

STEPHEN F. AUSTIN STATE UNIVERSITY
James I. Perkins College of Education
Department of Secondary Education and Educational Leadership

AED 591
Fundamentals of Educational Research
Fall 2019

Instructor: Dr. Ali Hachem

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ZOOM Stable

Link: <https://sfasu.zoom.us/j/8727463271>

Preferred Email (works only in D2L):

hachema@d2l.sfasu.edu

Secondary Email:

hachema@sfasu.edu

Course Time & Location: On Line

Credits: 3

Office hours:

Mondays: 10:00 a.m. to 2:00 p.m. (online)
or by appointment (face-to-face, phone,
ZOOM)

“Further advance will require complete abandonment of the customary isolation of the word from the man speaking, and likewise of the word from the thing spoken of or named”

(Dewey & Bentley, *Knowing and the Known*, 1949, p. 50)

Contact Info Note:

Since this is an online class, I won't get “to see” you. Please make sure that you contact me ANY time via email if you have questions or need information. Any graduate course requires constant communication and exchange of ideas.

1- Course Nature: completely online via D2L

2- Course Prerequisites: Admission into the Principal Preparation Program

3. Course Description:

This course serves as an introduction to educational research where students are engaged in learning about educational research philosophies, methodological traditions, and research design variations. The students design, conduct, and report a research protocol that is of authentic and original value to their own educational setting and that result in the production of an improvement plan.

This is a fully online 3 credit course that spans about 15 7-days weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. In addition to extensive readings, students are required to participate in multiple discussion forums, take multiple quizzes, and complete multiple assignments. All these cumulate in a capstone research project that requires extensive research, synthesis, and writing. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

4- Course's Vision, Mission, and Core Values:

This course is aligned with the Perkins College of education's Vision, Mission, and Core Values. More specifically, this course aims to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. In addition, the course the aligned to the Department of Secondary Education & Educational Leadership's vision, one that seeks to prepare teachers as school leaders committed to youth, scholarship and lifelong learning through a scholar-practitioner learning community characterized by a learner-centered curriculum, field experience, mentoring, and practical inquiry.

5- Program Learning Outcomes:

1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader.
2. The student will demonstrate an understanding of basic principles and foundations of school leadership.
3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.
4. The student will demonstrate and apply leadership skills through school-level practicum experiences.
5. The student will demonstrate building level leadership skills in supporting P-12 student learning within a school.
6. The student will exhibit school leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships.

6- PLOs' aligned Course Instructional Objectives:

In this course, a student is intended to:

1. Differentiate between various philosophical traditions of educational research (PLO 1, 2, 3, 5, 6).
2. Differentiate between various methodological traditions of educational research (PLO 1, 2, 3, 5, 6).
3. Identify different steps of educational research (PLO 1, 2, 3, 5, 6).
4. Elaborate essential research skills including identifying problems and questions, creating research instruments, analyzing data, and using research findings to create school improvement plans (PLO 1, 2, 3, 5, 6).
5. Be proficient in doing academic searches and using APA styles

Secondary objectives of this course include:

1. Reading online resources that are useful to understanding the theory and practice of educational leadership and school administration (PLO 1, 2, 3, 5, 6).
2. Locating online resources that are useful to understanding the theory and practice of educational leadership and school administration (PLO 1, 2, 3, 5, 6).

7. Alignment to Texas and Professional Standards:

This course is aligned to the newer [TEA administrator certification standards](#). More specifically, this course is aligned to the following standards: S1, 2, 3, 4, and 5.

This course is aligned to the older [TEA administrator certification standards](#). More specifically, this course is aligned to the following standards: Sb, c, d, e, f, and g.

This course is aligned to the [National Policy Board for Educational Administration's Professional Standards for Educational Leaders](#). More specifically, this course is aligned to the following standards: S1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

This course is aligned to the [Council for the Accreditation of Educator Preparation's Standards for Advanced Programs](#). More specifically, this course is aligned to the following standard: A.1.

This course is aligned to the [Texas Principal Evaluation System Standards](#). More specifically, this course is aligned to the following indicators: 1C, 2D, 3B, 4A, 4B, and 5A.

