

EDL 523: Research in Education

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|---------------------------|--|---------------------------|
| Semester/Year | Spring 2020 | |
| Day/Time | Mondays, 5-7:15 PM | |
| Location | EB 337 for all students enrolled in 001 section & Zoom for all students enrolled in 800 section | |
| Instructor | James M. DeVita http://people.uncw.edu/devitaj/ | |
| Office Location | EB 376 | |
| Office Hours | Mondays Noon-5 PM & additional by request | |
| Online & Additional Hours | Schedule via Outlook calendar request or email | |
| Phone | Office: | (910) 962-3593 |
| | Cell: | (865) 207-3163 |
| Email | devitaj@uncw.edu jamesmdevita@gmail.com | |
| Expected Response Times | Text message to cell | 2-3 hours (often quicker) |
| | Email message | 2-3 days |
| | Voicemail message | >3 days |

I do check email messages regularly and will respond as soon as possible. If you do have an immediate concern, please contact me via phone.

Watson College of Education – ELearning
& Online Support

<http://uncw.edu/ed/online/students.html>

Randall Library

<http://library.uncw.edu/>

Technology Assistance Center @ UNCW

<http://uncw.edu/itsd/help/>

Disability Services @ UNCW

<http://uncw.edu/disability/students/index.html>

TAC Help Desk

<http://uncw.edu/ITSD/help/TAC.html>

University Learning Center

<http://www.uncw.edu/ulc/about/index.html>

Canvas Information

<http://uncw.edu/ITSD/learning/UNCWITSDCanvasLearn.html>

Writing Center

<http://uncw.edu/ulc/writing/center.html>

Course Overview

Course Description

Develop research competencies required for interpretation and critique of research reports and for design of and implementation of research for educational decision-making. Contents will include measurement, problem identification and analysis, research design, selected statistical analysis procedures, data interpretation and reporting, and research critique. Activities will include lecture, discussion, research critique, simulated and actual proposal development, simulated report development, and computer analysis of actual data.

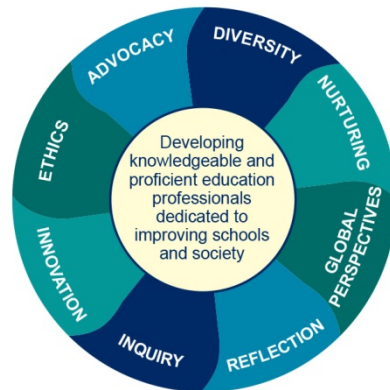
Relation to ACPA/NASPA Core Competencies

Assessment, Evaluation, and Research (AER) - Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.

Student Learning and Development (SLD) - Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

Technology (TECH) - Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.

Relation of the Course to UNCW Learning Goals



This course meets UNCW Learning Goals of:

1. ***Inquiry*** – Students will engage in rigorous, open-minded and imaginative inquiry;
2. ***Information Literacy*** – Students will locate, evaluate, and effectively use information by applying a variety of academic and technological skills;

3. ***Thoughtful Expression*** – Students will effectively express meaningful ideas in speech and writing;
4. ***Diversity*** – Students will describe and examine the importance and implications of human diversity.

Relation of the Course to the Watson College of Education Conceptual Framework

This course is designed to help students develop a basic understanding of qualitative, quantitative and mixed methods research approached in higher education. Research competencies are necessary for students to develop a scholar-practitioner identity.

Course Objectives and Outcomes

Students will be able to:

1. Demonstrate knowledge of research methods such as qualitative, quantitative, action research, and mixed methods research;
2. Discuss the ways in which research can be used to inform practice in higher education;
3. Describe ethical and legal considerations in research;
4. Demonstrate an understanding of the importance of research and opportunities and difficulties in conducting research.

Land Acknowledgement

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth.

We would like to acknowledge that the University of North Carolina Wilmington is located on the traditional territory of the Catawba People and has long served as a site of meeting and exchange amongst many Indigenous peoples for over 12,000 years. We honor and respect the diverse Indigenous peoples connected to this territory that we now occupy, and what is now defined as the state of North Carolina, including the Coharie, Lumbee, Meherrin, Occaneechi Saponi, Haliwa Saponi, Waccamaw Siouan, Sappony, and the Eastern Band of Cherokee. This land acknowledgment is to pay respect and honor the elders of the Indigenous People and Nations both past and present. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together here today (USDAC, n.d.).

Class Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a

student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook*. More information about the Academic Honor Code at UNCW is available here: http://uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf.

Attendance: If you must miss class for a legitimate reason (e.g., religious holidays, illness, family emergencies, work requirements that cannot be rearranged, court appearances, conferences), please contact Dr. DeVita to discuss the situation prior to class via email or cellphone (text is acceptable). Make sure you are also on time to class each week as I will try to start and end class on time each week. Attendance and active participation are considered requirements of the course and therefore will not be graded.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, the website is linked on page 1 of the syllabus.

Deadlines and Late Work: If you must hand in work late for a legitimate reason (e.g., personal illness, family illness), please contact Dr. DeVita to discuss the situation prior to the due date. The grade for any work handed in late without prior discussion and a legitimate reason will be reduced by 10% per day.

Professional Conduct and Participation: You will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering your position with regard to those ideas and concepts. Participation in the class is designed to help you develop your verbal and listening skills by encouraging active involvement in the learning process. Participation does not necessarily equal talking a lot (in fact, talking for the sake of talking often detracts from one's participation). The following are examples of factors considered when evaluating participation:

- Contributing interesting, insightful comments
- Presenting good examples of concepts being discussed
- Building on the comments of others
- Raising good questions
- Being sensitive to your level of participation and making attempts to increase or decrease it if necessary
- Being sensitive to the emotional impact of your statements
- Listening and responding appropriately to others' comments
- Being sensitive to the nonverbal messages you may be conveying
- Attending all class meetings
- Being on time

Student Email Policy: University of North Carolina Wilmington students are provided an “@uncw.edu” email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. This will also be the primary form of communication I utilize to communicate with you throughout the semester.

