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Course Description
EDFR 6705 Quantitative and Qualitative Research Design  3 cr.
Prerequisites: EDFR 6700 and admission to M.Ed. or Ph.D. program in the College of Education and Human Development or consent of department. Graduate students prepare to become researchers in this course. Epistemology and differences in research paradigms are reviewed. The designs available to researchers in quantitative and qualitative traditions and mixed methods are detailed. Introduction to the components and process of developing research proposals is a mainstay of the course.

Required Readings/Materials

American Psychological Association (2001). Publication Manual of American Psychological Association, 6th Edition. (Recommended; You will use this throughout your graduate studies and for your dissertation.) There are several websites that give you’re the “breadcrumbs” related to style but it is the manual itself that gives you the examples you need.

Various dissertations to study for examples of elements of dissertation design, style and format.

Various professional journals and journal articles that focus on research in your field.

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. The unit’s purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of theory, practice, and research.

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.
Course Overview

The course is designed for students pursuing advanced degrees in education. As an introductory research course it is meant to provide a general procedural overview of educational research and associated strategies of inquiry. Its purpose is to prepare students for the more in-depth learning required in later courses focused specifically on either qualitative, quantitative, or mixed methods approaches, and as such is a prerequisite for more advanced methods courses.

This course is intended as a research methods course, not a statistics or data analysis course. The primary focus is on the development of problem and purpose statements, research questions, conceptual/theoretical frames, literature reviews, and descriptions of appropriate methodology. The capstone projects for this course are annotated bibliographies, problem statements, research questions and a proposal outline.

A secondary focus of the course is on the development of the dispositions leading to becoming a successful researcher. These dispositions include (but are not limited to) independence, collaboration, critical thinking, problem solving, and mastery of the writing process.

I strongly urge you to take full advantage of the learning opportunities provided in this course as a foundation for understanding what is required of you in designing your final thesis or dissertation research. That being said, I do not suggest or recommend that you try to determine the exact nature or question for your dissertation in this course. It is much, much to early and focusing on a dissertation topic will distract you from developing a true and deep understanding of issues in your field and how they can be solved through research.

The development of your research proposal is, for the most part, an independent effort and therefore, the process is absent of the authoritarian guiding structure you may be used to in other course work, particularly undergraduate course work. As a researcher working independently, you will draw extensively from the material in this class as well as examples of other research through journal articles and dissertations to design and develop methods to resolve issues in the field.

Even though there is an independent nature of high quality research, at the same time, high quality research is developed in an atmosphere of collaboration. This collaboration first begins when the researcher develops quality questions based on the work of others. Consistent reference to prior studies related to your topic is absolutely necessary in order to develop strong proposals that produce important results. Researchers also strengthen their credibility as researchers and scholars by seeking the peer review of ideas while still in the formative stages of developing questions, conceptual and theoretical frames, and methodology. This course is designed to help you develop the ability to balance the disposition of collaboration and independence. You will find, as you progress through your studies, that if these dispositions are not solid and balanced, the development of your research will be far more difficult.
**Course Rationale and Objectives**

As professionals we are called upon to use and develop standards of good practice or benchmarks of performance. To develop these standards, professionals must rely on a sound knowledge base from which decisions are made. We must know proper techniques, strategies, and methods to guide our practice. Research has an important role in developing that sound knowledge base and determining the methods that are most effective in professional practice.

