



**Course Number and Section: EDCI 698.01E**  
**Course Title: Advanced Research Design**  
**Semester: Fall 2012**

**Instructor:** Dr. Susan Szabo.  
**Offices:** Main Campus—Education South 226  
**Office Hours:** Immediately before or after class, or by appointment  
**Email:** [Susan.Szabo@tamuc.edu](mailto:Susan.Szabo@tamuc.edu)

**COURSE INFORMATION**

**Materials—Textbooks, Readings, and Supplementary Readings:**

**Textbooks Required (Purchase Online):**

1. \*\*Teddle, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Thousand Oaks, CA: Sage.
2. APA. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
3. Nichol, A., & Pexman, P. (2010). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association.

\*\*main book

**Other Required Readings:**

- Cabell, D. (Ed.). (Newest Online Edition). *Cabell's directory of publishing opportunities in education*. Beaumont, TX: Cabell. *\*Note-the newest updated version is now available online FREE through the TAMU-C library.*
- One TAMU-Commerce Doctoral Dissertation approved by the instructor.
- Handouts & multiple individualized reading assignments.

**Required Readings Online:**

The following current forms and guidelines for doctoral students:

- Student Handbook and Style Guide (updated Fall 2011)
- Templates
- Qualifying Examination Form/Comprehensive Exam
- Dissertation
- Adviser's Approval Form to Submit Proposal or Dissertation
- Dissertation Proposal Packet
- Schedule for Final Dissertation Defense
- Copyright Information
- Human Subjects - Information
- IRB Protocol Form
- IRB Request for Continuation Form

All of the above forms and guidelines can be found online at:

<http://web.tamu-commerce.edu/academics/graduateSchool/graduateForms.aspx>

Berg, B. L. (2009). Chapter 11: Content Analysis. In *Qualitative research methods for the social sciences (7<sup>th</sup> ed.)*. Boston: Allyn and Bacon. This chapter will be posted on eCollege.

**Highly Recommended Reading as an introduction to qualitative methods if you have not taken a Qualitative Research Course:**

Berg, B. L. (2009). *Qualitative research methods for the social sciences (7<sup>th</sup> ed.)*. Boston: Allyn and Bacon.

**Suggested Readings:**

Any Handbooks of Research in any Educational Area.

Biklin, S. K., & Casella, R. (2007). *A practical guide to the qualitative dissertation*. New York: Teachers College Press.

Denzin, N., & Lincoln, Y. (2007). *Collecting and interpreting qualitative materials (3rd. ed.)*. Los Angeles: Sage.

Denzin, N., & Lincoln, Y. (2007). *The landscape of qualitative research (3rd. ed.)*. Los Angeles: Sage.

Denzin, N., & Lincoln, Y. (2007). *Strategies of qualitative inquiry (3rd. ed.)*. Los Angeles: Sage.

Dressman, M. (2008). *Using social theory in educational research: A practical guide*. New York: Routledge.

Drew, C. J., Hardman, M. L., & Hosp, J. L. (2008). *Designing and conducting research in education*. Los Angeles: Sage.

Glaser, B. G. & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Hawthorne, NY: Aldine.

Hancock, G. R., & Mueller, R. O. (2010). *The reviewer's guide to quantitative methods in the social sciences*. New York: Routledge.

Holcomb, Z. C. (2006). *SPSS basics: Techniques for a first course in statistics*. Glendale, CA: Pyrczak.

Holcomb, Z. C. (2007). *Interpreting basic statistics (5th ed.)*. Glendale, CA: Pyrczak.

Kelly, A. E., & Lesh, R. A. (Eds.). (2000). *Handbook of research design in mathematics and science education*. Mahwah, NJ: Earlbaum.

Kennedy, C. H. (2005). *Single-case designs for educational research*. Boston: Pearson.

LeCompte, M. D., Millroy, W. L., & Preissle, J. (1992). *The handbook of qualitative research in education*. New York: Academic Press.

Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design (9<sup>th</sup> ed.)*. Boston: Pearson.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: John Wiley and Sons.

Mertens, D. M. (2010). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods (3<sup>rd</sup> ed.)*. Los Angeles: Sage.

Nardi, P. M. (2003). *Doing survey research: A guide to quantitative methods*. Boston: Pearson.

Orcher, L. T. (2007). *Conducting a survey*. Glendale, CA: Pyrczak.

Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches (3rd. ed.)*. Glendale, CA: Pyrczak.

Patten, M. L. (2009). *Understanding research methods: An overview of the essentials (7<sup>th</sup> ed.)*. Glendale, CA: Pyrczak.

Plano Clark, V. L., & Creswell, J. W. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Plano Clark, V. L., & Creswell, J. W. (2008). *The mixed methods reader*. Los Angeles: Sage.

Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide*. Boston: Merrill.

Pyrczak, F. (2006). *Making sense of statistics: A conceptual overview (4<sup>th</sup> ed.)*. Glendale, CA: Pyrczak.

Pyrczak, F. (2005). *Evaluating research in academic journals (3<sup>rd</sup> ed.)*. Glendale, CA: Pyrczak.

**Course Description:** Examination of research designs related to curriculum and instruction including: survey research, quantitative content analysis, correlational research, true experimental research, quasi-experimental research, pre-experimental research, single-subject research/behavior analysis, causal-comparative research, program evaluation, qualitative research, combined qualitative/quantitative research, and meta-analysis. Includes creation of a sophisticated research design appropriate for a doctoral dissertation.

Prerequisites: Doctoral level standing, and completion of all Tools courses (1-4).

### **Student Learning Outcomes:**

1. Students will identify, analyze, and critique the designs and methods used in previous, current, and proposed educational research studies. Further, students will explain how multiple research designs can be used to study their own topic.
2. Students will become experts in a specific aspect of research design/methods and serve as a reading and discussion facilitator for that aspect.
3. Students will become familiar with the dissertation process and complete a mock dissertation defense.
4. Students will design, review, and document progress in the development of an informal research proposal (matrix), a formal research proposal (dissertation), and an Institutional Review Board (IRB) protocol.
5. Students will investigate professional research conferences; prepare a program proposal for presentation at a regional, national, or international conference based on their proposed research; and peer review classmates proposals.
6. Students will document progress on their doctoral residency plans and share that progress with the class.
7. Students will self-evaluate knowledge gained in the course and personal/professional growth from a metacognitive perspective.

### **Course Requirements**

#### **Outcome 1 (10% of final grade). Preparation, Participation, Knowledge, and Professionalism:**

Check your Leo email and eCollege at least twice a week for updates, assignments, and notifications.

1. Bring a copy (hard or electronic) of the readings to each face-to-face class session.
2. Complete assignments prior to class as all work is due at the beginning of class. Note that most assignments will require out-of-class and/or online work prior to in-class discussion.
3. Be prepared to discuss, question, analyze, critique, and debate readings, research, and other class assignments
4. Participate regularly in class and online discussions.
5. Demonstrate the attainment of a depth of knowledge commensurate with doctoral studies and professional behavior in all you do.
6. Lack of preparation, participation, and/or professionalism (please see the Code of Student Conduct in the Texas A&M University Commerce Student's Guidebook) may result in removal from class or lowering of your final grade. Plagiarism may result in dismissal from the doctoral program.

#### **Outcome 2 (10% of final grade). Topic Facilitation:** Facilitate peer learning on at least one topic from required readings.

1. Prepare a content reading lesson on your topic using research based before, during, and after strategies. The before and during strategies should be presented one class session prior to the actual discussion. The before reading strategy should provide activation and assessment of participant's prior knowledge WITHOUT FLUFF. The during strategy should provide a guide for self monitoring of comprehension, identifying and understanding important concepts, as well

as preparation for critical thinking about the readings. The after strategy should engage all seminar participants in discussion that leads to understanding of important concepts and critical evaluation of readings.

2. You will post your plan and any material to Doc Sharing in correct week.
3. You will do a final evaluation of how it went; what went well and what you would do different next time; and talk about student learning (how do you know your peers learned what they needed to?) This is at the most 1 page. Turned in to the correct week DropBox.
  - **MAXIMUM TIME ALLOTMENT FOR PRE AND ASSIGNMENT OF DURING—15 MINUTES**
  - **MAXIMUM TIME ALLOTMENT FOR POST—75 MINUTES.**

**Outcome 3 (10% of final grade). Become Familiar with Doctoral Dissertation Product and**

**Process:** Investigate TAMU-C formats and processes by reading and analyzing required online readings. Then, select, read, analyze, describe, and critique a Department of Curriculum and Instruction doctoral dissertation using the research matrix provided on eCollege. The completed research matrix will be prepared initially in hard copy and presented to small groups in class in the form of a mock dissertation defense and critique. After mock defense, revise the matrix, post it on eCollege, and submit a copy to the instructor via the drop box.

