Secondary Education and Educational Leadership
AED 623 Designing Research within Educational Setting
Spring 2020

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You may expect a response to emails and phone calls within 24-48 hours.

The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

AED 623 – Designing Research within Educational Setting (3 credits) spans 15 weeks. The course contains extensive written content that includes the same information students in a similar face-to-face lecture course receive, requiring students to engage for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on various research methodologies. In addition, students are required to read at least one monograph-length work during the semester, complete discussions and other activities over the course content, and complete multiple writing assignments that evaluate their ability to think globally, interpret primary sources, and consider multiple sides of research issues. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

Prerequisites: AED 601, 603, 621

Course Eligibility: Limited to doctoral candidates formally admitted to the doctoral program in Educational Leadership. Completion of prerequisite courses in the doctoral program sequence.

I. Course Description:
A study of qualitative and quantitative design logic inclusive of problem clarification, data gathering, and analyzing techniques to support the dissertation. This course is one of the core requirements for the doctoral (Ed.D.) degree in Educational Leadership.

This course is designed for those candidates preparing for a career in educational leadership, with emphasis placed on the educational leader as scholar practitioner and their ability to research and conduct disciplined inquiry for, in, and of practice, synthesize, communicate, and make application of research/inquiry to the extension of knowledge and improvement of social practice.
This course follows the executive model of the doctoral program and is scheduled for weekends during each semester. Typically, all courses for the semester are scheduled for alternating weekends unless there is a scheduling conflict requiring a back-to-back weekend schedule during the semester. Up to 49% of instruction delivery may be online.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The CF and VMGV describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education.

Program Learning Outcomes:
The candidate, at the end of year one and at the end of year two, will be able to synthesize each year’s study and present a portfolio representative of their growth as a scholar-practitioner leader. Program learning outcomes are aligned with and reflect coherence with course goals for the doctoral program curriculum.

Student Learning Outcomes:
Assessment Method: The candidate will prepare and save artifacts for the portfolio to demonstrate their growth as a scholar-practitioner leader.
Assessment Method Category: Portfolio
Criterion: The professor of the synthesis class will review the written portfolio and assess the student's growth as a scholar-practitioner leader with 100% scoring a 2-acceptable or a 3-exemplary on the rubric. The remaining doctoral faculty members will also review the written portfolio to determine the candidate's growth.

All course goals and objectives, and, relatedly, all activities for the courses, are instructed by the value for:
- Academic excellence as a cornerstone of the scholar-practitioner’s learning experience and in turn as a foundation of the scholar-practitioner’s work in the larger community and society;
- Recognizing that the work of a scholar-practitioner’s is intellectual and necessarily guided by cognitive reasoning as evidenced by critical, reflective, and creative thinking;
- Understanding the importance of life-long learning as a scholar-practitioner;
- Reflecting through practice the need for democratic and community based inquiry and decision making;
- Demonstrating, as a scholar-practitioner, an openness to new ideas, to culturally diverse people, and to innovation and change;
- Displaying all actions and decisions as scholar-practitioner dispositions for integrity, responsibility, diligence, and ethical behavior; and as a scholar-practitioner embracing the importance of service necessary to foster community and democratic citizenship.

1. The development of educational leader as scholar-practitioners who demonstrate depth of understanding of doing educational research characterized by an emphasis on personal self-
examination, scholarly and disciplined inquiry, deep thinking and listening, and theoretical and practical applications as related to preparing an educational research proposal.

1.1 Develop an understanding of the research design process.
1.2 Engage in research design with a focus on individual disciplined inquiry as it applies to the ethical and moral dimensions of being a dissertation student/researcher.
1.3 Demonstrate reflective practices about problems and experiences related to designing an educational research study.
1.4 Create a climate that promotes reflective and reflexive processing and conversation.

2. The preparation of educational leaders as scholar-practitioners with the capacity and capability to provide strong scholarly and inquiry-based leadership within the cohort and doctoral program and concomitantly, in the context of school district and community as related to leadership roles in social and educational change, professional growth and development, creating and sustaining a strong community spirit, and development of the human potential.