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<tr>
<th>Course Objectives and Alignment with Assignments</th>
<th>Assignments</th>
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<tr>
<td>1) Students will analyze, synthesize, and evaluate theory, research, and practice in their specialty area.</td>
<td>Readings in Creswell and Professional Journals</td>
<td>Meeting Preparations Annotated Bibliographies Problem Statements/Research Questions Mini Proposal</td>
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<td>2) Students will analyze how philosophical worldviews drives their own research and the research in their field.</td>
<td>Readings in Creswell and Professional Journals Peer discussions in class</td>
<td>Meetings Preparation Problem Literature Review Analysis Statements/Research Questions</td>
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<td>3) Students will analyze and evaluate the basic components of quantitative, qualitative, and mixed methods inquiry in order to conduct independent inquiry. questions.</td>
<td>Readings in Creswell and Professional Journals; Reading Sample Dissertation</td>
<td>Meetings Preparation Problem Statement/Research Questions Annotated Bibliographies Mini Proposal</td>
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<td>4) Students will be able to construct an annotated bibliography that demonstrates the state of current knowledge on a topic.</td>
<td>Readings in Creswell Readings of Professional Journals; Readings of sample thesis/dissertations</td>
<td>Annotated bibliographies Problem Statement/Research Questions Mini Proposal</td>
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<td>5) Students will analyze and evaluate ethical issues in conducting research, and the IRB as an institutional oversight mechanism.</td>
<td>IRB Certification Plagiarism Mini Course APA Internet Workshop</td>
<td>Certificate Required Post Test Required Mini Proposal</td>
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<td>6) Students will demonstrate the ability to conduct independent inquiry by developing an a mini-research proposal.</td>
<td>Readings in Creswell Readings of sample thesis/dissertations Development of all aspects of the Mini-Proposal</td>
<td>Mini Proposal</td>
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<td>7) Students will analyze, evaluate and further develop their own disposition in order to work both independently and collaboratively while conducting independent inquiry in their field of study.</td>
<td>Completion of all assignments Classroom Discussion Discussion Forum</td>
<td>Meeting Preparation Attendance and participation in Group Meetings</td>
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CACREP Doctoral Standards that will be addressed in this course:

II.C.5 Design, implementation, and analysis of quantitative and qualitative research.

II.E.2 Understand qualitative designs and approaches to qualitative data analysis.

II. E.3 Knows models and methods of instrument design.

II.F.1 Demonstrates the ability to formulate research questions appropriate for professional research and publication.
II.F.2 Demonstrate the ability to create research designs appropriate to qualitative and quantitative research questions.
IIIF. 3 Demonstrates professional writing skills necessary for journal and newsletter publication.

**Course Requirements and Grading**

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<th>Assignment</th>
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<tr>
<td>Meeting Preparations 4 @ 0-20 points each</td>
<td>0-100 points (33%)</td>
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<tr>
<td>Annotated Bibliographies 2 @ 0-30 points each</td>
<td>0-60 points (20%)</td>
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<td>Literature Review Analysis 1 @ 0-20 points</td>
<td>0-20 points (7%)</td>
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<td>Problem Statement/Research Questions 25 point</td>
<td>0-25 points (8%)</td>
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<td>Discussion Forum 20 points</td>
<td>0-20 points (7%)</td>
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<tr>
<td>Annotated Research Proposal 75 points</td>
<td>0-75 points (25%)</td>
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<td>IRB Certification Required but not graded</td>
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<td>Plagiarism Internet course Required but not graded</td>
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<td>TOTAL 300 points</td>
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Grades will be assigned using a 6-point percentage scale (94-100=A etc.)
300-282=A  281-264=B  263-246=C

**Guidelines for Written Work**

The ability to communicate effectively in writing is critical to the development of successful research proposals. Narratives are to be coherent to a general audience, concise, typed, double-spaced, and with numbered pages and appropriate headings and subheadings. The use of Standard English is expected in all written work submitted for a grade. Submissions should include a cover page identifying the student, the assignment, and the date. APA style is to be followed, particularly for in-text citations, levels of headings, and references.

Consider this class as an opportunity to practice your best writing in preparation for graduate level research projects. Your best means that writing should be edited for coherence, clarity of argument, organization, and spelling, grammar and punctuation. Admitting to be a poor editor of your own work is not an excuse for poor writing. If you fall into this category, and I do, seek out ways to have others edit your work before submitting it. A link to the Purdue Website OWL2, which provides a mini-course in APA style and multiple examples is available on the Moodle site.