8. Course Timeline

Assignment(s) due with grade %	% grade	Unit to Read	Due date: by midnight of
Problem and Questions Forum (Forum)	5	Unit V	Post <u>as soon as possible</u>. Due date is September 15th.
Student Data Form (Dropbox)	2.5	Unit I	09.01
ESiER Acknowledgement Quiz (Quiz)	2.5	Unit I	
Timeline and Syllabus Acknowledgement Quiz (Quiz)	2.5	Unit I	
Academic Search Assignment (Dropbox)	5	Unit II	
APA Referencing Quiz (Quiz)	5	Unit III	
Steps in Educational Research Assignment (Dropbox)	5	Unit IV	09.08
Problem and Questions Forum (Forum)	5	Unit V	09.15
Literature Review (Dropbox)	20	Unit VI	10.06
Research Instrument One (Dropbox)	7.5	Unit VII	10.10
Research Instrument Two (Dropbox)	7.5		10.15
Research Instrument Three (Dropbox)	7.5		10.20
Data Collection Assignment(Dropbox)	15		Unit VIII

Data Analysis Assignment (Dropbox)	7.5	Unit IX	12.02
Research-Based Action Planning (Dropbox)	7.5	Unit X	12.08
<i>Use this time to submit any late work or any work with which quality you are not satisfied</i>	N/A	N/A	12.13

9. Grade scale

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F (below 60%)

10. Readings/Texts

A. Required Texts:

No textbook is required for this course. All readings will be made available online.

B. Readings made available through DesiretoLearn:

D2L HTML pages: Navigating the Steen Library

D2L PDF readings by instructor:

1. APA Referencing Guide,
2. Classical Steps in Educational Research
3. Sample Problem & Questions

D2L PDF other readings:

1. The Research problem (pages 55-56 of Ary, Jacobs, Sorensen, & Walker's *Introduction to Research in Education*, 2014)
2. The Research Questions (pages 29-34 of Fraenkel & Wallen's *How to Design and Evaluate Research in Education*, 2009)
3. APA in text citation exemplar: Neumerski, C.M. (2012). Rethinking Instructional Leadership, a Review: What Do We Know About Principal, Teacher, and Coach Instructional Leadership, and Where Should We Go From Here? *Educational Administration Quarterly*, 49(2), 310-347.
4. Pages 19-26 of Hammersley, M. (2012) Methodological Paradigms in Educational Research, British Educational Research Association on-line resource. Available on-line at <https://www.bera.ac.uk/researchers-resources/publications/methodological-paradigms-in-educational-research>
5. Pages 1-6 of Machi, L.A., & McEvoy, B.T. (2012). *The literature review: Six steps to success*. California: Corwin.
6. Pages 93-95 of Gay, L.R., Mills, G.E., & Airasian, P.W. (2011). *Educational research: Competencies for analysis and applications*. Upper Saddle River: Prentice Hall.
7. Pages 87-92 of Criteria for Evaluating the Review of Literature

Webpages:

1. Interview Research I (http://sociology.fas.harvard.edu/files/sociology/files/interview_strategies.pdf)
2. Interview Research II (<http://www.qualres.org/HomeInte-3595.html>)
3. Survey Research I (<https://www.surveymonkey.com/mp/education-surveys/>)
4. Survey Research I (<https://www.surveymonkey.com/mp/writing-survey-questions/>)
5. Survey Research I (<https://www.surveymonkey.com/mp/survey-question-types/>)
6. Observation Research I (<http://www.qualres.org/HomeObse-3594.html>)
7. Observation Research II (<http://researchcollaboration.org/uploads/HQPD%20Generic%20Observation%20Checklist%20with%20Examples%20150824.pdf>)
8. Optional reading: Online Research Methods Resource. Selection of the Research Paradigm and Methodology. Retrieved from http://www.celt.mmu.ac.uk/researchmethods/Modules/Selection_of_methodology/

C. Course Bibliography:

Educational research:

- Ary, D. (2013). *Introduction to research in education*. New York: Rinehart and Winston.
- Bordens, K. S., & Abbott, B. B. (2013). *Research design and methods: A process approach*. Mountain View: Mayfield Publishing.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. London: Routledge.
- Fraenkel, J. R., & Wallen, N. E. (2014). *How to design and evaluate research in education*. Boston: McGraw-Hill.
- Gay, L.R., Mills, G.E., & Airasian, P.W. (2011). *Educational research: Competencies for analysis and applications*. Upper Saddle River: Prentice Hall.
- Johnson, B., & Christensen, L. B. (2013). *Educational research: Quantitative, qualitative, and mixed approaches*. Los Angeles: Sage Publications.
- Machi, L. A., & McEvoy, B. T. (2012). *The literature review: Six steps to success*. Thousand Oaks: Corwin Press.
- McMillan, J. H. (2011). *Educational research: Fundamentals for the consumer*. Boston: Pearson.

