

University of Southern California
Rossier School of Education
Course Syllabus
EDUC 570 Research Methods and Data Analysis
Summer 2014

INSTRUCTOR: Artineh Samkian, Ph.D.

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CLASS LOCATION:

Section: 27022

Location: WPH 203

Class time: Tuesdays 7-9:40PM

Section: 27224

Location: WPH 103

Class Time: Wednesdays 7-9:40PM

Credit Hours: 3

INTRODUCTION AND PURPOSE

The goal of this course is for students to learn how to use the methods and findings of educational research to address their professional needs, interests, and problems. They will learn about the nature of educational research, how to access and identify credible research literature about education, and how to read and critically evaluate articles that report research studies. Also, students will learn the range of methodologies that educational researchers use. Finally, this course is designed to provide an overview of research design and data analysis with the purpose of enabling educators and administrators to be good consumers of research and to engage in their own original research.

Students will complete a course project that gives them the opportunity to select a problem of practice that interests them and write a research proposal that is relevant to investigating this problem.

COURSE OBJECTIVES

In this course, you will:

1. Interpret the nature of educational research and how it relates to educational practice.
2. Generalize the different purposes and assumptions of quantitative and qualitative paradigms of educational research.
3. Conduct a review of the literature on a specific educational topic.
4. Critique the basic procedures involved in research sampling, measurement, and design.
5. Implement the skills of comprehending, interpreting, evaluating, and applying the findings of published research articles and other research reports.
6. Synthesize conclusions by drawing upon research findings when making educational decisions.

7. Design a research study relevant to a particular educational problem or topic.
8. Write a research proposal.

COURSE REQUIREMENTS

The following provides a description of all of the Class Time activities and Out-of-Class assignments that are required for this course.

CLASS TIME

The class meets for 12 “face to face” instructional units on campus or via Adobe Connect (see Blackboard).

OUTSIDE OF CLASS ASSIGNMENTS

The out of class workload for this course includes:

- Readings
- Written Assignments
- Online tasks and assignments (including reviewing videos, interactive exercises, CITI training, Discussion Forums, etc.)

REQUIRED TEXTS AND READINGS

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.
 - Malloy, C. (2011). Moving beyond data: Practitioner-led inquiry fosters change. *Edge: Phi Delta Kappa International*, 6(4), 3-19.
 - Creswell, J. W. (2009). *Research Design*. Los Angeles, CA: Sage Publications.
- Chapter 8 and 9**

OTHER READINGS

Please see the unit description for information on when you are expected to complete each reading. Additional readings may be assigned throughout the course and made available to you through ARES or Blackboard.

DISTANCE LEARNING

Some of the content for this course will be offered on-line. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, LinkedIn, Skype, Google, etc.). Basic tasks will include posting attachments, opening and posting discussion forums, and uploading assignments. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, PowerPoint, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through e-mail and Forums, the instructor will maintain ongoing communication with

candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. Blackboard provides a place for the instructor to share new information and new postings.

E-mail will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours.

ASSIGNMENTS

- A. **Discussion Forums:** Participation is essential to the collaborative learning process. As a part of Discussion Forums, students are expected to engage in meaningful dialogue about the course. This may include your thoughts, ideas, or misunderstanding of course concepts.
- B. **Interactive exercise, Activities and Quizzes:** Periodic activities (e.g., interactive exercises, CITI training and certification) and quizzes will serve as self-assessment indicators for understanding key concepts from assigned readings. Always be prepared to discuss the material and participate in class activities.
- C. **Summative Assessment:** prepare an annotated bibliography, a research proposal and deliver a presentation.

Assignment	Total Points Possible
Discussion Forum Participation (20 pts.)	100
CITI Training and Certificate	100
Quizzes (20 pts.)	240
Summative Assessment	
Part 1 - Annotated Bibliography	100
Part 2 - Research Design Matrix	100
Part 3 - Draft Research Proposal	60
Part 4 - Draft Research Presentation	60
Part 5 - Final Proposal And Presentation	200
TOTAL	960

SUMMATIVE COURSE ASSESSMENT

Candidates design a research study relevant to a particular educational problem or topic. The research study includes a progression of tasks divided into three parts: 1) annotated bibliography 2) research proposal and 3) research presentation. Candidates will engage in research that will address a goal to solve a problem of practice within the candidate's professional environment. Ultimately, candidates will develop their understanding of systematic thinking and synthesize conclusions by drawing upon research findings when making educational decisions.

