

**Drexel University
School of Education**

**Master of Science in Higher Education
EDUC 775 Special Topics
Introduction to Research | Summer 2009**

Contacts List:

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Course Description:

This course will introduce students to the process and conduct of educational research. You will be introduced to various types of educational research designs, first by learning about the characteristics of the specific design and second, by reviewing a research study employing the specific design. As a third step, you will use established criteria given to you to evaluate research studies employing the research designs we discuss. Next, there will be an emphasis on the purpose and function of the review of the literature in educational research while you learn how to conduct a review of the literature and design a literature map. As an example of a data collection method, we will discuss survey and interview design.

Course Purpose:

This course was designed to provide an introduction to research methodologies and prepares students for a successful research co-op and subsequent research courses in the program.

Learning Objectives:

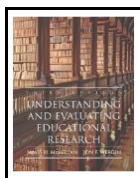
This course was designed to support your development in three areas: research methods, literature review construction, and survey/interview methodologies. To help support and assess learning in these areas, we have developed the following set of learning objectives.

After completing this course, students will be able to:

- EDUC 775-1 Evaluate a methodologically diverse range of research articles using established criteria
- EDUC 775-2 Prepare materials for a literature review
- EDUC 775-3 Develop questions focused on specific research goals appropriate for surveys and interviews
- EDUC 775-4 Use library resources to locate, cite, and organize information
- EDUC 775-5 Productively engage in an online course

The Grading & Assignments section on page 4 of the syllabus details how each of these outcomes is supported and assessed.

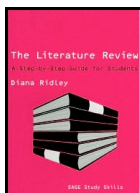
Required Texts & Materials:



McMillan, J.H. & Wergin, J.W. (2008). *Understanding and evaluating educational research* (3rd ed.). Pearson Merrill Prentice Hall.

ISBN: 0131721275

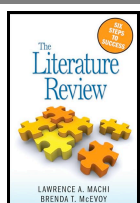
Also available at [Barnes and Noble](#) or [Amazon](#)



Ridley, D. (2008). *The literature review: A step-by-step guide for students*. Thousand Oaks, CA: Sage Publications.

ISBN-10: 1412934265 and ISBN-13: 978-1412934268

Also available at [Barnes and Noble](#) or [Amazon](#)



Machi, L.A. & McEvoy, B.T. (2008) *The literature Review: Six steps to success*. Corwin Press.

ISBN: 978-1412961356

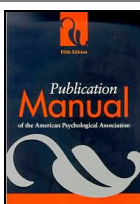
Also available at [Barnes and Noble](#) or [Amazon](#)



Fowler, F.J. (2009). *Survey research methods* (4th ed.). Sage Publications.

ISBN: 978-1412958417

Also available at [Barnes and Noble](#) or [Amazon](#)



American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

ISBN: 1-55798-791-2

Also available at [Barnes and Noble](#) or [Amazon](#)



Chronicle of Higher Education. Washington, DC. (<http://chronicle.com/>).

It is recommended that all students in the Higher Education program have a subscription to the Chronicle. To receive the 50% student discounted price, students will need to purchase the subscription through the School of Education (215-895-2243). This subscription includes a daily electronic copy and a hardcopy that will be sent to your home or office. Students who receive the Chronicle through their place of employment will not have to purchase the subscription through the School of Education; however, they will need to have access to the hard copy issues, daily electronic updates, and have a username/password to access articles, reports, and studies referred to in the weekly classes

Prerequisites:

This course requires that a student hold a bachelor's degree in any content area.

Course Requirements:

Attendance/Participation: As a student in this course, it is expected that you will actively participate in the weekly online discussion boards (a minimum of two postings a week) and complete assignments on time. Assignments are due no later than the assigned due date. Exceptions to this policy will require explicit permission of the instructor in writing.

Course Procedures:

Dropping a Course: The end of the 2nd week is the last day for dropping a course. You may withdraw from a course until week 6.

Disability: Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (ODS). For additional information, go to the ODS website at <http://drexel.edu/disability/>. Following is the ODS contact information:

Physical Address	3201 Arch Street, Suite 210, Philadelphia, PA 19104
Mailing Address	3141 Chestnut Street, 81-210, Philadelphia, PA 19104
Phone	215-895-1401
TTY	215-895-2299
Fax	215-895-1402

Academic Honesty Policy: All students are expected to abide by Drexel University's policies. If an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed, depending on the severity of the offense:

- Reduction of a course grade
- An "F" for the assignment or exam
- Failure for the entire course with the inability to withdraw, or
- Other action deemed appropriate by the faculty member.

