



FAYETTEVILLE STATE UNIVERSITY

SCHOOL OF EDUCATION

**DEPARTMENT OF MIDDLE GRADES,
SECONDARY, AND SPECIAL EDUCATION**

I. LOCATOR INFORMATION

Semester: Fall 2009
 Course # and Name: EDUC 690: Applied Research in Education
 Credit: 3 Hours

Meeting Location – This course will be provided through face to face and blended *Blackboard* format from a Fayetteville State University server link site.

Instructor: Charletta-Barringer-Brown, Ed.D

E-mail: cbarringerbrown@uncfsu.edu

Office Telephone: 672-1182

Office Hours: Available by E-mail 24 hours/7days week. Please email your concerns if, needed. Please E-mail your instructor to schedule an in office appointment if, needed.

Course location: 211 SBE

Office Location: 240/241 2nd floor Butler Building

II. COURSE DESCRIPTION

The EDUC 690 course focuses on educational research, with an emphasis on effective problem-solving approaches, research techniques, research design, and applications of statistical methods. One major goal of the course is to help students understand the basic approaches to conducting research. Some of the selected concepts covered in the course will include quantitative research, qualitative research, literature review, research methodology, action research, research results and discussion of research articles. A second major goal of the course is to help students develop techniques in gathering, reporting, and interpreting data that school administrators are expected to demonstrate. A third major goal of the course is to help students match theory with practice by critically reflecting on published educational research.

III. TEXTBOOK

Gay, L.R., & Airasian, P.W. (2008). *Educational research: Competencies for analysis and application* (9th edition). New Jersey: Prentice Hall.

ISBN-13 9780135035016

ISBN 0135035015

American Psychological Association. (2001). *Publication Manual* (5th edition). Washington, DC: Author.

IV. SPECIFIC COURSE OBJECTIVES:

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, as well as to design and to propose research studies. Special attention will be given to the use of SPSS 13.0.

By the end of the semester, the student will be able to:

1. describe the role of educational research in educational improvement.
2. define terms and concepts commonly utilized in educational research.
3. identify research terms and concepts when reading various types of educational research.
4. demonstrate knowledge of the types and purposes of measuring instruments.
5. identify the criteria for selection of a measuring instrument.
6. calculate basic statistical operations related to the research process.
7. identify appropriate statistical procedures and tests to use for different hypotheses.
8. interpret meanings of statistical information found in articles.
9. explain the difference between statistical and practical significance.
10. use SPSS 13.0 in the research process.

11. demonstrate skill in writing in the format of the American Psychological Association.
12. demonstrate basic skills with the ERIC retrieval system information.
13. demonstrate how to utilize effectively the library and its resources as part of the research process.
14. identify the different research designs used in educational research.
15. identify and describe the major threats to internal validity of findings.
16. identify and describe the major threats to external validity of findings.
17. identify and describe the major sections and subsections of a research report.
18. demonstrate knowledge of how to evaluate research reports using the scientific method.
19. demonstrate knowledge of the major steps involved in conducting a research study.
20. identify ethical and legal considerations involved in conducting and reporting educational research.
21. apply the guidelines for presenting papers professionally.
22. analyze and interpret educational data, issues, and trends for school boards, educational committees, and other groups, outlining possible actions and their implications.
23. demonstrate competence in the application of action-based research and development for the improvement of school programs.

V. COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Class time will be devoted to lectures, group case study, research data activities in class, student presentations, and hands-on experience with data analysis.
2. Students are to attend and participate in all classes. This behavior is expected of all students enrolled in graduate-level classes.
3. Read and be accountable for all class assignments. These readings are in accordance with the class schedule. Each assignment covers a specified amount of information that may not be covered in class lectures; however, the lectures and texts supplement and complement each other. You are responsible for assigned readings, whether covered in class or not. It is suggested that you read sections to be covered *before* class. Read *all* handouts *carefully*.
4. In a group (2 - 4) or individually, develop a researchable question, proposal introduction, and define the terms to be used in a research proposal.
5. In a group (2 - 4) or individually, conduct an integrated literature review, write a directional, non-directional, and a null hypothesis, a description of subjects, instrumentation, and procedures on a topic agreed upon by the instructor.
6. Completion of a mid-term exam, and a comprehensive final examination.