3.2 Research Study Part 1 – Annotated Bibliography:

1. In groups, identify 10-15 articles around the problem of practice. Select 5 articles that will become the focus of the literature review section of your proposal.
2. Driven by your problem of practice, write a statement of the problem, include your revised research question based on feedback, and create an annotated bibliography of the 5 selected articles.
3. Annotated Bibliography: Include a few sentences summarizing each article and a few sentences describing how you will use the article in your research study. Reference the following link for guidance: <http://owl.english.purdue.edu/owl/resource/614/01/> . Reference the following link for an example of an annotated bibliography in APA style: <http://owl.english.purdue.edu/owl/resource/614/03/>

5.3 Research Study Part 2 - Research Design Matrix: Complete the research design matrix provided to you in class based on your research question.

7.3 Research Study Part 3 - Research Proposal: Draft a research proposal based on feedback received on your research design matrix. Upload your draft before Week 8 class.

9.2 Research Study Part 4 - Research Presentation: On the Discussion Forum, post a video draft of your presentation for peer review by the submission dates. Prior to class (Week 11), review the work of 2 other groups (will be assigned) and provide feedback by the evaluation dates.

12.3 Research Study Part 5- Final Proposal and Presentation: Upload your final proposal and presentation, incorporating both instructor and peer feedback received throughout the course.

IN THE EVENT OF A TECHNICAL BREAKDOWN

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

STANDARDS OF APPROPRIATE ONLINE BEHAVIOR

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit: < <http://www.usc.edu/student-affairs/SJACS/>>

ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

ACADEMIC INTEGRITY

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates' entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the candidate's responsibility to be familiar with and abide by these guidelines, which are found at: <http://web-app.usc.edu/scampus/>

A summary of behaviors violating University standards can be also found at: <http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the 10th week of the semester; arrangements for the IN and its removal should be initiated by the candidate and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

CONDITIONS FOR REMOVING A GRADE OF INCOMPLETE

If an IN is assigned as the candidate's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the candidate and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A candidate may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

TIME LIMIT FOR REMOVAL OF AN INCOMPLETE

One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

GRADE DISTRIBUTION TABLE

A 100-95%	B+ 89-86%	C+ 79-76 %	D+ 69-66%	F 59-0%
A- 94-90%	B 85-83%	C 75-73%	D 65-63%	
	B- 82-80%	C- 72-70%	D- 62-60	

ASSIGNMENTS AND DUE DATES			
Units	Assignments	Points	Due before class
1. Using Research Evidence To Improve Practice	Readings 1.1 Discussion Forum 1.2 Quiz 1.3 Groups	20 20 NG	Week 1 Week 1 Week 2 Week 2
2. Doing Your Own Research: From Proposal To Final Report	Readings 2.1 CITI Training 2.2 Quiz 2.3 Groups	100 20 NG	Week 2 Week 2 Week 3 Week 3
3. Literature Reviews	Readings 3.1 Quiz 3.2 Annotated Bibliography	20 100	Week 3 Week 4 Week 4
4. Distinguishing Qualitative and Quantitative Approaches	Readings 4.1 Activity 4.2 Quiz	NG 20	Week 4 Week 4 Week 5
5. Using Descriptive Statistics To Study Problems Of Practice	Readings 5.1 Activity 5.2 Quiz 5.3 Research Design Matrix	NG 20 100	Week 5 Week 5 Week 6 Week 6
6. The Significance Of Statistical Results	Readings 6.1 Quiz	20	Week 6 Week 7
7. Descriptive & Group Comparison Research	Readings 7.1 Interactive Exercise 7.2 Discussion Forum 7.2 Quiz 7.3 Draft Research Proposal	NG 20 20 60	Week 7 Week 7 Week 7 Week 8 Week 8
8. Correlational & Experimental Research	Readings 8.1 Activity 8.2 Activity 8.3 Interactive Exercise 8.4 Quiz	NG NG NG 20	Week 8 Week 8 Week 8 Week 9 Week 9
9. Case Studies in Qualitative Research	Readings 9.1 Quiz 9.2 Draft Presentation	20 60	Week 9 Week 10 Week 10
10. Narrative Research	Readings 10.1 Quiz 10.2 Discussion Forum (Reviews)	20 20	Week 10 Week 11 Week 11
11. Ethnography and Critical Research	Readings 11.1 Discussion forum 11.2 Quiz	20 20	Week 11 Week 12 Week 12
12. Mixed Methods, Action Research, and Evaluation Research	Readings 12.1 Interactive Exercise 12.2 Discussion Forum 12.3 Final Proposal and Presentation 12.4 Quiz	NG 20 200 20	Week 12 Week 12 Week 12 Week 12 Week 13