**Course Policies**

1. Due dates for assignments are listed in the course schedule section of the syllabus. Assignments may be turned in early but will not necessarily be graded prior to the due date. Likewise, assignments turned in late will not be graded until I have completed my scheduled work duties. i.e. late work goes to the bottom of my to-do pile. Therefore, if you hand in assignments after their due date you may not receive feedback on them before the next set of assignments is due. Indeed, it may be near the end of the semester before your assignment is returned.

2. Assignments turned in late will have an automatic one-grade reduction, i.e. work that would have received an A will receive a B; work that would have received a B will receive a C, etc. **There is a 2-week limit on late submission, i.e. assignments will not be accepted after two weeks from the posted due date.** No assignment will be accepted after December 11, 2014. There will be no exceptions to this rule- it will be enforced regardless of circumstances related to the late submission. The only exception is closure of the university for an extended period of time (more than 1 day) for some reason (for example weather).

3. Submit assignments as a word document to the appropriate portal on Moodle. Place your name and the assignment identifier in the file name. (for example: Kieff, Annotated Bib 1)

4. 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.

5. 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.

6. Any of the course assignments may be negotiated on an individual basis with the instructor in order to reach an agreement regarding the optimal learning opportunities for each individual student. Please initiate a request for an assignment change through e-mail, giving a rational for the change and providing details regarding an alternative assignment.

EDFR 6705 Meeting and Assignment Schedule, Fall 2015

August 20    No Class Meeting- fill out and return information sheet via Moodle on or before Monday, August 24. Not graded but required.
August 27    First Class Meeting. Introduction to course and participants. There will be a quiz (closed book/syllabus) over the syllabus.
September 3  NO Class Meeting
September 10 Second Class Meeting. Meeting Prep 1 Assignment due by 9:00 AM via Moodle. Will cover Creswell’s Chapters 1 and 2.
September 17 No Class Meeting
September 24 No Class Meeting. Literature Analysis (of a dissertation) due by 9:00 AM via Moodle
October 1    Third Class Meeting. Meeting Prep 2 Assignment due by 9:00 AM via Moodle. Will Cover Creswell’s Chapters 3 and 4.
October 8    No Class Meeting. Annotated Bibliography 1 Due by 9:00 AM
October 15   No Class Meeting
October 22   Fourth Class Meeting. Meeting Prep 3 Assignment due by 9:00 AM via Moodle. Will cover Creswell’s Chapters 5, 6, 7
October 29   No Class Meeting. Annotated Bibliography 2 Due by 9:00 AM
November 5   No Class Meeting. Problem Statement’s Research Questions Due on Moodle by 9:00 AM
November 12  Fifth Class Meeting. Meeting Prep 4 Assignment due by 9:00 AM via Moodle. Will cover Creswell’s Chapters 8, 9, 10.
November 19  Discussion Forum Sessions 4-4:50; 5-5:50; 6-6:50
Last Date to submit IRB Certificate and Plagiarism Course Post Test
November 26  No Class Meeting – Thanksgiving

December 3 No Class Meeting- Annotated Research Proposal Due

December 10 Last day to submit any late work for it to count toward grade.

December 14 My grades are due to the registrar at 9:00. This is why I cannot accept work after December 10.

Assignment Descriptions

Meeting Prep  4 @ 0-25 points each  100 points
The purpose of class meetings is to foster substantive discussions. Being able to articulate ideas and understanding is an important aspect of scholarship. Substantive participation demonstrates critical reading/thinking around course content and clear articulation of ideas as expressed in these guidelines:

1. To what extent do you incorporate the class readings into your comments?
2. To what extent do you link the literature/readings with your practical experience?
3. To what extent do you engage your colleagues in the class in meaningful thought, critical analysis, and debate around appropriate and quality research methods?
4. To what extent do you contribute to your colleagues’ thinking about research methods by raising insightful, probing questions?

