



HIED 695.01W Research Methodology Course Syllabus: Summer 2015

Instructor: Charlotte Larkin, Ed.D. - Assistant Professor, Educational Leadership

Office Location: Commerce - EDN 104D

Office Hours: Virtual daily by appointment

Phone: 903-886-5520

Email Address: charlotte.larkin@tamuc.edu

Course Requirements

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Upper Saddle River, NJ: Pearson.

American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Description

This course provides an overview of research methodology to include basic concepts employed in quantitative and qualitative research methods in addition to computer applications for research. This course meets the requirements for a Level I research tools course. Prerequisite: Doctoral status or consent of the instructor.

You will be provided with detailed step-by-step instructions in reference to course guidelines to include audio presentations within each module that you can access via our HIED 695 eCollege course shell. Please carefully review all text and videos that are provided for you within each module.

Student Learning Outcomes

- To understand the development of knowledge based on research procedures.
- To understand the use of quantitative, qualitative, and mixed design research procedures, characteristics of each type and their application and advantages.
- To apply ethical guidelines in conducting research and for the protection of human subjects of research projects.
- To develop research questions based on previous research literature, define research problems and structure appropriate purposes for the research study associated with such a problem.
- To define the use of data collection methodology and identify appropriate data collection instrument or protocol.
- To define and select an appropriate research design for various research problems including experimental, quasi-experimental, non-experimental quantitative, qualitative and mixed-methods designs.
- To define and understand the concepts for analysis of data in descriptive and inferential statistics and designs.

Course Requirements

Instructional / Methods / Activities Assessments

Assignments:

Any assignments you complete for this course should not have been used in any other course(s).

Late module assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) and continues to 11:59 pm. Late assignments may be turned in via email.

Grading: A: 155 – 140 B: 139 – 124 C: 123 – 109 D: 108 – 93 F: 92 – 0

Research Plan (80 total points):

The core of this course is the development of a research plan. Through the analysis of appropriate research literature, you will identify a problem that you wish to further investigate. This problem needs to be one that is “researchable” and related to an area in education. Throughout the semester, you will conduct a series of activities to assist you in completing a formal research plan.

If developing a research plan seems intimidating to you, try not to worry too much. We will take “baby steps” each week throughout the semester that will enhance your preparation to effectively complete a research plan. As long as you put forth quality academic effort and carefully adhere

to the course modules each week, you should be in good shape. Your research plan will ultimately consist of the following sections:

-Statement of the Problem

-Research Questions

-Literature Review

-Method

-Selection of Sample

-Design

-Data Analysis

-References

695 Research Plan Grading Rubric <i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>	
Module 1 Assignment	
Points	Statement of the Problem
10	The statement of the problem and need for the study is clearly addressed.
8	The statement of the problem is clear, although a rare extraneous element is introduced.
6	The research plan has a statement of the problem, but additional unrelated ideas distract the reader.
4	The statement of the problem is unclear.
2	The research plan lacks a statement of the problem or appears to reflect the writer's "free association."
Research Questions	
10	All research questions are well written and relate to research topic.
8	Majority of research questions are well written and relate to research topic.
6	Research questions slightly deviate from research topic and have room for improvement.
4	Research questions are unrelated to research topic.
2	Research questions are poorly written, unrelated to problem.
Module 2 Assignment	
References	
10	All references are appropriate with no APA errors.
8	Most references are appropriate and/or limited APA errors.
6	Some references are appropriate and/or limited APA errors.
4	Many references are inappropriate and/or a variety of APA errors.
2	Most references are inappropriate and/or excessive APA errors.
Module 3 Assignment	
Brief Review of Literature	