UNIT 1
USING RESEARCH EVIDENCE TO IMPROVE PRACTICE
WEEK 1

Objectives

By the end of this unit, you will:

- Interpret the importance of evidence based educational research
- Distinguish between quantitative and qualitative research paradigms
- Outline the challenges of using research to guide practice in educational settings
- Identify the components of ethical guidelines in research

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- What is the nature of educational research?
- How is research relevant to problems of practice?
- Why do practitioners need to be accountable for ethical practices in research?

Required Reading and Assignments

Before Class

Readings:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.
Chapter 1
- Malloy, C. (2011). Moving beyond data: Practitioner-led inquiry fosters change. *Edge: Phi Delta Kappa International*, 6(4), 3-19.
- Supplemental Readings as assigned

1.1 Discussion Forum: To what extent do you feel that your workplace is evidence-based? Reference the reading from Chapter 1 and Malloy (2011). Responses to prompts or comments by other students should be no longer than 250 words. After posting an original reply to the prompt, review the postings and replies included by your classmates and comment appropriately. Responses are due by Saturday at 11:59 p.m. PST. Any comments to your classmates' postings are due by Sunday 11: 59 PST.

After Class

1.2 Quiz: Research Evidence to Improve Practice

1.3 Groups: Reach out to group members and decide how you will connect over the term to work on your project together (e.g., google hangout, in-person, etc.). Begin discussing topics that you may be interested in researching together. You will formalize an idea in Week 2.

UNIT 2
DOING YOUR OWN RESEARCH: FROM PROPOSAL TO FINAL REPORT
WEEK 2

Objectives

By the end of this unit, you will:

- Define a problem of practice
- Develop knowledge of the components of a research proposal
- Summarize how research articles are organized
- Critique a research article for purpose and quality

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- How do you define a research problem?
- What are the key components of a research proposal?

Required Reading and Assignments

Before Class

Reading:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.
Chapter 2
- Supplemental Readings as assigned

2.1 Complete CITI training and certification (Human Subjects Protections Basic Course: <http://oprs.usc.edu/education/citi/>) . Upload a pdf of your confirmation to Blackboard.

After Class

2.2 Quiz: From Proposal to Final Report

2.3 Groups: Begin researching articles for your research topic. Your first group assignment is due before class, Week 4.

UNIT 3
LITERATURE REVIEWS
WEEK 3

Objectives

By the end of this unit, you will:

- Critique a literature review
- Implement skills learned to write an annotated bibliography
- Evaluate articles given specific criteria

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- Describe a systematic procedure for writing formal literature reviews.
- How are objectivity and interpretation critical to literature reviews?

Required Reading and Assignments

Before Class

Readings:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.
Chapters 3, 4, and 5
- Supplemental Readings as assigned

After Class

3.1 Quiz: Literature Reviews

3.2 Research Study Part 1 – Annotated Bibliography:

1. In groups, collectively identify 10-15 articles around the problem of practice. Select 5 articles that will become the focus of the literature review section of your proposal.
2. Driven by your problem of practice, write a statement of the problem, include research questions, and create an annotated bibliography of the 5 selected articles.
3. Annotated Bibliography: Include a few sentences summarizing each article and a few sentences describing how you will use the article in your research study. Reference the following link for guidance: <http://owl.english.purdue.edu/owl/resource/614/01/> .
Reference the following link for an example of an annotated bibliography in APA style: <http://owl.english.purdue.edu/owl/resource/614/03/>

UNIT 4
DISTINGUISHING QUALITATIVE AND QUANTITATIVE APPROACHES
WEEK 4

Objectives

By the end of this unit, you will:

- Make decisions about whether to use existing quantitative data or collect qualitative data
- Distinguish the differences between quantitative and qualitative paradigms
- Evaluate and select the best research method for proposed research questions

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- What are the benefits of each research method?
- When is a quantitative and qualitative paradigm most appropriate?