**Outcome 4 (40% of final grade). Design, implement, complete documentation, and share dissertation progress.**

**Part I -Share**

- 1) A one paragraph overview of topic/research question/s
- 2) A one paragraph rationale for selection of topic/research question/s
- 3) Timeline indicating the anticipated dates for the following processes and products:
  - i) topic selection and thinking about a dissertation advisor
  - ii) initial outline submission/sharing
  - iii) initial literature review in an annotated bibliography format
  - iv) preparation/presentation of matrix for group feedback (copies to be provided to all classmates at the time of the discussion)
  - v) writing of design/presentation for group feedback (will help with your first meeting with your dissertation advisor)
  - vi) obtain permission from the research site
  - vii) preparation of IRB protocol/presentation for group feedback
  - viii) meeting with advisor prior to submission of IRB protocol
  - ix) creation of written theoretical framework
  - x) engagement in research process
  - xi) submission of proposal for presentation at a conference
  - xii) final revision of matrix (hard copy to be provided to instructor, electronic copies to be provided for classmates)
  - xiii) creation of formal written product (manuscript or dissertation proposal format which includes a concluding paragraph on journal submission based on your knowledge from Cabells).
  - xiv) Presentation to the class in the form of a dissertation proposal defense

After receiving verbal feedback in class, post your revised proposal on eCollege and submit a copy to the instructor via the drop box.

**Part II (Matrix and Critical Feedback 5%):** Create a research matrix using the format provided on eCollege Doc Sharing. **You must consult with your major advisor several times when developing**

**your matrix to gain their input and approval.** Post the completed matrix on eCollege for peer review. Then, provide feedback on classmate's matrices. After feedback is received, revise your matrix, post the revised matrix on eCollege, and submit a copy to the instructor via the drop box.

**Part III (Institutional Review Board Protocol 10%):** First, document completion of both parts of the online Protection of Human Subjects Training. Second, prepare an IRB protocol based on your research matrix and post the completed protocol on eCollege for peer review. Then, provide feedback on classmate's protocols. After feedback is received, revise your protocol, post the revised protocol on eCollege, and submit a copy to the instructor via the drop box.

**Part IV (Formal Written Research Proposal 10%):** Prepare a formal research proposal based on your research matrix using APA format. Proposals should include completed chapters 1 and 3 of a dissertation as per TAMU-C guidelines. First drafts are to be posted on eCollege for peer review. *\*Notes: All citations must be included in a reference section that conforms to APA guidelines. All revised papers must be given to the instructor in hard copy or electronic PDF format so that feedback can be given on APA formatting. All papers must include a postscript indicating which journal the completed research will be submitted to with an accompanying rationale based on your use of Cabells.* After feedback is received, post your revised research paper on eCollege.

**Part V (Formal Dissertation Proposal Defense 10%):** To bring your research proposal full circle and give you practice presenting/defending your proposal, you will give a formal presentation similar to a dissertation proposal defense. This presentation must include a PowerPoint (with accompanying handout) that covers all important factors in your research design. After the formal presentation you will answer questions and defend your proposal.

**MAXIMUM TIME ALLOTMENT FOR DISSERTATION PROPOSAL DEFENSE—20 MINUTES.**

**Outcome 5 (10% of final grade). Conference Proposal:** First, investigate professional research conference options online. Then, prepare a program proposal for presentation at a regional, national, or international conference based on your proposed research using the criteria specified in the call for proposals. First drafts and criteria are to be posted on eCollege for peer review.

**Outcome 6 (5% of final grade). Doctoral Residency Progress:** Document progress on your doctoral residency plan. Written documentation should be provided to the instructor and a verbal presentation will be provided for peers during class. Participation in the 9th Annual Pathways Symposium to be held at Texas A&M University in College Station, Texas on November 11, 2011 is strongly encouraged if you have not completed a national level research conference presentation. Posters prepared for the Texas A&M University System Pathways Student Research Symposium will be presented in class. The Office of Sponsored Programs, Graduate Studies & Research, will support all students who register and submit an abstract for the symposium. Support includes travel (students will travel to symposium in a chartered bus), hotel and registration fee. Travel arrangements will be made through the Office of Sponsored Programs (903-886-5161 or Natalie\_Henderson@tamu-commerce.edu).

**Outcome 7 (15% of final grade). Final Written Evaluation:** Prepare a final written evaluation that addresses each student learning outcome, evaluates each requirement, and suggests a final grade for the course. The final written evaluation must be submitted electronically via eCollege by 5:00 pm on December 13, 2011. **NOTE: I will return this document to you UNGRADED if you do not complete the scoring section and assign yourself a letter grade.**

**Grading:** Criteria for each requirement will be stipulated by the instructor in rubrics posted on eCollege under Document Sharing. Students will collaboratively generate standards for each criterion. The following holistic scoring format will be adapted for each course requirement:

- 5 = Highly Impressive - well above average in thought, organization, and professional choices as evidenced by products handed in. In control of own decision-making and learning processes.
- 4 = Commendable - in command of thought, organization, and professional choices as evidenced by products handed in. Developing good control of own decision-making and learning processes.
- 3 = Average - probably functional in terms of thought, organization, and professional choices as evidenced by products handed in; but in need of more instruction. Developing some control of own decision-making and learning processes.
- 2 = Developing - somewhat lacking in thought, organization, and responsibility as evidenced by products handed in. Not consistently aware of professional choices. Little control of own decision-making and learning processes. In need of some remediation.
- 1 = Questionable - lacking in thought and organization as evidenced by products handed in. Lack of awareness of professional choices. Little to no control of own decision-making and learning processes. In need of major remediation.
- 0 = Not Attempted – no product handed in or presented to document work.