Examples include, but are not limited to, requiring the student to re-take the exam, re-complete an assignment, or complete an assigned exercise. The decision of the faculty member and the department head shall be reported to the Office of Judicial Affairs, which is responsible for maintaining student conduct records. The incident will result in an official disciplinary record for the student(s).

Any academic honesty infraction beyond a first offense is subject to the sanctions described above, as well as to disciplinary sanctions that may be imposed through the University judicial process, administered through the Division for Student Life and Administrative Services/Office of Judicial Affairs. These sanctions may include suspension or expulsion from the University. Drexel University Student Handbook, 2005-2006 edition:

<http://www.drexel.edu/studentlife/SLhandbook.htm>

Professionalism: During this course you may be given assignments that will involve observing and interviewing professional administrators. Adherence to the following guidance is particularly important to a professional code of behavior:

- Treat all those you meet with courtesy, respect and sensitivity to the events occurring within the learning environment.
- When describing your experience use general identifying descriptors (do not identify administrators/professors/students by name).
- Be prepared to cite evidence (not just opinions) as you write up your findings. The discussion board is our community for intellectual discourse. It needs to be a "safe place" to share, probe, challenge and inquire in a respectful way so we all grow as learners.

Course Expectations:

Students in this course are expected to be active learners and participants, requiring all students to take an active role in their own learning and to share the learning process with the class. Evidence of active learning includes:

- *“Attending”* all weekly lectures, which is critical to promoting a learning community within the class.
- *Reading and watching all assigned materials* and making note of questions, areas of interest, and connections you find to other readings.
- *Active participation in weekly discussions*, allowing each student to test his or her own assumptions about student development as well as expand the worldview of others in the class. Each member has an equally important story to share based on his or her own experiences and student will benefit from the viewpoints of their classmates.
- *Posting Key Learning Points*, sharing with your colleagues and the faculty what you learned with the weekly lectures throughout the quarter.

Grading & Assignments:

Assignments & Points by Outcome		100 Points	Date Due (11:00pm EST)	
RESEARCH METHODS			30 Points	
- Quantitative Non-Exp Scorecard Assignment	6	Week 1	Tuesday, June 30	
- Experimental Scorecard Assignment	6	Week 2	Tuesday, July 7	
- Qualitative Scorecard Assignment	6	Week 3	Tuesday, July 14	
- Mixed Method Scorecard Assignment	6	Week 4	Tuesday, July 21	
- Action/Practitioner Scorecard Assignment	6	Week 5	Tuesday, July 28	
LITERATURE REVIEW & LIBRARY RESEARCH			30 Points	
- Research Question + Purpose Outline	6	Week 3*	Tuesday, July 14	
- Argument Structure	6	Week 5*	Tuesday, July 28	
- Bibliography (APA 40+ Draft)	6	Week 6*	Tuesday, August 4	
- Literature Map	6	Week 8*	Tuesday, August 18	
- Bibliography (APA 20)	6	Week 10	Tuesday, September 1	
SURVEYS AND INTERVIEWS			10 Points	
- Survey Question Part 1	5	Week 7	Tuesday, August 11	
- Survey Question Part 2	5	Week 9	Tuesday, August, 25	
CLASS PARTICIPATION			30 Points	
- Pre-Assessment (Outcomes, Library, Syllabus)	5	Week 1	Fri, June 26	
- Key Learning Points Week 5	2	Week 5	Tuesday, July 28	
- Key Learning Points Week 10	2	Week 10	Tuesday, September 1	
- Weekly Posts and Replies (8)	16	Weekly	Monday & Thursday Reply	
- Post-Assessment (Outcomes, Library)	5	Week 10	Tuesday, September 1	
Grading Scale ¹	A = 100-93 A- = 92-90 B+ = 89-87 B = 86-83 B- = 82-80 C+ = 79-77 C = 76-73 C- = 72-70 F = 62 and below			

* You may resubmit with your Week 10 deliverable (as a full literature review packet). Your grade will be the higher of the two scores if you passed the first draft; otherwise, it will be the average of the two scores.

¹ Note: Students must have a cumulative 3.0 GPA to graduate from the MSHE program.