Required Reading and Assignments

Before Class

Readings:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.
Chapter 6 and 18
- Creswell, J. W. (2009). *Research Design*. Los Angeles, CA: Sage Publications.
Chapter 8 and 9
- Supplemental Readings as assigned

4.1 Activity: Brainstorm aligned research methods that will answer the research question for your problem of practice. Determine how you will collect data and provide a rationale for your choice. Key question: How will the research method provide the best data to answer your research question? Be prepared to share your ideas with other group members during class.

After Class

4.2 Quiz: Qualitative and Quantitative Approaches

UNIT 5
USING DESCRIPTIVE STATISTICS TO STUDY PROBLEMS OF PRACTICE
WEEK 5

Objectives

By the end of this unit, you will:

- Identify measures used in descriptive statistics
- Illustrate how descriptive statistics are used in practice
- Generate basic descriptive statistics

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- How are descriptive statistics used to solve problems of practice?
- Describe relationships between various measures used in descriptive statistics.

Required Reading and Assignments

Before Class

Readings:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.

Chapter 7

- Supplemental Readings as assigned

5.1 Activity: Complete the Self-Check at the end of Chapter 7 on page 168. Be prepared to discuss your responses and self-evaluation in class.

After Class

5.2 Quiz: Descriptive Statistics

5.3 Research Study Part 2 – Research Design Matrix

UNIT 6
THE SIGNIFICANCE OF STATISTICAL RESULTS
WEEK 6

Objectives

By the end of this unit, you will:

- Describe how the practical significance of statistical results help in solving problems of practice.
- Interpret the meaning of effect sizes.
- Articulate the logic of tests of statistical significance and Type I and Type II errors.
- Explain the importance of confidence intervals when statistics are calculated from samples.

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- What is meant by the practical significance of statistical results?
- Are tables of norms useful in educational practice? If so, in what ways?
- Why is replication research important?

Required Reading and Assignments

Before Class

Readings:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.
Chapter 8 and 9
- Supplemental Readings as assigned

After Class

6.1 Quiz: Statistical and Practical Significance

UNIT 7
Descriptive and Group Comparison Research
WEEK 7

Objectives

By the end of this unit, you will:

- Evaluate the quality of the items in a measure.
- Distinguish between different sampling procedures in descriptive research
- Define key features of descriptive research
- Define key features of group comparison research
- Distinguish between different analysis techniques

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- What are the criteria for evaluating a descriptive research study?
- What are the criteria for evaluating a group-comparison research study?

Required Reading and Assignments

Before Class

Readings:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson
Chapter 10 & 11
- Supplemental Readings as assigned

7.1 Interactive Exercise: Independent and Dependent Variables

7.2 Discussion Forum: What interventions in your workplace are in need of experimental research to determine their efficacy? Why? Responses to prompts or comments by other students should be no longer than 250 words. After posting an original reply to the prompt, review the postings and replies included by your classmates and comment appropriately. Responses are due by Saturday at 11:59 p.m. PST. Any comments to your classmates' postings are due by Sunday 11: 59 PST.

After Class

7.3 Quiz: Descriptive & Group Comparison Research

7.4 Research Study Part 3 Draft Research Proposal

UNIT 8
Correlational and Experimental Research
WEEK 8

Objectives

By the end of this unit, you will:

- Describe correlation coefficients and their purpose in research.
- Define the features of correlational research.
- Distinguish between analysis techniques used in correlational research.
- Describe the features of experimental research.
- Justify conclusions derived from experimental research findings.
- Identify the threats to internal and external validity

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- What is the function of correlational research? What are key criteria for evaluating correlational research?
- How do extraneous factors influence internal validity?
- How is generalizability related to external validity?