20	The review of literature exhibits a logical progression of sophisticated ideas and empirical research that support the focus of the research topic.
18	The review of literature exhibits a logical progression of ideas with sufficient empirical research that support the focus of the research topic.
16	The progression of ideas is interrupted by rare errors in logic, such as absolutes or contradictions; more empirical research is needed.
14	The attempt at a progression of ideas is unsuccessful due to errors in logic, such as absolutes or contradictions; evidence provided is not peer reviewed and/or is lacking.
12	The ideas are illogical and appear to reflect the writer's "stream of consciousness" and empirical evidence is lacking.
Module 6 Assignment	
Selection of Sample	
10	Target population was identified and appropriate method used for selection of sample of participants. Description of participants was included and appropriate in ability to provide data in answering research questions.
8	Little discussion of target population; however sampling technique used for selection was discussed and appropriate in providing data for research questions. Description of participants provided.
6	No discussion of target population and room for improvement in sample technique used. No description of actual participants.
4	No discussion of target population and poor sampling technique used.
2	No discussion of target population and/or sampling technique used. Participants targeted for study were inappropriate for providing data to research questions.
Design	
10	Procedure for collecting and analyzing data was sound, effective and realistic to addressing the research questions posed in the research plan. Provides a clear roadmap to the reader.
8	Procedure for collecting and analyzing data was appropriate for research questions posed in the research plan. Room for improvement with description.
6	Procedure for collecting and analyzing data was average for research questions posed in proposal with room for improvement.
4	Procedure for collecting and analyzing data was attempted for research questions posed in proposal; however, better description is needed.
2	Procedure of collecting and analyzing data was inappropriate and unrelated to research questions statements posed in the research plan.
Module 7 Assignment	
Data Analysis	
10	Description of analysis of data excellent. Methods used for analysis of data appropriate.
8	Description of analysis of data good. Methods used are appropriate with some room for improvement.
6	Description of analysis of data average.
4	Little description of analysis of data. Need major revisions.
2	Inaccurate description provided for analysis of data.

Module Discussion Forums (5 @ 5 points each):

Five modules (Module 1, 2, 3, 6, and 7) within this course will be devoted to developing particular sections of your research plan. The sharing of feedback with your classmates is expected to strengthen the outcome of your research plan as you will be exposed to a variety of ideas and be provided with constructive criticism for improvement. Please refer to the following discussion forum rubric.

HIED 695 Discussion Forum Grading Rubric

Timeliness of posting your initial work to allow sufficient time for peer feedback. Post by the Thursday prior to the Sunday module assignment date.	0 1 2 3
Quality of constructive feedback that you provide to at least two peers in reviewing their work prior to the Sunday module assignment due date.	0 1 2
	Point Total = /5

Research Design Critique Reports (2 @ 20 points each):

One objective of this course revolves around learning about different types of research designs. In Modules 4 and 5, you are asked to complete a research design report to assess your understanding of research designs.

HIED 695 Research Design Critique Report Grading Rubric	
<i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>	
Points	Assignment Requirements
5	Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.
4	Addresses each aspect of the assignment.
3	Addresses the appropriate topic and partially fulfills assignment requirements.
2	Addresses the appropriate topic, but omits most or all of the assignment requirements.
1	Off topic or vaguely addresses the topic.
Quality of Details	
5	Provides details that help develop each element of the text and provide supporting statements, evidence or examples necessary to explain or persuade effectively.
4	Provides details that support the elements of the text with sufficient clarity, depth and accuracy.
3	Provides details that are related to the elements of the text, but do not support those elements with sufficient clarity, depth or accuracy.
2	Provides details that are loosely related to the elements of the text, but are lacking

	clarity, depth and accuracy.
1	Provides details that do not develop the elements of the text.
	Quantity of Details
5	All points are supported by a sufficient number of details.
4	All points are developed, but some may need additional details.
3	Additional details are needed to develop some points.
2	Additional details are needed to develop most points.
1	Virtually no details are present.
	Grammar and Mechanics
5	Sentences are grammatically and mechanically correct.
4	Rare grammatical and mechanical errors exist, but do not affect readability.
3	A limited variety of grammatical errors exist.
2	A variety of grammatical errors appear throughout the text possibly affecting readability.
1	Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning.
	Earned Point Total: /20

TAMUC IRB Protocol Form (10 points):

It is important to become familiar with the TAMUC Institutional Review Board (IRB) Protocol Form that you will have to "officially" complete prior to defending your dissertation proposal towards the conclusion of your doctoral program. In Module8, you are asked to complete the TAMUC Institutional Review Board (IRB) Protocol Form based on your Research Plan.

HIED 695 TAMUC IRB Protocol Form Grading Rubric

10	All elements are addressed and written excellently.
8	All elements are addressed and written well with some room for improvement.
6	Most of elements are addressed and written acceptably. Need minor revisions.
4	Many elements are missing and/or writing quality is problematic. Need major revisions.
2	Unacceptable.

Technology Requirements

This is 100% online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform.

The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

Access and Navigation

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, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information:

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log into the course. If you do not know your CWID or

have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Communication and Support

Interaction with Instructor Statement

Please periodically review (1) updated announcements within the HIED 695 eCollege course homepage for updated information pertaining to this course and (2) your MyLeo email account in case I need to send you a confidential message. Although I will reply to emails from non-university email accounts, I will only send original messages to MyLeo email accounts. Thank you for understanding my request, as I have no control over firewalls from your home or work.