7. One (1) critique, written individually, of an approved educational research article (quantitative or qualitative in nature).
8. Completion of statistical data analysis assignment.

VI. Standards:

The course is aligned to the standards of the School of Education’s Conceptual Framework and the Department of Public Instruction (DPI) Teaching Standards.

VII. 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.

VIII. North Carolina Department of Public Instruction (NC DPI) Professional Teaching Standards

The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below. (The standards, in their entirety, will be distributed in class.)

I: Teachers demonstrate leadership	II: Teachers establish a respectful environment for a diverse population of students	III: Teachers know the content they teach	IV: Teachers facilitate learning for their students	V: Teachers reflect on their practice
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IX. NCDPI Technology Standards

The following technology standards developed by NC DPI will also be addressed through the activities outlined in this course.

I: Teachers demonstrate a sound understanding	II: Teachers plan and design effective learning	III: Teachers implement curriculum plans that include methods and	IV: Teachers apply technology to facilitate a variety of effective assessment	V: Teachers use technology to enhance their	VI: Teachers understand the social, ethical, legal and human issues
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of technology operations and concepts.	environments and experiences supported by technology.	strategies for applying technology to maximize student learning.	and evaluation strategies.	productivity and professional practice.	surrounding the use of technology in PK-12 schools and apply those principles in practice
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X. NCDPI Diversity Standards

The following diversity standards developed by NC DPI will also be addressed through the activities outlined in this course.

Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members, and agencies that enhance the educational experiences and well being of diverse learners.	Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	Teachers of diverse students are reflective practitioners who are committed to educational equity.
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XI. EVALUATION CRITERIA

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

Written Research Proposal	Examinations and Quizzes
Oral Presentation	Statistical Assignment
Written Article Critique	Discussion Board
Individual projects	

The final grade in the course will be based upon student performance in the following areas:

Attendance/Participation	10% of your grade (100 points)
Article critique	10% of your grade (100 points)
Mid-term examination	10% of your grade (100 points)
Final examination	10% of your grade (100 points)
Written Research Proposal	35% of your grade (350 points)
Oral Presentation of Research Proposal	25% of your grade (250 points)

900 –1000 = A

899 - 800 = B

799 - 700 = C (below 700 is failing)

XII. Student Outcomes/Responsibilities

Class Attendance and Participation – as noted earlier, this is a graduate level course, your attendance and participation is expected.

Assignments – All assignments are due on the dated indicated in the syllabus.

Writing Across the Curriculum – Among the critical skills of the school teacher is communication in written form. Such communication must be convincing, clear, correct, and appropriate to a variety of audiences. To demonstrate this skill, each student is required to meet standards of clarity and correctness in all written work submitted in this course. The evaluation of all written assignments will take into account, content, organization, style, grammar, spelling, and punctuation. APA style is required!

Course Schedule

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

XIII. COURSE ASSIGNMENT OUTLINE-Refer to the Blackboard course ASSIGNMNET Link for dates and assignment examples and directions

XIV. TEACHING STRATEGIES

This particular course will involve: extensive readings of text and online materials, instructor lectures, student-instructor interaction, discussion boards, internet research, student individual projects and assignments.

XV. UNIVERISTY POLICIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.htm>

Phone: 910.672.1222

Special Needs

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

XVI. COURSE REQUIREMENTS

Computer Skills: You must be able to type, browse and research internet, upload and download files, attach files, save files and find files on your computer.

