Fall 2015

EDAD 6890

Adrienne Dixson

University of New Orleans

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College Mission: The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships.

Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.
This seminar is intended for advanced doctoral students in educational administration. Both the content and activities of the seminar will prepare students to eventually compose the dissertation proposal. In brief, the purposes of this course are to facilitate students’

- identification and elaboration of the research problem, purpose, objectives, questions and/or hypotheses;
- review of literature related to the research problem;
- development, refinement and explanation or interpretation of a conceptual framework that clearly relates the research problem to relevant themes represented in and drawn from the literature on previous research; and finally
- development of methodological plans for the collection and analysis of data to be undertaken in order to achieve the purpose of the study.

Course Goals:

- The exploration of various research traditions in education, the assumptions underlying these traditions, and the varying purposes of research within these traditions.

- The analysis of research in education and social sciences in order to develop an advanced understanding of the concepts, terms, and symbols used in research within the field.

- Application of skills in reading, analyzing, and critiquing research articles and scholarly publications in order to develop a framework for these activities, and to determine strengths and weaknesses of research designs and methods.

Course Objectives

- Students will develop skills in scholarly writing, the use of APA style guidelines, editing manuscripts in progress, and giving and receiving constructive feedback regarding their writing.
- Students will examine and understand a) the identification of tentative research topics; b) the process of research for qualitative, quantitative, and mixed method approaches; and c) the assumptions or knowledge claims, strategies of inquiry, and methods of data collection/analysis that underlie, characterize, and distinguish between the qualitative, quantitative & mixed methods research approaches.
- Students will carefully identify and submit, in the form of a research prospectus, a topical outline of their pre-dissertation or other research proposal (complete with research topic, background, statement of purpose/problem statement, question(s) and/or hypotheses, theoretical framework, participants, materials, and procedure).
- Students will examine the literature on leadership theory relevant to their proposed research topics.
- Students will develop a theoretical framework to support proposed research.
- Students will review the components of the dissertation and UNO’s guidelines for its completion.
- Students will review the policy and procedures set forth by UNO’s Institutional Review Board (IRB).
- Students will read and critique sample dissertations in their field.
- Students will conduct a comprehensive, critical and integrative review of the literature related to their research topic or problem.
• Students will examine carefully and outline thoroughly – with narrative explanation of each point – an appropriate set of methodological plans for conducting the proposed study, using a qualitative, quantitative, or mixed method approach.

Course Requirements
In this course, scholarship is viewed as a communal activity. Consistent with this theme, students will share their writing – and their reflections upon it – with others of the seminar on a regular basis in an interactive setting. Additionally, all members of the seminar are expected to post thoughtful responses to class discussions, prompts, etc. online and to complete all assignments in a timely manner, and be well prepared for class activities.

Based on the premise that writing is thinking, students are expected to complete regular writing assignments in order to formulate, express, and refine their ideas throughout the semester. The written assignments are intended specifically to help students think through the issues related to their research problems, their literature reviews, their theoretical frameworks, and methodological plans for their pre-dissertations and research projects informing their dissertations. All written work in this course is aimed toward the accomplishment of the overarching goal of the two-semester sequence of dissertation seminars (EDAD 6890 & 6997), which is the development of the dissertation proposal. Each additional written assignment should constitute a refinement of previous efforts, reflecting additional reading of the literature and incorporating feedback from the instructor, other students, and your major professor, as appropriate.

Evaluated Activities Course Assignments and Expectations
All assignments are to be submitted on time. Late submission of assignments will not be accepted unless a written request is submitted by the student and approved by the professor. The following evaluated activities are assigned to facilitate learning opportunities. Your grade in this course is derived from these assignments, which are structured to aid you in your doctoral journey. As a student in this course, much of your performance will be evaluated according to your overall participation as demonstrated through your performance on the following activities:

<table>
<thead>
<tr>
<th>ACTIVITIES AND ASSIGNMENTS</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15</td>
</tr>
<tr>
<td>Developing a Theoretical Framework</td>
<td>10</td>
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<tr>
<td>Statement of the Problem</td>
<td>20</td>
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<tr>
<td>Review of the Literature</td>
<td>15</td>
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<tr>
<td>Research Methods</td>
<td>15</td>
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<tr>
<td>Final Submission of Research Prospectus</td>
<td>25</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>100</strong></td>
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GRADING SCALE