2.1 Demonstrate an in-depth understanding of research design and the relationship of ethical and professional considerations related to the various dimensions and responsibilities of designing, implementing, and reporting dissertation research.
2.2 Demonstrate capacity to conduct research in relationship with doctoral faculty, dissertation committee members, and participants in the context in which the research is to be conducted.
2.3 Demonstrate capacity and capability to be disciplined and focused as a scholarly researcher.
2.4 Demonstrate a deep understanding of the design/research process in the development of scholar-practitioner leaders and the purpose of the design process in the larger context of the research experience.

Major Topics Addressed:

- What is research design?
- How to select a research topic
- Research design and the flow of logic in a qualitative research proposal
- Writing a review of literature as a conceptual framework for a study
- Qualitative inquiry, data collection, and analysis
- Emergent designs in qualitative inquiry
- Writing the methodology for a qualitative or mixed methods study
- Writing the defensible qualitative prospectus and proposal
- Methodologies for field research
- Trustworthiness; Research bias
- Institutional Review Board (IRB)
- Issues related to ethics, social justice, equity, power and politics in qualitative inquiry
- The role of the “Researcher Self”
- Researcher as instrument, Role of researcher
- Disseminating research in peer-reviewed settings
• Other topics as identified and/or needed

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Methods of Instructional Delivery:
This course will use a variety of instructional methods including dialogue, problem-based and case-based approaches, mini-lectures, student-led conversations, small group processing, computer lab simulations, ethical dilemmas, etc.
Structured as an interactive environment, the course places an emphasis on interaction, research writing, reflection, and the use of inquiry to guide discourse. When appropriate, students may work with data sets to experience and learn the basic methods of data collection and analysis—including traditional and software-based analysis.

Completion and Mastery of Assignments:

• Completion of assignments is not optional. All assignments must be completed and submitted for assessment. Mastery of each assignment is the responsibility of the student.
• Students are expected to complete all readings assigned for each class, and to contribute in a knowledgeable and professional manner on each assignment.
• All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. No assignments will be accepted after the last class. Incomplete assignments will receive zero points. No arrangements can be made to extend the course beyond the last class meeting.
• Some assignments may be reworked and resubmitted. Students are encouraged to reflect upon the professor’s assessment feedback, and to resubmit the assignment for further review. The student should return the original paper with professor evaluation marks for comparison with resubmitted products.
• Students are expected to participate in a professional, punctual, and equitable manner in all collaborations.

Changes:
The instructor reserves the right to make changes or modifications in the above requirements as needed and/or required to meet course goals. Students will be notified of the changes.

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the content, he/she spends at least two hours completing associated activities and assessments.

IV. Course Activities:
Writing Formats for Written Course Activities.
All papers and essays, unless otherwise stated, must be organized in a professional essay format. This includes an introduction containing background information followed by a transitional statement to the formal thesis statement. A body section after explaining the thesis will be followed by a conclusion. Appropriate transitional statements must be included to enhance conceptual continuity, and a logical and clear conceptual framework must be evident.
All papers must be thoroughly proofread for grammar, spelling, punctuation, and APA formatting.
Also, titles must be aligned with the conceptual framework to promote continuity in the reader’s understanding of organization and thesis.
This is also an appropriate format for oral presentations since it guarantees a well-organized and concise presentation of the content. Additional guidelines may be provided for oral presentations.

Class Discussion
Due to the nature of the class and small size, discussions will be conducted in a participatory and democratic manner with student and professor-led facilitation at varying times. Due to the quantity and complexity of the material that will be covered, and in order to accommodate guest speakers and other forms of presentation, time allocations will be made for each reading discussion. The ethical canons of respect, sensitivity, and confidentiality concerning the comments shared by members of the class are required. Problem-posing and critical reflective listening are required.

Reading Activity
Each student will be expected to complete various activities assigned by professor in relation to the readings (required books and articles and/or selected readings). These activities will be provided in the session prior to the session when activities are to be submitted to the professor. In large part, the activities will be completed outside of class during the two-week period of time between class sessions. The activities may include a written component, and the instructor will provide guidelines at the appropriate time during the semester. Some activities related to readings will be conducted during the actual class session, with students expected to prepare written documents. Outside reading activities may differ according to the nature of the reading.