Hardware/Software Requirements

Computer: A minimum of 64 MB RAM, 1 G of free disk space
150 MHz or higher recommended
A monitor capable of at least 800 x 600 resolution
(High Speed Internet)

Peripherals: Must have a microphone
Must have speakers to be able to listen to audio files.
Must have high Speed Internet Access

Software: **Anti-virus software** is highly recommended for students and instructors. Online courses involve much file sharing, which increases your risk of computer virus infection. Anti-virus software will help protect your computer in case of exposure to a computer virus.

Browser and settings:

Microsoft Internet Explorer 6" (IE 6) works best with Blackboard on computers running the Microsoft Windows operating system. Java and Cookies must be enabled. To enable:

- a. In Internet Explorer 6, go to the "Tools" menu and choose "Internet Options".
- b. Choose the "Privacy" tab and move the slider to "Medium" (which is the default setting) to enable Cookies.
- c. To enable Java (if not installed, first see next item "Java Plug-in for Windows..." or Java Plug-in for Macintosh" below), while remaining in the "Internet Options" window choose the "Advanced" tab.
- d. Scroll down until you see the "Java (Sun)" item and check the box beside "Use Java...".

- e. Click "OK".
- f. You may need to close your browser and all other applications and restart your computer before this setting takes effect.

Email: Students enrolled at Fayetteville State University (FSU) must use their issued FSU email address. Go to:
<https://forms.uncfsu.edu/departments/ITTS/studentemail/index.cfm> to set up your email account.

Important Dates: Check the FSU online calendar each semester for dates in question by clicking:

<http://www.uncfsu.edu/fsuretention/index.htm>

Netiquette:

Anything you type in the discussion area is public—which means that every student in this class (including your instructor) will see what you write. Please pay attention to the language you use and adhere to the following:

Netiquette Guidelines:

- 1) Do not post anything too personal;
- 2) Do not use language that is inappropriate for a classroom setting (curse words, etc);
- 3) Do not use language that is inflammatory or prejudicial in regard to gender, race, or ethnicity;
- 4) Do not post in all caps; and
- 5) Remember your audience, which for the majority of time is your instructor. So, use language that is appropriate for your purpose. In other words, please do not use "text messaging" language/abbreviations; adhere to basic grammar and punctuation rules; and use complete sentences.

(If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and I reserve the right to remove your posting and to deny you any further posting privileges.)

You will respond to 4-5 Discussion Topics during the semester. On several of the Discussion Topics, you are required to make at least one response or a 'reply' to one of the other students in your class. You will have a week to respond to a question. After that period, the question will be locked (meaning you will not be able to respond).

Policies and Procedures:

- a) Always check the Blackboard course web site first; there you will find all important class postings and announcements.

- b) Each student is responsible for doing his or her own work. Having another individual complete any portion of your work violates the principles of academic integrity and will not be tolerated.

XVII. Academic Dishonesty

Academic dishonesty is prohibited and is considered a violation of the Fayetteville State University (FSU) Student Handbook. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaboration with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a FSU student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office and or Academic Integrity Board for possible disciplinary action.

Preparation for Computer Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer that you can use when/if your personal computer crashes.

Server problems

When the Blackboard server needs downtime for maintenance, the Blackboard administrator will post an announcement in your course informing the time and the date. If the server experiences unforeseen problems your course instructor will send an email.

Complete Loss of Contact

If you lose contact with me completely (i.e. you cannot contact me via Blackboard or email), you need to call me at my office, 910-672-1182, and explain the reason you cannot contact me and leave me a way to contact you.

Lost/Corrupt/Disappeared files

You must keep/save a copy of every project/assignment on an external USB or personal computer. In the event of any kind of failure (e.g., Blackboard server crash or virus infection, students own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me through the

digital drop box, corrected, with little or no “downtime” in regard to the timeline for submission.

'Incomplete' Policy

An 'Incomplete' grade may be given only if (1) the student has passed all work completed, and (2) if he/she has completed a minimum of 75% of the required coursework. A grade of “I” will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Mid-Term and Semester-End Course Online Evaluation

You will be required to participate in a mid-term and semester-end course online evaluation survey.