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research plan topics and participation in research plan revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

Email is the best way to reach me as I check it daily. A reply will be sent within 48 hours, depending upon the time your message was received. However, I encourage you to post all generic questions to the Q&A forum section of the course in order to avoid duplicate questions. The chances are that your peers will have the same question. Each of the eight modules within our HIED 695 course shell has a link entitled Module Q&A where you can post questions and review responses to questions that pertain to course information as we progress through this course. While you are welcome to email me in reference to personal matters, I prefer that you ask non-confidential questions through the Module Q&A forums.

Courses and University Procedures/Policies Writing Requirements

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment
- Organization and coherence
- Appropriate grammar, punctuation, spelling
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition).

Respect Differing Views

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

Writing Center

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance.

Visit the website at:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

ADA Statement

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- Room 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University. "Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

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 Outline

Each module begins on a Monday and concludes Midnight Sunday, with the exception of Module 8, which concludes Midnight Thursday.

Module 1 - Selecting a Research Topic, Identifying a Research Problem, and Developing Measureable Research Questions/Hypotheses Statements (6/8 – 6/14)
The Process of Conducting Research Using Quantitative and Qualitative Approach (Chapter 1) Identifying a Research Problem (Chapter 2) Specifying a Purpose and Research Questions or Hypotheses (Chapter 4) Discussion Forum posting due by Midnight Thursday (6/11) and feedback by Midnight Sunday 6/14); Module 1 Assignment (Identify Research Topic, Statement of the Problem, Research Questions) due by Midnight Sunday (6/14)
Module 2 - Accessing Empirical Resources (6/15-6/21)
APA Tutorial Library Databases Reviewing the Literature (Ch. 3) Discussion Forum due by Midnight Thursday (6/18) and feedback by Midnight Sunday (6/21); Module 2 Assignment (References) due by Midnight Sunday (6/21)
Module 3 - Writing a Brief Review of Literature (6/22 – 6/28)
Reviewing the Literature (Ch. 3) Discussion Forum due by Midnight Thursday (6/25) and feedback by Midnight Sunday (6/28); Module 3 Assignment (Brief Review of Literature, minimum 8 to 10 pages, with reference list) due by Midnight Sunday (6/28)
Module 4 - Learning about Quantitative Research Designs (6/29 – 7/12)
Experimental Designs (Ch. 10)

Correlational Designs (Ch. 11)

Survey Designs (Ch. 12)

No Discussion Activity; Module 4 Assignment (M4 Research Design Critique Report) due by Midnight Sunday (7/12)

Module 5 - Learning about Qualitative Research Designs & Mixed Methods (7/13 - 7/26)

Grounded Theory Designs (Ch. 13)

Ethnographic Designs (Ch. 14)

Narrative Research Designs (Ch. 15)

Mixed Methods Designs (Chapter 16)

Action Research Designs (Chapter 17)

No Discussion Activity; Module 5 Assignment (M5 Research Design Critique Report) due by Midnight Sunday (7/26)

Module 6 - Developing a Method of Procedure: Selection of Sample & Design (7/27 - 8/2)

Collecting Quantitative Data (Ch. 5)

Collecting Qualitative Data (Ch. 7)

Discussion Forum due by Midnight Thursday (7/30) and feedback by Midnight Sunday (8/2);
Module 6 Assignment (Selection of Sample and Design) due by Midnight Sunday (8/2)

Module 7 - Developing a Method of Procedure: Data Analysis (8/3 - 8/9)

Analyzing and Interpreting Quantitative Data (Ch. 6)

Analyzing and Interpreting Qualitative Data (Ch. 8)

Reporting and Evaluating Research (Ch. 9)

Discussion Forum due by Midnight Thursday (8/6) and feedback by Midnight Sunday (8/9);
Module 7 Assignment (Data Analysis) due by Midnight Sunday (8/9)

Module 8 - Completing IRB Protocol Form (8/10 - 8/13)

TAMUC Institutional Review Board (IRB) Protocol Form

No Discussion Activity; Module 8 Assignment (Completion of IRB Protocol Form) by Midnight Thursday (8/13)

NOTE: The instructor may modify the course syllabus and outline if the need arises. Students will be informed in writing of any change.