Trigger Questions
For most of the readings, candidates will be expected to prepare a set of “trigger questions” for each reading. A trigger question is a query that will be used to trigger class discussions in relation to the readings. Each trigger question should be substantive in nature, relating to a theory-to practice issue, specific methodological questions, social science, etc.. and should represent the candidate’s own reflective/reflexive inquiry. Each trigger question should be
referenced to the specific page/line/quote of the inquiry. In large part, the activities will be written in nature, usually 3-7 pages in length, concisely and cogently written. Some in-class activities may include a written component, and the instructor will provide guidelines at the appropriate time during the semester.

**SERA Conference Research Presentation**
Each candidate is expected to collaboratively present the research study completed in AED 621 during the fall semester at the Southwest Educational Research Association’s annual meeting.

**Reflective Researcher Journal**
Each candidate is expected to keep a reflective researcher journal during the semester. The journal should include reflections on developing the researcher self, in-class and out of class learning activities, and related research activities. The candidate should record one to two reflective narratives describing the SERA conference and the candidates’ presentation(s). Guidelines will be shared during the first class meeting. The journal will be submitted electronically (not as a paper copy) to the professor three times during the semester (February 22, April 4, May 2).

**Dissertation Inquiry and Comparative Written Analysis**
Each candidate is expected to identify, read, analyze, and compare the research design, logic flow, and methodology in two dissertations that explore a specific problem or area of inquiry. The purpose of this activity is to distinguish differences among qualitative, and mixed methods research designs, logic systems, and methods. One dissertation must be purely qualitative and the second should be a mixed methods study. Guidelines will be presented at the third class meeting.

**Research Design / Method Activity Oral Presentation**
Each candidate is expected to review, in detail, one qualitative or mixed method research design/method that is of a different than the methodology presented in the fall semester in AED 621 and present the selected design/method to the Cohort as a formal study of research design/method— methodology. Students will make their selection from a listing of specific methods provided in class.

The intent of the review is to develop a deeper understanding of research design with respect to the flow of logic, developing research questions, and planning a research proposal that will utilize the particular method. The candidate will share a concise explanation of the research methodology with the Cohort in a 12-15 minute oral/multimedia presentation.

The oral multimedia presentation content should be grounded within a minimum of 6-8 references of new and primary sources. References should be selected that represent voices of authority in the field and in particular are clearly germane to the selected method(s). Attention should be given to selecting references that reflect books, chapters, monographs, etc. as well as research articles or other relevant journal publications. As well, the content reflect “voices of authority” on the research design/method.
The multimedia presentation should follow APA 6th Edition guidelines, including appropriate citations within text, footnotes where required, etc. A title page should be included to the presentation along with a reference page.

The review should address the following points:

- Clear, concise, and cogent discussion of the method;
- Appropriate heading system
- Conceptual foundation and/or philosophical underpinnings of the method
- Design considerations of the method, including the following:
  - Purpose for which the method is generally used;
  - Discussion of when and where it is appropriate to use the method;
  - Ethical issues and concerns associated with the method;
  - Types of research problems/questions appropriate to the method;
  - Data collection and analysis techniques aligned with the method;
  - Specific examples or studies when the method might be combined with other methods

**Framing Qualitative Inquiry - Research Prospectus**

Applying the guidelines from the *Dissertation Research Handbook for the Doctor of Education (Ed.D) Degree*, each candidate is expected to develop the introduction for a qualitative or mixed methods research proposal.

A general guidance system for prospectus/proposal design will be examined prior to assigning and developing the proposals, which should provide detailed knowledge concerning the different elements of the inquiry system and ground the proposal in appropriate and relevant research literature.

Each candidate will have the option of selecting the type of research design/inquiry system and develop the foundation of a written research proposal, 10-15 pages, double-spaced, (Times NR 12 font), which will exhibit detailed knowledge concerning the different elements of the inquiry system.

Each candidate will identify an area of concern and refine a useful research question(s) related to the problem. The research study should be situated within a context defined by a preliminary review of literature and developed in the style of the first chapter for a doctoral dissertation study.