- 100 – 90 = A
- 89 – 80 = B
Class discussion is a primary learning tool for this course and therefore your participation and adequate preparation are essential. Students are expected to bring questions, issues, critical comments, and insights from readings, media resources, and personal experiences that relate to leadership theory, leader behavior, and organizations to each discussion. Together with the instructor, students are expected to exhibit behaviors that create a mutually supportive and challenging dialogue.
**Required Textbooks**


**On-line Journals**
Academic Leadership: The Online Journal

Educational Leadership Journals and Holdings

Journal of Cases in Educational Leadership
[http://www.sagepub.com/journalsProdManSub.nav?prodId=Journal201765](http://www.sagepub.com/journalsProdManSub.nav?prodId=Journal201765)

International Journal of Leadership in Education
[http://www.tandf.co.uk/journals/edlcfp.pdf](http://www.tandf.co.uk/journals/edlcfp.pdf)

Equity and Excellence in Education
[http://www.eee-journal.com](http://www.eee-journal.com)
[http://www.tandf.co.uk/journals/titles/10665684.asp](http://www.tandf.co.uk/journals/titles/10665684.asp)

**On-line Resources**
Online Resources in Educational Leadership and Policy


Hofmann, R. Eight Questions About Qualitative and Quantitative Research. Miami University.
[http://kerlins.net/bobbi/research/qualresearch/bibliography/8questions.html](http://kerlins.net/bobbi/research/qualresearch/bibliography/8questions.html)


On-line Resources (cont.)

Olson, H. Quantitative “versus” Qualitative Research: The Wrong Question. University of Alberta.  
http://www.ualberta.ca/dept/slis/cais/olson.htm

http://www.utoronto.ca/writing/litrev.html

The University of Melbourne (2002). Conducting a Literature Review. The University of Melbourne.  

Educational Researcher, 31(9), 3-12.  

http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html

Statement on Students with Disabilities:
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to http://www.ods.uno.edu.

Statement on Academic Integrity: Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at http://www.studentaffairs.uno.edu.

Other Course Policies and Expectations:
University of New Orleans policies as articulated in the UNO Student Policy Manual apply in this course.
# COURSE OUTLINE

## Fall 2015

<table>
<thead>
<tr>
<th>Week of…</th>
<th>Assignment/Activity</th>
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<tbody>
<tr>
<td><strong>August</strong></td>
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<tr>
<td>Ongoing</td>
<td>Class Participation (15 points)</td>
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<tr>
<td>Week#1 8/20</td>
<td>Instructor at American Sociological Ass’n</td>
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| Week#2 8/27 | Review of Syllabus  
Introductions  
The Research Enterprise  
**Assigned Reading:**  
- L & O: What is Research?  
  (9th Ed.Ch 1, 10th Ed. Ch. 1 pp.1-7)  
- R&N: the Research Process (chpt. 1)  

**Exercise:** Sustained Silent Reading of Selected Reading Materials  
- *The Practice of Social Research* (Babbie)  
- *Making Social Science Matter* (Flyvbjerg)  
- *Action Research for Teacher: Traveling the Yellow Brick Road* (Arhar, Holly, & Kasten)  
- *Educational Research: Planning, Conducting and Evaluating Qualitative and Qualitative Research* (Creswell)  
- *Issues in Education Research: Problems and Possibilities* (Lagemann & Shulman)  

**Establishing a Foundation for Setting My Research Agenda**  
**Exercise:** Realms of Concern and Influence  
Preliminary Problem Statement (6 statements activity) |
| **September** | |
| Week#3 9/3 | The Research Problem  
**Assigned Reading:**  
- L & O - Tools of Research (9th Ed. ch. 2, 10th Ed. ch. 1 pp.7-26)  
- L & O - The Problem: The Heart of Research (9th Ed. ch. 3, 10th Ed. ch. 2)  
- Dissertation Craftsmanship by Kerchner  
- R & N – Selecting a Suitable Topic (chpt. 2) and Literature Review and Statement of the Problem (chpt. 4)  

