EDFD 507-01 508-03 Educational Research and Paper - Glen Este HS

Curt Bradshaw
bradshawc@xavier.edu

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XAVIER UNIVERSITY  
SPRING SEMESTER 2014  
Offsite Location  
GLEN ESTE HIGH SCHOOL  

Wednesdays, 7:00 p.m. – 9:30 p.m.  
January 13th, 2014 – May 9th, 2014

COURSES  
EDFD 507, Section 03 – Educational Research (2 semester credit hours)  
EDFD 508, Section 03 – Educational Research Paper (1 semester credit hour)

PROFESSOR  
Mr. Curt Bradshaw  
Office Phone: (937) 289-2515, ext. 4613  
Cell Phone: (937) 725-1603  
Hours: By appointment before and after class sessions at Glen Este High School  
Email: cbradshaw@clinton-massie.k12.oh.us (preferred email for course)  
bradshawc@xavier.edu

TEXTBOOKS  
Practical Research: Planning and Design (9th Edition or 10th Edition) - REQUIRED  

American Psychological Association (APA), 2010.

PURPOSE OF THE CLASS  
To provide an overview of educational research, including methodology and appropriate statistics. To provide a conceptual and experiential grounding in the basic concepts common to all educational research; the range of educational research methods; and the obtaining of appropriate sources for the continued practice of educational research.

The research paper, to be completed in conjunction with this course, requires students to implement selected methods from this course and texts to become familiar with one area (of their interest) of the research literature.

SUBJECT MATTER  
Conceptually, the course is divided into six areas:

1) Preparation of a topic and completion of a research paper (in your chosen area).
2) Understanding the types of research, their separate methodologies, uses, strengths, and weaknesses.
3) Identifying, understanding, and evaluating published literature in education.
4) Understanding the computation, interpretation, and use of selected analytical (statistical) methods of research.
5) Understanding and interpreting value-added assessment results.
6) Understanding the role, function, and procedures of the Institutional Review Board (IRB) of Xavier University.
OBJECTIVES  To achieve the goals of this course, the following objectives will be met:
- Students will go through a process of choosing a question or problem to research that is of serious importance to them.
- Students will discern among a range of possible research methods the method(s) most appropriate to their question or problem.
- Students will work out of, but not be limited by, the standard five-chapter model of educational research, and write an acceptable research proposal.
- Students will gather and interpret data using methods appropriate to their research questions or problems, and in a manner that honors the rights of human subjects and the parents of children, as well as the rights and responsibilities of Xavier University, the schools, and the school districts.
- Students will report their research orally and in writing, using appropriate presentational techniques and formats.
- Students will be able to explain the major concepts commonly used by educational researchers.
- Students will be able to describe a range of quantitative and qualitative educational research methods, and demonstrate the complementarity of these methods.
- Students will demonstrate the ability to access and interpret relevant educational research.
- Students will be able to access sources that are useful for continuing to practice educational research.

Of its nature, this course is conducted as a set of activities and conversations that require critical examination of issues and systematic ways of approaching these issues. The questions that are raised, and the problems that are pursued engage students and faculty in the careful consideration of the variety of perspectives educators take as they practice the art and science of teaching. Good research requires adherence to the goals and objectives of Xavier University’s Department of Educational Leadership and Human Resource Development.

RESEARCH PAPER
The research paper must be completed using APA referencing (Publication Manual of the American Psychological Association – 6th Edition: 2010) and the five-chapter style detailed in class. (Other formats may be used depending upon the nature of your question(s) and research design.) Two copies of the final paper should be submitted using good quality bond paper (at least 25% cotton) and bound using a black vinyl back cover and clear plastic front cover. Your grade for the research paper (EDFD 508) is separate from the course (EDFD 507). Additional department policies on the research paper will be explained during class.

The completed research paper is due at the end of the Spring 2015 semester. However, you are strongly encouraged to have your research paper completed by the week of May 5th, 2014. If data needs to be collected after that date, you will, of course, need to wait until all work is done, which is why the final due date is not until May 2015. Checkpoints will be held in small groups or individually at least three times during the semester to assure the completion of the paper in an orderly and timely fashion. Graded research papers will be available for pick-up one week after submission. Papers not picked up within one week will be kept on file by the professor.
Evaluation

1. Research Paper (60%)
   - Graduating this semester: Research paper complete by May 7th, 2014
   - Graduating at a later date: Chapter 1 Complete
     Chapter 2 Draft
     Chapter 3 Complete
     Timeline for completion of paper
     All due by May 7th, 2014

2. Final Examination (10%) In-Class Comprehensive Examination
   (Last Class – May 7th, 2014)

3. Journal Article Reviews (10%) Critical Analysis and Review of selected Journal Articles

4. Participation (10%) All students are expected to participate in each class session, and prepare a brief oral presentation of research at the end of the course.

5. Attendance (10%) Attendance at each class is an expectation of the course and your responsibility. Promptness at the start of class is also expected. Emergencies do occur and will be dealt with on an individual basis. If two classes are missed, a meeting with the professor is required and your grade may be lowered.

CLASS ENVIRONMENT
Cell phones are to be SILENCED/OFF in class except when being used for class assignments or in the case of emergencies, which should be discussed with the professor prior to class. Graduate classes are adult environments.