Required Reading and Assignments

Before Class

Readings:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.
Chapter 12 & 13
- Supplemental Readings as assigned

8.1 Activity: Complete the Self-Check at the end of Chapters 12 & 13. Be prepared to discuss your responses and self-evaluation in class.

8.2 Activity: Use the simulator on the following web site to learn more about correlation coefficients. <http://rlanders.net/correlation.html>

After Class

8.3 Interactive Exercise: Drawing Conclusions about Correlational Research Findings

8.4 Quiz: Correlational & Experimental Research

UNIT 9
Case Studies in Qualitative Research
WEEK 9

Objectives

By the end of this unit, you will:

- Describe the features of case study research
- Compare and contrast theoretical traditions of various qualitative perspectives
- Evaluate the quality and rigor of a case study

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- What are the various ways in which a researcher increases the quality and rigor of their case study research?

Required Reading and Assignments

Before Class

Readings:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.

Chapter 14

- Supplemental Readings as assigned

After Class

9.1 Quiz: Case Study Research

9.2 Research Study Part 4 – Draft Research Presentation: On the Discussion Forum, post a video draft of your group presentation for peer reviews before the next class.

UNIT 10
Narrative Research
WEEK 10

Objectives

By the end of this unit, you will:

- Describe the features of narrative research
- Compare and contrast narrative research with case study research

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- What criteria would you use to evaluate narrative research?

Required Reading and Assignments

Before Class

Readings:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.
Chapter 15
- Supplemental Readings as assigned

After Class

10.1 Quiz: Narrative Research

10.2 Research Study Part 4 – Presentation Feedback. In class, you will be assigned two presentations to review. Review your assigned presentations and provide feedback to groups (drawing on the assignment rubric) in the Discussion Forum.

UNIT 11
Ethnography and Critical Research
WEEK 11

Objectives

By the end of this unit, you will:

- Articulate the role of critical theory in solving educational problems
- Describe the features of ethnographic research
- Contrast ethnographies with basic case studies

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- What criteria would you use to evaluate ethnographic research?

Required Reading and Assignments

Before Class

Readings:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.

Chapter 16

- Supplemental Readings as assigned

11.1 Discussion Forum: Select a media advertisement that you can scan and upload to the discussion forum. Choose something that you would like to deconstruct to uncover possible racist, sexist, classist, etc. messages. Create a post that describes where the advertisement came from and your initial thoughts about the direct and implied messages in the example.

After Class

11.2 Quiz: Ethnography and Critical Research

UNIT 12
Mixed Methods, Action Research & Evaluation
WEEK 12

Objectives

By the end of this unit, you will:

- Distinguish between action research and other formal research methods
- Describe the key features of action research.
- Describe the features of evaluation research.
- Distinguish between different purposes of evaluation research.
- Describe features of mixed methods research.

Key Questions

By the end of this unit, you will be able to concisely articulate your response to the following:

- What are the differences between action research and the types of formal research studies you have studied in other chapters?
- What are the benefits of action research projects for educators?
- What are the criteria for evaluating evaluation research?
- What are the criteria for evaluating mixed methods research?

Required Reading and Assignments

Before Class

Readings:

- Gall, M.D., Gall, J.P., Borg, W.R. (2010). *Applying educational research: How to read, do, and use research to solve problems of practice* (6th edition). Boston, MA: Pearson.
Chapters 18 -20
- Supplemental Readings as assigned

12.1 Interactive Exercise: Evaluation Models

12.2 Discussion Forum: Select one significant problem of practice or school that you feel is ripe for action research or evaluation research. Why? How would you conduct the study? How would you maximize the usability of findings? Responses to prompts or comments by other students should be no longer than 250 words. After posting an original reply to the prompt, review the postings and replies included by your classmates and comment appropriately. Responses are due by Saturday at 11:59 p.m. PST. Any comments to your classmates' postings are due by Sunday 11:59 PST.

12.3 Research Study Part 5 - Final Proposal and Presentation: Upload your final proposal and presentation, incorporating both instructor and peer feedback received throughout the course.

After Class

12.4 Quiz: Mixed Methods, Action Research & Evaluation Research