



Fayetteville State University
 School of Education
 Educational Leadership
 EDAM 652
 Fall 2009

I. LOCATOR INFORMATION:

Instructor: Dr. Ted Kaniuka
 Course # and Name: EDAM 652 Research Methodology
 Office Location: Butler 254
 Semester Credit Hours: 3 semester hours Office hours: 1:00-5:00 M, W
 Day and Time Class Meets: SBE 210 6-9 pm M
 Office Phone: 910 672 1636
 Total Contact Hours for Class: 45 Email address: tkaniuka@uncfsu.edu

II. FSU POLICY ON ELECTRONIC MAIL: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

III. COURSE DESCRIPTION: EDAM 652 Research Methodology: Focus is on research methodology, with emphasis on effective problem-solving approaches, research techniques, research design, and applications of statistical methods. Selected concepts covered include: estimation, graphic methods, hypothesis testing and variance, correlation, and non-parametric procedures in the context of educational studies. Computer software programs widely used in educational research are examined and demonstrated. Students are required to select their action research topic and begin the development of the conceptual framework for the project. Prerequisite: Admitted to the MSA degree program.

IV. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

V. TEXTBOOK:

Gay, L.R., Mills, G.E., and Peter, A. (2008). *Educational research: Competencies for analysis and application* (9th edition). New Jersey: Prentice Hall.

Recommended

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

VI. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK: The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

VII. STUDENT LEARNING OUTCOMES

This course is designed to introduce the student to the meaning and use of research in diverse educational settings. Attention will be focused upon developing the skills, knowledge, and strategies needed to conduct critical evaluations and use the findings of published research in educational settings and to design research investigations for application of substantive findings in schools, and general public. Students will be given the opportunity to process a hypothetical data set using *The Statistical Package for the Social Sciences* (SPSS –PC).

Upon completion of instructional treatment, students will be able to:

- Describe the role of educational research in educational improvement.
- Define terms and concepts commonly utilized in educational research.
- Demonstrate knowledge of the types and purposes of measuring instruments.
- Identify the criteria for selection of a measuring instrument.
- Interpret meanings of statistical information found in articles.
- Write and run a basic SPSS –PC program.
- Demonstrate skill in writing in the format of the American Psychological Association.
- Demonstrate basic skills with the ERIC retrieval system information.
- Demonstrate how to utilize effectively the library and its resources as part of the research process.
- Identify and describe the major sections and subsections of a research report.
- Demonstrate knowledge of how to evaluate research reports using the scientific method.
- Demonstrate knowledge of the major steps involved in conducting a research study.
- Identify ethical and legal considerations involved in conducting and reporting educational research.

VIII. COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A. Examinations/Assessments

It is the student's responsibility to complete all the assignments and to submit them on or before the due dates. Your course grade will depend on several factors and completion of an assignment does not guarantee that you will receive the maximum number of points.

1. Action research project Chapt. 20 (Product of Learning),
 - a. Conduct a specimen* literature review (Review of Related Literature),
 - b. Formulate a directional, nondirectional, and a null hypothesis,
 - c. Formulate a description of subjects (Sample),
 - d. Formulate a description of instruments and/or measurement procedures (Instrumentation),
 - e. Formulate a logistical narrative on specific procedures undertaken to expedite the study (Procedures),

- f. Formulate a proposed data analysis procedure (Analysis of Data)
2. Complete one review of scholarly research studies selected by the professor.
3. Manipulate a data set in SPSS and run basic analysis to generate tables, graphs, and statistics.
4. Develop hypotheses statements

*The term *specimen* defines a fairly succinct (brief but comprehensive) representation.

B. Evaluation Criteria and Requirements:

Student assessment and evaluation in the course will be based on the following components and weights:

Article Review	10%	Due 12-4-09
Assignments	20%	
1. Hypotheses Statements	10%	Due 11-9-09
2. Survey development (on-line)	10%	Due 11-25-09
Question Sets (Mid-Term)	20%	
1. Module II – Types of research / NIH	5%	Due 9-28-09
2. Module II – Threats to Validity and Reliability	5%	Due 10-19-09
3. Module III- Descriptive and Inferential Statistics	10%	Due 11-16-09
Final examination	20%	TBA
Written Research Assignments and Action Research Project and Oral Presentation	30%	Due 11-30-09
	20%	
	10%	

PLEASE NOTE: If I believe that any of your assignments warrant additional work, I will ask that you revise and resubmit it in order to have points assigned.

Grading

A 92-100 Superior

You must do all of the below, plus provide me with evidence of graduate-level quality in personal-professional thought, collaborative engagements, and overall classroom interactions.

B 81-91 Good

You must do all of the below, plus provide me with evidence of serious reflection and with successful collaboration during group activities.

C 70-80 Marginal

You must attend all classes and complete all required work.

F 69 and Below Failure

PLEASE NOTE: If I believe that any of your assignments warrant additional work, I will ask that you revise and resubmit it in order to have points assigned.

IX. STUDENT OUTCOMES/RESPONSIBILITIES

The following criteria will be used in judging the quality of a student's work and in determining a student's grade in this course.

- 1) Class Attendance and Participation – this course will follow the university's attendance policy. Therefore, students are required to attend class. Students missing three or more class meetings will be dropped from the class and required to have a conference with the professor before being allowed to return to class. Time in class is important, since learning is not an independent process. By its very nature, learning is collective and each student's learning and synthesis of material is enriched through the class' discourse and analysis. Your attendance and participation as readers, thinkers, and learners will enable all to make meaning together. Therefore you need to attend each class session unless an emergency or serious illness prevents you from attending. Likewise, you are expected to be punctual in your attendance. If you are going to be late or absent,

you need to contact me by phone or email. . If absent, the student is responsible for securing information and materials missed due to absence.

