

**Course Number: 601**  
**Course Title: Educational Research**  
**Credit Hours: Three**

**Instructor:**

**Office:**

**Office Hours:**

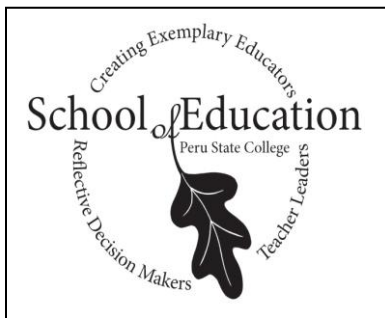
**Phone:**

**E-mail:**

**Standards Code : (Conceptual Framework) ;{State Learner} ;(ISTE))**

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## Graduate Conceptual Framework



### Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

The Peru State College graduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a personal disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education and Graduate Studies believes that if the graduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that our Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

### **Course Description:**

This course is designed to assist students in comprehending various methods and procedures employed in conducting Educational Research with a special focus on the processes of Action Research. Emphasis will be on using various research methods and procedures to evaluate existing research documents, to understand the process of developing research and to create the first three chapters of the students' selected research project.

### **Prerequisites:**

Students must have completed an undergraduate degree and be a certified teacher.

**Texts:**

Hendricks, C. (2006). *Improving schools through action research: A comprehensive guide for educators* (2<sup>nd</sup> ed). Boston, MA: Pearson Education, Inc.

Patton, M.L. (2007). *Understanding research methods: An overview of the essentials* (6<sup>th</sup> ed) Glendale, CA: Pyczak Publishing.

Publication manual of the American Psychological Association (5<sup>th</sup> ed.) (2001).  
Washington, DC: American Psychological Association.

**Objectives:**

1. Examining action research within the classroom environment. (1.1.3)
2. Defining what research is. (1.1.1)
3. To understand what forms research takes? (1.1.1)
4. How is research used in the field of Education? (1.1.1)
5. Who are the researchers? (1.1.1)
6. Understanding who uses Educational Research. (1.1.1), (2.1.2)
7. Understanding how theory impacts research. (1.1.1)
8. Examining the relationship between ethics and research. (2.1.2)
9. Examining diversity issues with respect to ethics and research. (1.1.1)
10. Protecting the subject in a research process. (3.1.3)
11. Identifying possible research topic. (1.1.3). {state learner standards, all}
12. Developing a research problem statement. (1.1.3)
13. Quantitative versus Qualitative research. (1.1.3)
14. Examining how one develops a credible hypothesis.(2.1.2)
15. Research constants
16. Definitions and limitations within a research proposal or paper.
17. Understanding APA research design.
18. Examining the basics of research writing style.
19. The role of technology in today's research. (1.1.4). ((IA))
20. The contents of the introductory chapter of a research paper.
21. The contents of the review of related literature chapter. (1.1.1), (3.1.1)
22. Forms which a review of related literature may assume. (3.1.1)
23. Sources of data for a literature review. (1.1.1), (1.1.3), (3.1.1)
24. The contents of the methods chapter.
25. The contents of the results chapter.
26. The contents of the conclusions and recommendations chapter.
27. Examining descriptive research. (1.1.1), (1.1.3)
28. Examining the statistical designs utilized most often in educational research.
29. The basics of educational statistics. ((IV B and C))
30. Examining statistical design alternatives.
31. The role of sampling in a research design.
32. Charts and graphs as used in educational research. ((IV B and C))
33. APA writing guide and its use.
34. The basics of survey research.
35. Preparing a survey form.
36. Drawing logical conclusions from a research project.
37. Becoming a critical consumer of research. (1.1.1), (1.1.3)

**Class Timeline and Assignments:**

**PLAGERISM OF ANY TYPE WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND POSSIBLE FAILURE OF THE COURSE.**

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.

## **COMMUNICATION IN ONLINE COURSES**

Students should be aware that online faculty are with few exceptions either full time Peru State College faculty or Adjunct faculty with professional responsibilities beyond their online commitment. It is the expectation of Peru State College that all online instructors will respond to e-mail or BlackBoard communications within 24 hours. Please do not expect faculty to respond within minutes or hours of your communication. We ask all faculty to respond to communication as soon as is practical. Like yourself, your instructor has numerous responsibilities which may interfere with an immediate response.

Many instructors, of their own choice, pride themselves on exceptional, seven day a week availability. While we applaud this attitude, it should not be considered a realistic expectation of everyone.

### **Schedule**

#### **Week 1**

Understanding Action Research

**Read Chapters One and Two in the text**

**Power Points: *Action Research Introduction and Research Through Reflection***

**Formulate a research question** and post to the discussion board

*I will respond and help refine all research questions. Please make sure you pay close attention to all suggestions and changes.*

Begin researching information for your topic.

