



Department of Foundations and Social Advocacy

FSA 651: Understanding And Conducting Educational Research

Fall 2014

Course information

Name of Instructor: Maria Timberlake, PhD Office: 1227 Cornish Hall
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Office Hours: Tues & Thurs. 2:30- 3:30 p.m., Wed. 5-7 and virtual office hours via BB
Collaborate Mon 11-noon- other times by appointment.
Class sessions: Wed. 7:00 – 9:30 p.m. B0134 Van Hoesen
Credit: 3 graduate credits

REQUIRED MATERIALS

Required Texts:

Mills, G. E. (2014). *Action research a guide for the teacher researcher* (5th ed.) Upper Saddle River, NJ: Pearson, Education, Inc.

Recommended Text:

American Psychological Association (2009, July [Second Printing]).
Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Other Required Readings:

A variety of research articles will be posted on Blackboard.



It is your responsibility to check your Cortland.edu email and Blackboard frequently for announcements, research highlights, and links to new resources and information.

COURSE DESCRIPTION

(from the SUNY Cortland graduate course catalog)

<http://catalog.cortland.edu/index.php?catoid=20>

An initial course in the reading, analysis and design of research in education and special education, FSA 651 is intended to provide graduate students with basic understanding of text, information and methodology to be applied throughout the master's program.

You will have the opportunity to reflect upon and refine your ability to understand, interpret, and apply the information and methodology introduced in this course throughout your master's program. You can expect (and you are expected) to grow as a scholar and collaborator, and improve your ability to simultaneously meet deadlines and high standards. When you have completed this course you should be able to distinguish some methodological strengths and flaws in the studies you read, and be ready to make informed decisions about topics and procedures for your research projects in FSA 652, and those you will participate in later in your career.

COURSE GOALS & OBJECTIVES

Goal 1. As a student in FSA 651 you will become familiar and comfortable with both quantitative and qualitative research in education.

Objectives

Over the course of the semester you will:

- 1.1 demonstrate an understanding of quantitative and qualitative methods and philosophies commonly utilized in education research (CEC 9; CF 1, 13).
- 1.2 describe the rationale for and legal components of the IRB and the protection of human subjects (CEC 9; CF 1, 13).
- 1.3 improve your academic writing skills by revising and re-submitting at least two drafts of your action research study (CEC 1, 9; CF 1, 13).

Goal 2. As a participant in FSA 651 you will become a critical and sophisticated consumer of research.

Over the course of the semester you will:

- 2.1 share stories and personal reflections on required readings and your own research, as directed (CEC 9, 10; CF 1, 13).
- 2.2 analyze and critique peer-reviewed journal article(s) representing evidence-based practice (CEC 1, 9; CF 1, 13).
- 2.3 demonstrate mastery of: APA style, selection of reputable and relevant published research, theoretical application, reading, writing, appropriate use of technology, and formal presentation at the master's level of scholarship (CEC 1, 9, 10; CF 1, 13).

Goal 3. As a participant in FSA 651 you will understand and demonstrate the thinking and action processes required to conduct your own research.

Over the course of the semester you will:

- 3.1 design and present a proposal for an action research study, as specified by the instructor (CEC 9; CF 1, 13).
- 3.2 conduct two different forms of data collection- either two interviews and one participant observation, or two observations and one interview, for the action research study. One interview must be audio recorded and transcribed (CEC 9, 10; CF 1, 13).
- 3.3 share data collected for the assigned research study and collaborate in preliminary data analysis (CEC 10; CF 1, 13).

* Teacher candidates in FSA-652 complete an Action Research study that is relevant to their teaching. Therefore, each study—depending on its central topic—will additionally fulfill one or more of CEC Standards 2, 3, 4, 5, 6, 7 and 8, and **CF Standards 1, 2, 4, 5, 6, 7, 8, 9, 10, 11 and 12.

EVALUATION AND ASSIGNMENTS

You are expected to be an active participant in all aspects of FSA 651, and your attendance and participation in the course sessions, attention to blackboard postings, and completion of course assignments all contribute to your experience and your grade. Every thoughtful comment that you make, question you pose, and effort you make to actively read the assigned chapters and research articles creates opportunities for deeper learning. Life can be complicated (!) but if you have excessive absences or tardiness, your final grade will be lowered according to university policy. Extenuating circumstances should be discussed with the professor, see SUNY Cortland College Handbook Sec 410.12 for more information.

You will be most successful in this course if you do the following things:

- Start thinking of ideas for your research project immediately
- Stretch yourself by critically thinking about the research we read and discuss.
- Communicate with me during office hours or over email if you have any questions or issues with the class requirements.
- Plan carefully and allow time for each step, i.e. in order to conduct an interview you'll need to recruit a willing volunteer, schedule a convenient time with this participant, design your interview questions, create your informed consent form and have it approved by the instructor... plan ahead!

Assignments

Assignments must be submitted on dates listed on this syllabus. Late assignments = lost points because assignments are arranged in a carefully organized sequence, each building on the one before. Due dates must be met in order to collect data, review the research literature and produce your final paper by the end of the course.