The research design/inquiry system must be original and not replicate or reproduce prior semester assignments. The research prospectus/proposal must be self-authored by the candidate.

Throughout the course, cohort members will serve as reviewers and the instructor will provide feedback to support the development of the prospectus.

The final draft of the research prospectus will be due on the last class meeting.

**Assessment and Evaluation:** Decisions about student evaluation rest with the professor; however, students will engage in reflective processing, peer-review processes, and participate in student-facilitated performance assessment of learners.
Assessment Foci: Weights for Evaluation:

- Class Discussion / Readings 100 points
- Reflective Researcher journal 100 points
- Dissertation Inquiry Analysis 100 points
- Research Design – Method Activity 100 points
- Research Prospectus Paper 100 points

Total Possible 600 points

An incomplete or WH grade will not be allowed for this course. Students are expected to complete all assignments and submit all requirements on time. Feedback will be provided for each written assignment. Students are expected to work together during class time and outside of class as activities and/or assignments require. The instructor will make decisions concerning assignment of partners, groups, etc.

V. Tentative Course Outline/Calendar: The tentative course outline is aligned to the designated meeting dates, with discussion topics and related activities listed. The candidate should note that the additional assignments may be made by the instructor which will lead to the modification of the schedule of activities/assignments. This will occur as needed during each class meeting. Additional assignments may be made and are due on the date posted by the instructor.

January 18 – Course introduction; Orientation to readings, assignments, activities; topics to be addressed; purpose of education; assigned readings. During the first class meeting time will be provided to discuss the candidate’s respective interests and expected outcomes. Time will also be allocated for discussion of format for the 3 alternate delivery sessions.

February 1 – Alternate Delivery

February 8 – Getting started: Preparing research proposals and research design; Riessman (entire book).

February 22 – Alternate Delivery. Designing social research; Research Questions; Dissertation Inquiry Analysis Due; Journal Due

February 29 – Strategies for answering research questions; Mixed methods research Online

March 21 – Concepts, theories, hypotheses and models; Research Design - Method Presentations; RR Journal Due

April 4 – Qualitative Sampling; Sources and selection of data: Research Design - Method Presentations; Journal Due

April 18 – Alternate Delivery. Methods for answering research questions; Qualitative Coding

May 2 – Triangulation and trustworthiness; Research Prospectus Paper Due; RR Journal Due

VI. Readings:
Selected course readings include but are not limited to required books and/or articles, book chapters, etc. as identified by the professor.

Books (Required):


**Recommended:**


**Books (Supplemental):**


**Selected Readings Including Books and Articles (or Related Sources):**

Selected readings will be used by each student based on their research topic and related design and methodology. It will be primarily the student’s responsibility to provide an appropriate and relevant review of research literature including an annotated bibliography of all citations and references used in the development of the formal dissertation prospectus. Readings will be prepared and made available by students and/or instructor during the semester, based on the individual research conversation topics and interests of each student.

**VI. Course Evaluations:**

Near the end of each semester, students in the College of Education electronically evaluate course taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VII. Student Ethics and Other Policy Information:**

**Attendance**
Regular, punctual attendance, engaged participation and, if indicated in the syllabus, submission of completed assignments are expected at all classes and other activities for which the student is registered. Due to the collaborative and reflective nature of the course and the sequence of activities, students are required to be well prepared and actively participate in each class meeting. We all have much to learn from one another; your input is important. Based on university policy, failure of students to adhere to attendance requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades.

If a class must be missed, prior to the absence the student must contact the professor for the details concerning a make-up assignment, and submitting assignments for the missed class meeting. Being absent for two classes will lower the overall grade by 10%. For example, an A will become a B.

**Academic Accommodations for Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. For additional information, go to http://www.sfasu.edu/disabilityservices/prospectiveclients/applyprocess.asp

**Student Academic Dishonesty**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

**Definition of Academic Dishonesty**

**Academic dishonesty** includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- falsification or invention of any information, including citations, on an assignment; and/or,
- helping or attempting to help another in an act of cheating or plagiarism.

**Plagiarism** is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

**Course Grades**
Withheld Grades: At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.