In order to prepare for class meetings, you will receive a “Meeting Prep” document at least two weeks prior to the scheduled meeting. This document contains the reading assignments for that meeting, a list of activities that you need to conduct before the meeting, and questions to answer before the meeting. You are to turn in the completed Meeting Prep through Moodle by 9:00 AM the morning of your group’s meeting. This allows me time to review your assignments before class and hopefully plan for a more productive class. Meeting Preps received on time will earn from 0-15 points, based on level of completeness. If you attend the meeting and participate in discussion, you are eligible for an additional 10 points for a grand total of 25 points for each of the five group meetings.

Literature Review Analysis  20 points Due September 24
Read and analyze a full literature review from a dissertation- not a research article.
Your analysis should begin with an overview of the dissertation: Name; Research Authors; purpose, methodology; and where the review is located in the dissertation.

Then identify:
• the main components of the review (as discussed in Creswell, Chapter 2),
• the world view – and give an explanation of why you think this
• the major bodies of the literature reviewed

Provide a summation of the argument for the research as presented in the lit review. (i.e – we know this; we know this; we know this; and if we knew this (the research question) we could (significance). Conclude with a reflection of what you learned by doing this analysis – and what you are still confused about.

Annotated Bibliographies  2 @ 0-30 points each  60 points
This assignment requires you to
1) Choose two diverse research topics in your field of study that you are interested in and prepare a separate annotated bibliography for each topic.
2) For each topic search for and review at least 10 dissertations or peer reviewed articles.
3) Using these sources develop an annotated bibliography for each area. This can be done as a spreadsheet or in a narrative format. Examples of both will be posted in Moodle.

**Problem Statement/Research Questions**

25 points  Due November 5

After completing your annotated bibliographies, prepare a problem statement for each area of research. And, for each of those problem statements, suggest two research questions each from different research paradigms (Qualitative, Quantitative, Mixed Methods).

In the end you will have:

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<tr>
<th>Research Topic 1</th>
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<td>Problem Statement 1</td>
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<td>Research Question 2</td>
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**Discussion Forum**

20 points

This will be a 45 minute discussion focused meeting between 5 classmates, myself, and other professors. The purpose is not to freak you out but to allow you practice articulating your ideas and responding to the ideas of others. The Forums schedule is included in this syllabus and students may sign up during class. However, the schedule may not be changed after October 22. When choosing a time, be sure to account for the time needed to get to campus. Criteria for grading include:

1. To what extent do you incorporate the class readings into your comments?
2. To what extent do you link the literature/readings with your practical experience?
3. To what extent do you engage your colleagues in the class in meaningful thought, critical analysis, and debate around appropriate and quality research methods?
4. To what extent do you contribute to your colleagues’ thinking about research methods by raising insightful, probing questions?

**Annotated Research Proposal**

75 points  Due December 3

Develop an annotated mini- proposal using a minimum of 10 references, five of which must be from peer- reviewed journals. The proposal is to include three sections:

1. Introduction: Background, problem statement, and research question(s) (Narrative form)
2. Outline of a review of literature (This should be in outline form and clearly indicate which bodies of research you are presenting and their order.)
3. Proposed research method, with rationale for choice, discussion of sampling, data collection, and analysis of data. Include an outline or timeline of procedures. (Narrative form)

Written work is to be presented professionally and in accordance with the standards befitting quality academic work. Annotated proposals must include:

1. Title page (your name, date, assignment title)
2. Table of Contents
3. Levels of Headings (sections and subsections) (if appropriate) in narratives
4. Reference List
5. Page numbers

They must conform to the following standards

6. The precise use of APA style
7. Coherent and Concise; readable by a general audience
8. Typed, double-spaced, in 12 point font, including subheadings, references, and a table of contents
9. Formatted in Word as follows: {your last name, assignment identifier}

This assignment will be the focus of the Fourth Group Meeting.