2) Neatness and promptness: All assigned work is to be typed (12 pts.), double-spaced, and free of errors, and adheres to APA 5th edition guidelines. Each assignment is to be stapled and to include a cover sheet with the student’s name, date, professor and course information, plus the assignment title. Do not use binders of any sort. You are encouraged to maintain a copy for your record. All work is due at the beginning of the class period of the assigned day. No work will be accepted late, unless the circumstance is extremely extenuating in my opinion. If you are absent on the day an assignment is due and I choose to accept your late paper, the assigned grade shall be reduced by 10% for each day the paper/assignment is late (this includes weekends). There is to be no negotiation over this policy.

3) Originality and substance: Classroom and written work is to reflect original, creative and substantive thought appropriate for graduate students. It is to be concise and free of ambiguity and verbosity.

4) Academic integrity: Graduate students are expected to complete all assignments in conformation to the ethics of scholarly standards. As such, students are responsible and obligated to be familiar with the university statements on academic honesty and to conduct themselves in accordance with the standards set forth in the Fayetteville State University Code of Student Conduct, found at <http://www.uncfsu.edu/handbook/pdf/Web%20pdf/Codeofconduct.pdf> . Students must also follow the guidelines found in the *Publication Manual of the American Psychological Association*, (5th ed.) regarding the conventions of scholarly citation, which requires acknowledgement of the writings of another author.

5) Electronic devices: While I understand that your professional position may require that you be available 24 hours a day, I ask that if necessary, please use the vibrate or silent mode for any electronic devices, such as cell phones or pagers. My preference is that they be turned off all together but I will make allowances for professional emergencies.

X. TEACHING STRATEGIES

This web-enhanced course will be a lecture/discussion format with emphasis placed on students being actively engaged in the total learning process. Students will be asked questions and encouraged to explore beyond the boundaries of the text and class discussions. The teaching strategy supports the school of education conceptual framework in the following ways: the course has content in the areas of diversity, measurement and evaluation; the course covers attitudes, modeling and moral development; cognitive and behavioral learning theories are emphasized; the entire course is designed to enhance the student’s effectiveness as a leader and as a facilitator of learning.

XI. PLANNED COURSE TIMELINE

This course schedule is tentative and has been developed to give you an overview of the sequence of the course and activities. Size of class and intensity of discussions as well as unexpected events may require adjustments in the schedule:

Topic	Readings	Length
Module I		
<i>Introduction to Educational Research</i>	Chap 1-6	2 classes
1. Overview of class		
2. Introduction to Educational Research		8-24, 8-31
3. Selecting and Defining a Research Topic		
4. Review of Literature		
5. Research Plan		
6. Action Research Project		
7. Selecting a Sample		
8. Measuring Instruments		

Topic	Readings	Length
Module II	Chaps 7-11	2 classes
<i>Quantitative Educational Research</i>		9-14, 9-21,
1. Survey		
2. Correlational		
3. Casual Comparative		
4. Experimental		
5. Single-Subject		
Module III		
Qualitative Data Analysis		
1. Descriptive	Chaps 12-13	4 classes
2. Inferential		
a. Objectives and purpose		9-28 , 10-5,
b. Typical representations and formats		10-12, 10-19
c. SPSS Data Analysis Activity		
Module IV		
Research Types	Chap 14-18, 20	2 classes
1. Qualitative Data Collection		
2. Narrative research		10-26 , 11-2
3. Ethnographic		
4. Case Study		
5. Action		
Module V		
Reporting the Findings	Chap 21	1 class
1. Protocol/ Typical format and contents		
2. Language style		11-9
Module VI		
Formulating the Research Report	Chaps 21,22	1 class
1. Review of Components of a Research report		
2. Annotative Components of a Research Thesis		11-16
Module VII		
Critiquing Research	Chap 22	3 classes
1. Evaluating a Research Report		
2. <u>Presentations</u>		11-23, <u>11-30</u> 12-7

Handouts will be transmitted electronically

Note: Bold and Italics dates indicate on-line class – For each on-line class you will be required to visit the discussion board and respond to the questions or work assigned for that evening. Failure to complete the work on the date assigned will result in a 2 point reduction from your final overall grade.

September 21 – Evidence of work: You will submit on September 28th an outline of your research proposal. The outline will include – 1) Proposed title, 2) A purpose statement (what you want to do), and 3) Importance of study statement (why this project has merit), 4) Proposed research question(s). A template will be provided.

Pilot Project: This section of EDAM 652 is part of a pilot project utilizing the student document and evaluation program, Taskstream. You will submit a product of learning (the research proposal) which will be evaluated using the following standards from the *North Carolina School Executive Standards Rubric: Pre-service Candidates*.

Std 1: Strategic Leadership

- a. School Vision, Mission, and Strategic Goals
- b. Leading Change
- c. School Improvement Plans

Std 2.: Instructional Leadership

- a. Focus on Learning and Teaching, Curriculum, Instruction, and Assessment

Std 4: Human Resource Leadership

- a. Professional Development and Learning Communities

We will have a training session on August 31st in room 209 Butler at 6 pm.

Human Subjects Training Link: All students will complete the NIH Human Subjects Training course. This assignment will be part of the first Question Set due on 9-28-09.

<http://phrp.nihtraining.com/users/login.php>

This is a projected course syllabus and changes maybe necessary as the semester progresses. All changes will be made in writing and recorded on the syllabus.