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>93 – 94</td>
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<tr>
<td>B+</td>
<td>90 – 92</td>
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<tr>
<td>B</td>
<td>85 – 89</td>
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<tr>
<td>B-</td>
<td>82 – 84</td>
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<tr>
<td>C+</td>
<td>80 – 81</td>
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<tr>
<td>C</td>
<td>75 – 79</td>
</tr>
<tr>
<td>C-</td>
<td>72 – 74</td>
</tr>
</tbody>
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Note: A “C” is the lowest letter grade receiving graduate credit. An overall 2.8 GPA is required for graduation with M.A. degree.
### SPRING 2014
### EDUCATIONAL RESEARCH/EDUCATIONAL RESEARCH PAPER
### TOPICS, READINGS, AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>DATE</th>
<th>RESEARCH TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>January 15, 2014</td>
<td>• Introduction&lt;br&gt;• Course Overview&lt;br&gt;• Course Expectations</td>
<td>Purchase textbook (<em>Practical Research</em>)&lt;br&gt;Begin to identify area(s) of interest/topic for research paper</td>
</tr>
<tr>
<td>January 22, 2014</td>
<td>• “Hot Topics” in Educational Research&lt;br&gt;• Format of the Research Paper&lt;br&gt;• Problem Statements</td>
<td><em>Practical Research</em> – Read Chapters 1 &amp; 2&lt;br&gt;Continue identification of your research problem/area</td>
</tr>
<tr>
<td>January 29, 2014</td>
<td>• Review of Related Literature&lt;br&gt;• Chapter 1 Format/Introduction and Problem Statement&lt;br&gt;• Research Design</td>
<td><em>Practical Research</em> – Read Chapter 3</td>
</tr>
<tr>
<td>February 5, 2014</td>
<td><strong>CHECKPOINT #1</strong>&lt;br&gt;• Research updates, concerns, and questions</td>
<td><strong>CHECKPOINT #1 – Individual/Group Appointments</strong>&lt;br&gt;DRAFT of Problem Statement DUE 2/5/2014.</td>
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<tr>
<td>February 12, 2014</td>
<td>• Review of Related Literature&lt;br&gt;• Chapter 2 Format/Literature Review</td>
<td><em>Practical Research</em> – Read Chapter 4&lt;br&gt;Continue working on Chapters 1 and 2 of research paper.</td>
</tr>
<tr>
<td>February 19, 2014</td>
<td>• Methodology of the Study&lt;br&gt;• Chapter 3 Format/Methodology&lt;br&gt;• Data Collection</td>
<td><em>Practical Research</em> – Read Chapter 5&lt;br&gt;Continue working on Chapters 1 – 3 of research paper.</td>
</tr>
<tr>
<td>February 26, 2014</td>
<td><strong>CHECKPOINT #2</strong>&lt;br&gt;Research updates, concerns, and questions</td>
<td><strong>CHECKPOINT #2 – Individual/Group Appointments</strong>&lt;br&gt;Draft of Chapter 1 DUE 2/26/2014.</td>
</tr>
<tr>
<td>March 5, 2014</td>
<td>Xavier University Spring Break – Class does <strong>not</strong> meet.</td>
<td>NO CLASS – XU SPRING BREAK!</td>
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<tr>
<td>March 12, 2014</td>
<td>• Descriptive Research Designs&lt;br&gt;Surveys &amp; Sampling&lt;br&gt;• Analyzing Quantitative Data&lt;br&gt;• Exploring &amp; Organizing a Data Set&lt;br&gt;• Introduction to Statistics</td>
<td><em>Practical Research</em> – Read Chapters 8 and 11&lt;br&gt;Continue working on Chapters 1 – 3 of research paper.</td>
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<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<td>March 19, 2014</td>
<td>NO CLASS</td>
<td>NO CLASS – Continue working on your project!</td>
</tr>
</tbody>
</table>
| March 26, 2014 | • Analysis of Research  
• Chapter 4 Format/Results  
• Research updates, concerns, and questions | JOURNAL ARTICLE REVIEW #1 DUE 3/26/2014! Continue working on Chapters 1 – 4 of research paper. |
| April 2, 2014  | NO CLASS                                                              | NO CLASS – Continue working on your project!                                              |
| April 9, 2014  | **CHECKPOINT #3**  
• Writing the Final Research Paper  
Research updates, concerns, and questions | Practical Research – Read Chapter 12  
WRITE!! WRITE!! WRITE!!  
CHECKPOINT #3 – Individual/Group Appointments  
| April 16, 2014 | • Chapter 5 Format/Summary, Conclusions, and Recommendations  
• Research updates, concerns, and questions | Continue working on Chapters 1 – 4 of research paper.  
WRITE!! WRITE!! WRITE!! |
| April 23, 2014 | • Research updates, concerns, and questions  
• Grant Writing in Education | JOURNAL ARTICLE REVIEW #2 DUE 4/23/2014! Continue working on Chapters 1 -5 of research paper.  
WRITE!! WRITE!! WRITE!! |
| April 30, 2014 | **FINAL CHECKPOINT**  
• Research updates, concerns, and questions | FINAL CHECKPOINT |
| May 7, 2014    | • Research Paper Presentations  
• Final Course Examination  
• Course Evaluation | Present and submit clean copies of all work or the final draft of your research paper.  
KEEP IN TOUCH!!! |

*The professor reserves the right to adjust the course syllabus/discussion topics at any point during the semester.

*Any part of the research paper may be turned into the professor at ANY time for review and comment. If you intend to have portions of your research paper reviewed throughout the semester, you will need to specifically identify areas within your paper which you would like reviewed.