**IRB Certification**

Not graded but required  on or before November 19

In order to conduct Human Research one must take the Human Subjects Training. This is an on-line course that can be accessed through the Office of Human Subjects.

webpage about the IRB process and then click on the link for On-Line Human Subjects Training. Complete the course. When you complete the course successfully, you will receive a certificate. E-mail or bring me a copy of your certificate and retain one for your records. You will need to submit this when you submit your first IRB application. This assignment is required in order to get a grade in the course, but it is not graded. I would suggest you do this early in the semester because you will be busy, busy, busy later on. If you have already completed the training, just provide a copy of the certificate.

Plagiarism Internet Course Not graded but required on or before November 19
Please complete all sections of the on-line plagiarism course presented at http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php
This is a short course defining plagiarism and giving multiple examples of citations that are plagiarized and not plagiarized. It took me about 30 minutes to complete- from pretest to posttest. The purpose is to outline the principles to use when citing the work of others in papers. This starts with a short pretest followed by several informative frames of information. At one point you will be given examples of citations and asked to decide whether it fits the criteria for plagiarism or not. As soon as you choose, you will be given the correct answer and an explanation. There is a posttest at the end. When you finish the post-test – there is a place where you can have the results sent to me at jkieff@uno.edu. I do not care what the results are - I just care that you gave yourself a chance to test your knowledge about plagiarism. When I get your posttest, I will mark the assignment as completed and let you know I have the received it.

Discussion Forum Schedule.
This will be a 45 minute discussion focused meeting between 5 classmates, myself, and other professors. The purpose is not to freak you out but to allow you practice articulating your ideas and responding to the ideas of others. The Forums schedule is included in this syllabus and students may sign up during class on a first come, first serve basis. However, the schedule may not be changed after October 22.
Criteria for grading include:
1. To what extent do you incorporate the class readings into your comments?
2. To what extent do you link the literature/readings with your practical experience?
3. To what extent do you engage your colleagues in the class in meaningful thought, critical analysis, and debate around appropriate and quality research methods?
4. To what extent do you contribute to your colleagues’ thinking about research methods by raising insightful, probing questions?
When choosing a time, be sure to account for the time needed to get to campus. Coming late or leaving early will cost you 50% of the forum grade. Therefore, be sure you can be at the university at the time designated and that you can stay until the time designated to end.

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Meeting Prep 1 for Second Class Meeting, September 10 – (Due at 9:00 AM via Moodle)

Reading Assignment:
Cresswell, Chapter 1: The Selection of a Research Approach
Chapter 2: Review of the Literature
(I would read the chapters first, then tackle the activities and questions, referring back to the chapters to clarify understanding.)

Activities:
1) Find out the names of the 3 top peer-reviewed research journals in your field. Explore their availability – how you can access them.
2) Thumb through one research journal in your field and get an impression of the kinds of articles it contains.
3) Explore the potential of the UNO library as a resource to research in your field. What is available?
4) Find two dissertations in your field that you can access electronically and use as examples.

5) Pick two research topics to explore in this class. Find at least one article related to each of topics and read.

Questions to answer before class.
1) What are the names of the 3 top peer-reviewed research journals in your field?

2) What two topics are you going to explore in this class? Give the bibliographic data related to the articles you selected to begin the exploration of each topic.

3) What resources are available through the UNO library to support your research?

4) What other research resources are available to you?

5) What would you say were the world view of each of the articles you selected? Why do you say that?

6) Given the discussion of world views in Creswell, where would you place yourself? Why?

7) What distinguishes a quantitative study from a qualitative study? Mention 3 characteristics.

8) What is the purpose of a literature review in a qualitative study, a quantitative study, and a mixed method study?

9) How will you begin developing your Literature Review for the two topics that you are exploring in this class?

10) List your top 3 questions, issues, or concerns that you would like to discuss in the First Group Meeting.