2, 4, 5, & 6)

Grading Scale

Quality is expected in all products and performances. Points are summed from each task or activity to generate the final score for each student. Final grades are assigned based on the following grading scale: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D- 69% - 60%, and F - 59% and below.

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>

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.

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: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: 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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: 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. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. 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>.