**Discussion Board:** Thoughts and comments on chapters one and two and **Research Question**

#### **Week 2**

Understanding the Literature Review

**Read Chapter Three in the text**

**Power Point: *Action/Literature Review***

Research and write your Literature Review

**Discussion Board:** Comments on chapter three and the research process for the literature review

#### **Week 3**

**LITERATURE REVIEW DUE**

Understanding the Methodology

**Read Chapters Four, Five, Six and Seven in the text**

**Power Points: *Types of Research, Evaluation/Methods, Participant/Site Descriptions and Data Analysis and Research Ethics***

Begin working on and writing your Methods

**Discussion Board:** Comments on chapters four, five, six and seven

#### **Week 4**

**PEER REVIEW OF LITERATURE REVIEW DUE**

Continue to understand and write the Methods

**Discussion Board:** Open forum

#### **Week 5**

**METHODS SECTION DUE**

Examine the sample abstracts and outlines on Blackboard  
Begin writing your Abstract and Introduction  
**Discussion Board:** Open forum

**Week 6**

**ABSTRACT AND INTRODUCTION SECTION DUE**  
**PEER REVIEW OF METHODS SECTION DUE**  
**Discussion Board:** Open forum

**Week 7**

**PEER REVIEW OF ABSTRACT AND INTRODUCTION DUE**  
Work on revisions of all sections  
**Discussion Board:** Final thoughts on process

**Week 8**

**FINAL DRAFT OF ENTIRE RESEARCH PAPER (CHAPTERS 1-3 AND ABSTRACT)**  
Submit research paper to LiveText  
**NO DISCUSSION BOARD REQUIRED**

**Assignments:**

**SUBMIT ALL ASSIGNMENTS TO ASSIGNMENT LINK AND GROUP FOLDER!!!**

- **Action (Literature Review):** Students will complete a literature review of their research project. This chapter will address significant and related research that is connected to the research project. An explanation and rubric will be provided. (40 points)
- **Evaluation (Methods):** Students will complete the methods section of their research project. This chapter will address the methods and process of the research project. You also need to include samples of all interview questions and survey questions (5-10 sample questions). An explanation and rubric will be provided. (40 points)
- **Abstract and Reflection (Introduction):** Students will complete the introduction of their research project. This chapter is an overview of the entire study which includes the significance of the study. You also need to include an abstract which will be around ½ page to 1 page in length. An explanation and rubric will be provided. (40 points)
- **Final Paper (Abstract and Chapters 1-3):** Students will hand in their entire research project including the abstract. An explanation of the abstract will be provided. (150 points)
- **Peer readers:** All students will be assigned to a group of three or four class members based on the topic of your research projects. They will be assigned during the second week of the course. These small groups will allow for small group discussion of the writing process. Each student will be assigned a partner in the group and the partners will read one another's papers throughout the four weeks. **Each week you will read the assigned section for your partner and complete the posted rubric.** You will then post the completed rubric to the specified folder. (15 points for each rubric completed in a *professional and thoughtful manner* for a total of 45 points).
- **Large group discussions:** Each week you will be responsible for taking part in the large group discussion. This discussion will focus on the chapter due for that specific week or any other pertinent questions/comment regarding the writing/researching process. Each student is required to

post **one (1) original thought and two (2) responses to peers' postings**. *The discussion board will close out at midnight on Saturday*. Please have your completed by then for full credit. (Two points for each original posting and response for a total of 42 points)

(357 total points)

**Correlation to Live Text Professional Portfolio:** All students entering the Masters program are required to purchase a membership in LiveText and utilize LiveText to submit critical program assessments and develop a candidate portfolio. The portfolio contains artifacts and reflections completed as part of the requirements in their specific courses. The artifacts represent mastery of specific standards. The graduate student in this class should consider inserting the project that he/she submitted within LiveText into the LiveText Candidate Portfolio as one of the elective "program artifacts" needed for completion of the portfolio. While it is not required to do so, the course project would be an excellent artifact to select.

**LATE ASSIGNMENTS WILL BE DEDUCTED ONE POINT FOR EVERY DAY THEY ARE LATE. For example, if an assignment is due on Thursday and you do not hand it in until Tuesday, you will be deducted five (5) points (Friday through Tuesday).**

**Grading Policy:**

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74

**Incomplete Coursework:**

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract. Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

**Accommodation Statement:**

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that "no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or by subjected to discrimination under any program or activity receiving federal financial assistance."

1. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to complete equally in the college environment. Learning disabilities must be appropriately documented.

2. While students are encouraged to self-identify at the earliest possible time, students may not know or choose to self-identify, but can still receive services at any time once they self-disclose and document.
3. Students should contact the office of Student Support Services, Vice President for Student Affairs or the Director of Admissions for further advisement.

#### **1.A.6 Academic Dishonesty:**

(Revised and approved by the Academic Deans Council 5/14/2003)

- a) Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member's satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:
  - 1) Refers during an academic evaluation to material sources not authorized by the faculty member.
  - 2) Utilizes devices during an academic evaluation that are not authorized by the faculty member.
  - 3) Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
  - 4) Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
  - 5) Knowingly permits his/her words to be submitted by another person without the faculty member's specific permission.
  - 6) Acts as a substitute or utilizes a substitute in any academic evaluation.
  - 7) Fabricates data in support of laboratory or field work.
  - 8) Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.
  - 9) Alters grade records of his/her own or another student work in a course or a component of a course.
- b) Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.
- c) Penalties for instances of academic dishonesty:
  1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.
  2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.
  3. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