**Exercise:** Finding a Legitimate Problem  
Framing a Researchable Question  
Planning the Intro for Chapter 1: Locating the “Hook” |
| Week#4 9/10 | Thinking About the Theoretical / Conceptual Framework  
Class Meeting Via Moodle  
Assigned Reading:  
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<tr>
<td>Post 9/10 Replies: 9/13</td>
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| Week#5 9/17 | Writing a Conceptual/Theoretical Framework  
Exercises: Prepping for and Drafting the Framework  
Assigned Reading  
Exercise  
Drafting your Theoretical Framework  
Assignment: Developing a Theoretical Framework (10 points) – Due October 9th |
| Moodle | |
| Week#6 9/24 | The Research Prospectus  
Assigned Reading:  
L&O: Planning Your Research Project (9th Ed. ch. 5, 10th Ed. ch. 4)  
L&O: Writing the Research Proposal (9th Ed. ch. 6, 10th Ed. ch. 5)  
Assignment: Developing a Theoretical Framework (10 points) – Due October 9th |
| October | |
| Week#7 10/1 | The Best of What’s Around: Recent Dissertations and Dissertators  
Assigned Reading:  
Selected Dissertations- Read one complete dissertation on the same topic as you’ve selected. Ask your advisor for a recommendation.  
Guest Panelists  
Exercises:  Dissertation Review Debrief  
Assignment: Research Problem: First Draft (20 points) – Due October 23rd |
| Week#8 10/8 | Human Subjects  
Class Meeting Via Moodle  
Assignment due: Theoretical Framework  
Assigned Reading:  
R & N – Informed Consent and Other Ethical Concerns (Chpt. 13)  
Explore the Webpage for UNO’s Institutional Review Board.  
http://www.humansubjects.uno.edu/  
Assignment:  Complete the 2-hour tutorial found under Helpful Links, NIH Certification.  
| Moodle | |
| Week#9 10/15 | UNO Mid-semester break. NO CLASS |
| Week#10 10/22 | Reviewing the Literature  
Assigning Reading:  
L & O Review of the Related Literature (9th Ed. ch. 4, 10th Ed. ch. 3)  
Re-visit R & N chpt. 4 (Lit. review sections)  
Exercise: Cataloging relevant literature (Note: Bring pertinent literature to class with you.)  
Assignment: Literature Review: Organizing the Literature to Support Your Stance (15 points) – Due Nov. 13th |
|---|---|
| Week#11 10/29 | Library / Lit. Review Day  
Research Day  
Note: The Class will not meet formally. You may opt to meet with your classmates or study partner(s) at the library to complete work on your literature review or you may work independently from another location.  
Exercise: Creating an Excel spreadsheet for literature analysis |
| November | |
| Week#12 11/5 | Research Methods (Qual.)  
Assigning Reading:  
L&O: Qualitative Research (9th Ed. ch. 7, 10th Ed. ch. 6)  
L&O: Historical Research (9th Ed. ch. 8, 10th Ed. ch. 7)  
Exercise: Draft a 1 page proposal related (but not directly) to your topic |
| Week#13 11/12 | Research Methods (Quant.)  
Class Meeting Via Moodle  
Assigning Reading:  
L&O: Descriptive Research (9th Ed. ch. 9, 10th Ed. ch. 8)  
L&O: Experimental and Ex Post Facto Designs (9th Ed. ch. 10, 10th Ed. ch. 9)  
L&O: Mixed Methods Research (ch. 10 only in 10th Ed.)  
Exercise: Understanding Quantitative Research  
External Links  
Exercise: Draft a 1 page proposal related (but not directly) to your topic |
| Week#14 11/19 | Writing the Methods Section  
Assigning Reading:  
R & N: The Method Chapter (chpt. 5)  
L & O: Technical Details: Style, Format, and Organization of the Research Report  
Ch 12 (same in 9th / 10th Eds.)  
R & N: Guidelines for the Presentation of Numbers in the Dissertation (chpt. 12)  
Exercise: |
| Week#15 12/3 | EDAD Poster Session / Mock Defenses part 1  
Class will participate in the EDAD program winter poster session from 7-8 PM  
Mock defense will begin at 8:15  
Exercise:  
Mock Defense of Research Prospectus  
Final Draft: Research Prospectus for Dissertation (25 points) Due November 30th |
| --- | --- |
| Week#16 12/10 | Mock Defenses part 2  
Submit final Deliverable: Research Prospectus to bbeabout@uno.edu  
Reading Assignment:  
R & N – Overcoming Barriers (chpt. 9) and Writing (chpt. 10)  
Mock Defense of Research Prospectus  
Naming and Confronting Dissertation Research Fears  
Making Time to Make It Happen – Calendar / Scheduling |
Bibliography of Recent Works


**Bibliography of Less Recent Works**


Research Methods Resources on the WWW
Author Mary Sue Stephenson, Ph.D. The School of Library, Archival and Information Studies The University of British Columbia.
http://www.slais.ubc.ca/resources/research_methods/general1.htm


Trochim, W. Knowledge Base. An online textbook by Bill Trochim for an introductory course in research methods.