Qualitative research:

- Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research*. Thousand Oaks: Sage Publications.

Patton, M.Q. (2015). *Qualitative research and evaluation methods: Integrating theory and practice*. Thousand Oaks: SAGE Publications.

Action research (general):

Johnson, A. P. (2011). *A short guide to action research*. Boston: Allyn and Bacon.

Stringer, E.T. (2013). *Action Research*. Los Angeles: SAGE Publications.

Action research (education):

Glanz, J. (2014). *Action research: An educational leader's guide to school improvement*. Norwood: Christopher-Gordon Publishers.

Machi, L. A., & McEvoy, B. T. (2012). *The literature review: Six steps to success*. Thousand Oaks: Corwin Press.

Mertler, C.A. (2014). *Action Research: Improving Schools and Empowering Educators*. Thousand Oaks: SAGE Publications

Spaulding, D.T. (2013). *Action Research for School Leaders*. Boston: Pearson.

11. Course Policies:

Academic Accommodation for Students with Disabilities (Policy 6.1 and 6.6): 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, and Room 325, 468-3004 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. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabiltiyservices/>.

Academic expectations: this is a synthetic and integrated graduate course that requires an investment on your behalf of time and effort. To stay in control, please be as organized as you could. Planning your time properly cannot be more important for any course you take, and especially so for online courses. You are expected to submit assignments of good quality and respond promptly to communications by course instructor and other colleagues.

Intellectual expectations: in this course, you are expected to demonstrate some essential intellectual characteristics including but not limited to those of inquiry, critique, openness, reflexivity, and rigor.

Personal expectations: in this course, you are expected to treat everybody with respect and good manners. Your communications should meet professional standards expected from a graduate student and an aspiring pre-service educational leader. “Netiquette” is always a good idea!

Work quality: as a graduate student, you are expected to put your best in completing the course work. Assignments should be completed with care, meet all assignment criteria, and show authenticity, inventiveness, and depth. Your writing is expected to be coherent, creative, and does not include spelling, syntax, or grammar mistakes (please let me know should you require any help with your writing so that we find ways to do this). You are expected to use APA style for formatting, citation, and referencing at all times. I try my best to give assignment feedback within a week after your submission.

Participation and engagement: in this course, you are expected to engage with course materials, your colleagues, and your instructor in authentic ways that will contribute to your growth and other students in the class. As a rule of thumb, a 3 credit online graduate course may require something between 6 and 9 hours of work every week.

Late and missing work:

- 1) All major assignments must be completed in order to receive an A in the course.
- 2) Assignments not completed by the due date may only receive up to 80% of the total grade. For example, if you would have otherwise made a 100 on a late assignment, then you will receive an 80. Had you made a 90, then you will receive a 70.

Hints for success: be organized and manage your time properly. Be proactive. Communicate if you need to. Always reflect on this experience against your intellectual, professional, and personal reality and aspirations.

Instructor support: I am here to help you WHENEVER you need help, and it does NOT matter how many times you will need it! Please communicate with me as frequent as you need to. This is my job here! It will be my pleasure to answer an email of yours, communicate with you via Skype, or meet you in person if you need to.

Academic Honesty (Student Academic Dishonesty, Policy 4.1): Abiding by university policy on academic integrity is a responsibility of all university faculty and students. 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 on any class assignment or exam
- falsifying or inventing 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 one's own.

Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty: Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up

exam, failure of the course, or expulsion from the university.

Student Appeals: A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades (Policy 5.5): At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. 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.

Course Evaluation: Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins 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.

Student Code of Conduct (Policy 10.4): Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

TEA Educators’ Code of Ethics: Please refer to [the following link](#).

Disclaimer: The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified in writing and/or by email of any such revisions, alterations and/or amendments.