Assignment 1 ***IRB Certification***

All students are required to successfully complete the CITI tutorial offered online by the Institutional Review Board (IRB) of SUNY-Cortland, and submit a research proposal for *exempt review by the professor*. Information about the IRB is on the website of the Office of Research & Sponsored Programs. <http://www2.cortland.edu/offices/rsपो/> and detailed information will be provided in class session #1. **Due by 9/10/14**

☆IRB certification is an ethical responsibility, which protects the rights of vulnerable participants (such as persons with disabilities), student researchers, and the university. *Papers written by students who have not been certified, and/or who do not have an approved proposal (including informed consent documents) at the time of data collection, will not be accepted. Having unacceptable data will eliminate a major portion of your grade, and will result in your failing the course.*

Assignment 2 ***Research Proposal***

Due 9/17/14

Assignment 3 ***Critique of two peer-reviewed journal articles***

Critique #1 due 9/24/14

Critique #2 due 11/05/14

Assignment 4 ***Independent Field Observation & Memos***

Due 10/8/14

Assignment 5 ***Literature Review matrix***

First draft due 10/15/14

Final draft due 10/29/14

Assignment 6 ***Transcribed Interview for Data Analysis***

Due 10/29/14

Assignment 7 ***Interviews & Observations for your research - Notes and consent forms***

Due 11/26/14

Assignment 8 ***Action Research Paper***

First draft due 11/12/14

2nd draft due 11/26/14

Final draft due 12/8/14

The requirements for all assignments will be reviewed in class and posted on Blackboard.

Grades

Each assignment builds toward your final research project. Final grades will be based upon total points accumulated.

Attendance, class participation, and preparation including Assignment 1,2	15 pts
Assignment 3 article critiques (2)	30 pts.
Assignment 4 independent observation & memo	20 pts.
Assignment 5 Lit review matrix	40 pts.
Assignment 6 Interview(s) & Observations	10
Quiz 1 & 2	10
Assignment 8 (includes 7)	75

Final grades will be assigned as follows:

A+ 194 - 200

A 193 - 188

A- 187 - 180

B+ 179 - 173

B 172 - 167

B- 166 - 160

C+ 159 - 154

C 153 - 148

C- 147 - 140

D+ 139 - 134

D 133 - 128

D- 127 -120

Failure 119 and below

Format for Written Work

This course requires an academic scholarly style of writing.

All written material must be typed, double-spaced, and in APA format. Edit your work for mechanics, use spell and grammar checks, and ask a peer or colleague to review your work.

I recommend you find/borrow/purchase a copy of the APA Manual:

American Psychological Association (2009, July [Second Printing]). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ACADEMIC INTEGRITY

The college is an academic community that values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. Plagiarism is against the academic and ethical standards of the college. You are expected to properly cite the work of others. Do not copy quotes verbatim without using proper quotes and if you are questioning whether there is a need to cite a source, site it or ask the professor. You are also responsible for protecting your own work.

For more information on academic integrity and academic dishonesty, please refer to the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies, or ask your instructor http://www.cortland.edu/handbook/hb08_10/part3.html#Anchor-CHAPTER-55306

ACCOMMODATIONS

Individuals with disabilities that necessitate instructional, curricular, or test accommodations are responsible for making such needs known to the course instructors as early as possible.

The Office of Student Disability Services is located in B-1 Van Hoesen Hall.

<http://www2.cortland.edu/offices/student-development-center/disability-services/index.dot>

COURSE SCHEDULE

** This anticipated course sequence (next page) is subject to minor revision based upon class strengths and needs, weather contingencies, etc. The assignments will remain the same, but I'll supplement the content outlined here if needed. This course includes a partial hybrid component-- weeks 4, 8, & 11 are online.*

Dates	Topics	Preparation
Week 1 Wed 8/27	Introductions; Course Overview and expectations, Definition of research IRB- human subjects	Obtain text: Mills, G. E. (2014). Action research a guide for the teacher researcher (5 th ed.) Ensure your access to blackboard and your Cortland.edu email. Log into CITI cite , begin tutorial. Mills ch 2
Week 2 Wed 9/3	Philosophical foundations of research- quantitative & qualitative Action research for educators	Mills ch 1 (all) & 3 (from p. 41-61)
Week 3 Wed. 9/10	Locating appropriate scholarly peer-reviewed sources, how to determine if you're article is "research"	1st draft of research proposal due IRB certification (CITI) due via email 2 nd part of Mills ch 3 (p. 61-76)
Week 4 Wed 9/17	Conducting a literature review Purpose of the literature review in qualitative & quantitative studies Getting acquainted with the APA manual	Research Proposal due via email <i>NO CLASS ON CAMPUS- BB COLLABORATE & DISCUSSION BOARD</i>
Week 5 Wed 9/24	Quiz 1 Peer & instructor feedback - proposal	Bring a copy of the APA manual Mills ch 4 Article critique 1 due
Week 6 Wed 10/1	Practicing a data collection technique- field observation & analysis	Field observation- group 7-8 p.m. VanHoesen 8-9 p.m.
Week 7 Wed 10/8	Practicing a data collection technique-interviewing	Field Observation- individual notes & memos due
Week 8 Wed 10/15	Moving from a matrix to a paper- synthesizing themes and sources Evaluating findings- Validity, Reliability, Trustworthiness	Post draft of lit review matrix on BB Mills Ch 5 <i>NO CLASS ON CAMPUS- BB COLLABORATE & POST on BB DISCUSSION BOARD</i>

Week 9 Wed 10/22	Data Analysis -coding, memo-ing, patterns, and themes	Mills ch 6
Week 10 Wed 10/29	Data Analysis – your data Quiz 2	Data Collection due Transcribed interview due Literature Review Matrix due
Week 11 Wed 11/5		Article critique 2 due via email <i>NO CLASS ON CAMPUS- BB COLLABORATE & POST on BB DISCUSSION BOARD</i>
Week 12 Wed 11/12	Peer feedback and editing, sharing drafts and writing in APA style	1st draft of action research paper due
Week 13 Wed 11/19	Individual & peer feedback	Mills ch 8 Revising drafts Individual conferences
Week 14 Wed 11/26	Thanksgiving eve NO CLASS	2nd draft Paper due electronically
Week 15 Wed 12/3	Wrap up Presenting your research findings and what you're bringing to 652.	Final paper due electronically by Monday Dec 8