Evaluation: All graded activities will require students to perform against the standard of professionalism, which implies (at least): accuracy, neatness, correct written and spoken form and style, punctuality, resourcefulness, and creativity.

Weekly Calendar: Aside from Week 1, which goes from Monday, June 22 to Tuesday, June 30, all weeks run on a Wednesday to Tuesday schedule (providing you weekend time to complete work in the middle of each course-week).

Online Postings/Discussions: Discussion postings and participation requirements are not intended as busy work, but rather as key resources to help you succeed in the class. We have learned over the years that students who actively engage in these discussions perform better (on average) in the class. It is up to you to use these discussions to **support your achievement of the course learning goals and the successful completion of class assignments!**

All course materials will be posted on Wednesdays at 12:00 noon with the exception of the first week (Week 1), which will be posted the first Monday that classes begin. Students are required to participate in weekly online discussions as part of their attendance. The online discussions will involve providing your opinion on a specific topic, debates, role plays, research, etc.

Each week students are **required** to post a minimum of **two postings**. Your first posting for each week must be posted no later than **Monday at 11:00 pm EST (but you are encouraged to post earlier)**. You are then expected to post **at least one** response to a classmate on a **different day** following your first posting **no later than Thursday at 11:00 pm EST** to receive credit for the response. For example, if you post your first posting on Monday, you will only get credit for a response to a classmate posted on Tuesday, Wednesday or Thursday. You can post replies on the same night as your first posting, but this would be supplemental to the response you post on another day. You can post your first posting before Monday, which would allow you to post your graded response any day after your initial posting (e.g., first post on Friday, graded response on Sunday). Students are encouraged to respond to more than one classmate. Students should only respond to the discussion board pertaining to each week's lecture and not jump ahead to future lectures. Students will not receive credit for second postings after 11:00 pm EST on Tuesdays. Please note that we encourage students to post their second postings earlier in the week to add to the online dialogue and flow of the weekly lectures.

Students will be required to post Key Learning Points (KLP) no later than Tuesday, 11:00 pm EST of Weeks 5 and 10 – to summarize the key points that they learned during the first five and last five weeks of the quarter.

We encourage students to get involved in all online discussions early in the week. We want to create a classroom atmosphere where students are actively engaged in dialogue similar to that in a traditional classroom. Faculty will also participate in the weekly discussions. Class contribution is 30% of your grade, so your active participation is very important. You will be graded on your weekly activity and quality of participation. Students can find examples of "quality" postings and responses under the **Orientation** tab in the Blackboard toolbar (last tab on the toolbar under Writing Tips).

APA: All submitted papers must be double-spaced, 12 point font and in proper APA style. Students are required to follow the *Publication Manual of the American Psychological Association, 5th edition* (2001).

Due Dates: Assignments are due the date listed. Late assignments will receive a point penalty equivalent to one letter grade. After one week the assignment will not be accepted and a zero grade will be recorded.

Lesson Outline:

Orientation	Topic
Week 1	Introduction to the course; Quantitative Non-Experimental Design
Week 2	Experimental Designs
Week 3	Qualitative Designs
Week 4	Mixed Method Designs
Week 5	Action/Practitioner Designs
Week 6	Surveys (methods); Literature Review (Research Question + Purpose Outline)
Week 7	Literature Review (argument structure); Surveys (errors, good questions)
Week 8	Literature Review (bibliography 40+); Surveys (evaluating questions and instruments)
Week 9	Literature Review (lit map); Surveys (sampling and non-response)
Week 10	Literature Review (bibliography 20); Surveys (interviewing)

Reading Acronyms:

The following acronyms will be used in the course schedule to reference required weekly readings:

UEER	Understanding and Evaluating Educational Research
TLR	The Literature Review: A Step-by-Step Guide for Students
TLR-6	The Literature Review: Six Steps to Success
SRM	Survey Research Methods

Course Schedule:

Class/Date	Topics	Reading and Listening Assignments	Submitted Assignment
Week 1 Starts on June 22	<ul style="list-style-type: none"> ▪ Introductions ▪ Quantitative Non-Experimental Design 	<ul style="list-style-type: none"> ▪ Syllabus ▪ Graded Assignments Handout ▪ Week 1 Overview ▪ UEER: Chapters 1 and 2 (1-28) ▪ Listen to Dr. Vaidya's Introduction and Chapter 2 guest lectures with PPT slides 	<ul style="list-style-type: none"> ▪ Online Introductions and Discussion ▪ Quantitative Non-Exp Scorecard Assignment + Q2, 3, 4, 8 ▪ Pre-Assessment Survey ▪ Think about lit review topic
Week 2 July 1	<ul style="list-style-type: none"> ▪ Experimental Designs 	<ul style="list-style-type: none"> ▪ UEER: Chapter 3 (60-73) ▪ TLR: Chapters 1 and 2, (1-28) ▪ Listen to Dr. Vaidya's guest lecture with PPT slides 	<ul style="list-style-type: none"> ▪ Online Discussion ▪ Experimental Scorecard Assignment + Q3, 4, 5, 8, 9
Week 3 July 8	<ul style="list-style-type: none"> ▪ Qualitative Designs ▪ Literature Review 	<ul style="list-style-type: none"> ▪ UEER Chapter 4 (94-110) ▪ Listen to Dr. Vaidya's guest lecture with PPT slides ▪ <i>RefWorks</i> and Library resources 	<ul style="list-style-type: none"> ▪ Online Discussion ▪ Research Question + Purpose Outline ▪ Qualitative Scorecard Assignment + Q1, 3, 4, 6, 9
Week 4 July 15	<ul style="list-style-type: none"> ▪ Mixed Method Designs 	<ul style="list-style-type: none"> ▪ UEER Chapter 5 (128-145) 	<ul style="list-style-type: none"> ▪ Online Discussion ▪ Mixed Method Scorecard Assignment + Q1, 3, 4, 5, 9, 10
Week 5 July 22	<ul style="list-style-type: none"> ▪ Action/Practitioner Designs ▪ Literature Review 	<ul style="list-style-type: none"> ▪ UEER Chapter 6 (164-171) ▪ Listen to Dr. Vaidya's guest lecture with PPT slides ▪ TLR Chapter 3 (29-43) 	<ul style="list-style-type: none"> ▪ KLPs for Weeks 1-5 ▪ Argument Structure ▪ Action/Practitioner Scorecard Assignment + Q2, 4
Week 6 July 29	<ul style="list-style-type: none"> ▪ Survey Methods ▪ Literature Review 	<ul style="list-style-type: none"> ▪ TLR Chapters 4 & 5 (44-79) ▪ TLR-6 Intro and Step 1 (1-33) ▪ SRM Intro and Chapter 5 (1-9 & 69-85) 	<ul style="list-style-type: none"> ▪ Online Discussion
Week 7 August 5	<ul style="list-style-type: none"> ▪ Literature Review ▪ Survey Errors and Good Questions 	<ul style="list-style-type: none"> ▪ TLR Chapters 6 & 7 (80-116) ▪ TLR-6 Steps 2 & 3 (35-80) ▪ SRM Chapters 2 & 6 (11-18 & 87-114) 	<ul style="list-style-type: none"> ▪ Online Discussion ▪ Survey Question Part 1 ▪ Bibliography (APA 40+ Draft)
Week 8 August 12	<ul style="list-style-type: none"> ▪ Literature Review ▪ Survey Evaluation 	<ul style="list-style-type: none"> ▪ TLR Chapters 8 (117-130) ▪ TLR-6 Step 4 (81-104) ▪ SRM Chapter 7 (115-126) 	<ul style="list-style-type: none"> ▪ Online Discussion ▪ Literature Map ▪ Take the class survey
Week 9 August 19	<ul style="list-style-type: none"> ▪ Literature Review ▪ Survey Sampling and Non-Response 	<ul style="list-style-type: none"> ▪ TLR Chapter 9 (131-148) ▪ TLR-6 Step 5 (105-126) ▪ SRM Chapters 3 & 4 (19-68) 	<ul style="list-style-type: none"> ▪ Online Discussion ▪ Survey Question Part 2
Week 10 August 24	<ul style="list-style-type: none"> ▪ Literature Review Summary ▪ Survey Interviewing 	<ul style="list-style-type: none"> ▪ TLR Chapter 10 (149-159) ▪ TLR-6 Step 6 (127-154) ▪ SRM Chapters 8 (127-144) 	<ul style="list-style-type: none"> ▪ KLPs for Weeks 6-10 ▪ Bibliography (APA 20)
Final Exam Week September 2	<ul style="list-style-type: none"> ▪ Complete any outstanding work 	<ul style="list-style-type: none"> ▪ No new reading 	<ul style="list-style-type: none"> ▪ Post-Assessment Survey ▪ End-of-Term Survey