Final course grades will be determined jointly by the student and the instructor based on the student's self evaluation, the instructor's judgment, and the following scale:

- A All requirements completed with at least a 4.5 average score
- B All requirements completed with at least a 3.5 average score
- C All requirements completed with at least a 2.0 average score
- F Some or all requirements completed with below a 2.0 average score

### **Technology Requirements**

Students **must have access to email and the Internet**, either at home, work, or TAMU-C campus. TAMU-C provides students with free email accounts that must be accessed for information sent from the university. Further, eCollege will be utilized for: announcements, some required readings, document sharing, email, turning in assignments via drop box, and grading. High speed internet access/connection, not dial-up, is highly recommended. You must have MS Word and MS PowerPoint to create and hand in assignments. A flash drive is highly recommended for in class sharing of Power Point presentations. Additionally, the following hardware and software are necessary to use eCollege:

- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
- Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, log in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

### **Access and Navigation**

This course will be facilitated using eCollege, the Learning and Management System used by Texas A&M University-Commerce. To access readings, rubrics, etc., go to: <https://leo.tamu-commerce.edu/longin.aspx>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at (903) 468-6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu)

### **Communications and Support**

It is best to contact the instructor via email at [Wayne\\_Linek@tamuc.edu](mailto:Wayne_Linek@tamuc.edu). You should receive a response within 2 to 3 working days. **DO NOT** email the same question repeatedly if you do not receive a response immediately. Responses will typically be sent to your leo email account. When engaging in online discussions, please remember the Core Rules of Netiquette as follows:

- Rule 1: Remember the Human
- Rule 2: Adhere to the same standards of behavior online that you follow in real life
- Rule 3: Know where you are in cyberspace
- Rule 4: Respect other people's time and bandwidth
- Rule 5: Make yourself look good online
- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people's privacy
- Rule 9: Don't abuse your power
- Rule 10: Be forgiving of other people's mistakes

To meet face to face with the instructor during office hours, schedule an appointment via email as times fill quickly.

### **Course and University Procedures**

**Attendance:** Class meets officially from 4:30 to 10:00 PM. Individual conferences will be held from 4:30 to 5:00 pm. The whole class will meet from 5:00 until 10:00 pm. You must attend all classes. Arrive on time and remain until class is dismissed. If you cannot make it to class on time due to professional responsibilities, discuss this with the instructor after the first class to create a make-up plan. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence (as defined in University policy) or professional responsibility, email or phone the instructor before class. Then create a written make-up proposal and submit it within one week of the occurrence via email. Do not complete the proposed make up work until you receive approval from the instructor. Once approval from the instructor has been granted for make-up work, it must be completed within two weeks to receive credit. Make-up work will not be permitted for unexcused absences. Each unexcused absence will lower final grades by one letter. Missed assignments, lack of make-up work, etc. will also negatively impact final grades. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student's Guidebook.

**Suggested Make-Up Assignment for an Excused Absence:** Prepare a dialogue journal for the readings you missed discussing in class. Then, prepare an additional reaction paper on a self-selected professional journal article concerning issues pertinent to teaching and learning in your discipline, content area, grade level, and/or professional responsibilities. Each reaction paper must be one to two typed pages and conform to APA 6th edition. Each reaction paper must include: a content summary of the article, your reaction to its contents, and a discussion of how you will implement what you learned (include a copy of each article). **Articles selected must be approved by the instructor prior to writing reaction papers.**

**Inclement Weather:** In case of inclement weather, cancellation of classes will be announced on KETR 88.9 FM. Please check the university homepage for verification. If the university is officially closed,

check your email immediately for instructor verification of class cancellation and check eCollege for alternative assignments.

**Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See *Code of Student Conduct from Student Guide Handbook*).

### **Course Calendar**

This is for the first night. The rest will be handed out in class.

8/28 Face to Face in Commerce 4:30 – 10:00 PM

- Introductions and Syllabus
- Peer Review Processes, Timelines, and Groups
- Quantitative, Qualitative, and Mixed Methods Research
- Dissertation Issues
- Read Teddlie Chapter 1, 2, 3, 4
- Reflections: ½ page reflection (for each chapter) on how the chapter information from chapter help you or be used.
- Will talk about
  - TAMUC Graduate college links found on course Webliography
  - Topic Facilitation Schedule for Outcome #2
  - Begin Selection and/or Search for Completed Dissertation for Outcome #3
  - Your Proposed Dissertation Topic Selection for Outcome #4