Required Texts

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Hatch, A. (2002). *Doing qualitative research in educational settings*. Albany, NY: State University of New York Press.

Publication Manual of the American Psychological Association (7th ed.). (2020). Washington, DC: Author.

Assignments & Evaluation

| | | |
|---|-----------|------------|
| 1. Applied Research Project | | 50 points |
| Purpose Statement & Literature Review | 10 points | |
| Quantitative Report: Data Collection & Analysis | 10 points | |
| Qualitative Report: Data Collection & Analysis | 10 points | |
| Final Report: Revised Analysis & Discussion | 10 points | |
| Final Presentation | 10 points | |
| 2. Module Activities | | 40 points |
| Module 1: Article Analysis & Reflection #1 | 10 points | |
| Module 2: Survey Draft & Reflection #2 | 10 points | |
| Module 3: Interview Protocol & Reflection #3 | 10 points | |
| Module 4: Analysis Proposal & Reflection #4 | 10 points | |
| 3. Pre-Post Survey & Reflection | | 10 points |
| | Total | 100 points |

Grading Scale

| | | | |
|-----------|---------------|-----------|---------------------|
| A | 95-100 | B- | 80-82 |
| A- | 90-94 | C+ | 75-79 |
| B+ | 86-89 | C | 70-74 |
| B | 83-85 | F | 69 and Below |

Incompletes will be given only in extreme circumstances.

Assignment and Writing Guidelines

All assignments should be submitted by 11:59 PM on the day they are due as noted on the syllabus. Your written assignments must be submitted using the Assignment Submission function in Canvas for our course. Your document should be uploaded in either “.doc” or “.docx” format and saved with your last name as part of the file name. (e.g., DeVita_MAP1).

If you need assistance conceptualizing assignments or reviewing projects, please contact me at least one week prior to the assignment due date. I will not assist with editing or rewrites but may be able to indicate to you that editing or rewriting is needed to correct grammar, punctuation, APA format, etc. Students are strongly encouraged to use each other as editors as well.

All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (7th ed.). All work must be typed, double-spaced, using 12-point font (preferably Times New Roman, although it is important to note that Arial is the most “readable” font for individuals with any type of visual or learning impairment).

Written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and syntax. If your writing skills are not strong, I urge you to seek outside help to improve them.

Course Activities

Module Activities – 40 points across 4 modules; all module activities will assist with students’ work on the group research project as well

Module 1: Reflection #1 and Article Analysis

Reflection #1

- Prompt included in Canvas;
- Students must complete [CITI Training](#) prior to completing Reflection #1.

Article Analysis

- Each student will identify 4 articles related to topic selected for group’s applied research project: 1 qualitative, 1 quantitative, 1 mixed methods, 1 theory/theoretical article;
- For each article, students will prepare a 1-page summary and analysis that includes all of the following:
 - APA formatted citation for article;
 - Purpose statement included in the article;
 - Description of methods used;
 - Summary of key findings/conclusions;
 - Gaps in research identified by authors.

Module 2: Survey Development and Reflection #2

Reflection #2

- Prompt is included in Canvas;
- Focused on development of survey items for group survey development.

Survey Development

- Survey development includes participation in draft survey development for group and revision/testing in class
- Each group's survey should align with the following guidelines:
 - 1 demographic question per group member;
 - 10 total questions total maximum, including demographic and test variables;
 - All test questions must be formatted as Likert scale questions related to the group's research focus;
 - Each group member responsible for securing 10-15 responses.

Module 3: Interview Protocol and Reflection #3

Reflection #3

- Prompt is included in Canvas;
- Focused on development of potential questions for interview protocol development.

Interview Protocol Development

- Maximum of 5 open-ended questions;
- Questions should elicit descriptive responses that cannot be answered with a simple "yes" or "no" response;
- Include introduction statement about yourself, the topic you are studying, and the purpose of the interview (i.e., how you will use the data collected);
- Each group member is responsible for conducting 2 1-on-1 interviews using the final interview protocol that are recorded for future analysis.

Module 4: Analysis Proposal and Reflection #4

Reflection #4

- Prompt is included in Canvas;
- Focused on the development of discussion/implications of group research project, including relationships across qualitative and quantitative findings and how those relationships relate back to literature review.

Analysis Proposal

- One submitted from each group;
- 1-page maximum;
- Outline/overview of how group will complete the analysis using a constant comparative method that addresses both qualitative and quantitative data collected;
- Must include how/where findings relate to points discussed in the literature review.

Reflection Guidelines

All reflection videos must be submitted in the format of a 4 to 5-minute voice-over video that allows you to record a voice-over on your screen. You will need to prepare a presentation to accompany your reflection video that can be formatted as a powerpoint, prezzi, or other similar format. When you record your voice-over video, you should provide additional details about the information shared in your presentation.

All reflections should be submitted by 11:59 PM on the day they are due as noted on the table below and within the assignment in Canvas. A [jing](#) or [screencast](#) video response is required for your personal reflection and should be professional, thoughtful, and related directly to the module activities and associated prompt. The module activities and discussions are intended to approximate engagement in face-to-face activities and discussion. Instructions on how to upload jing and screencast videos are included within the Canvas course.

Applied Research Project – 50 points across 5 activities

All students will work on a collaborative research project with 4-5 peers who will research a similar topic, but will participate in data collection, analysis and reporting both individually and collectively. The applied research project will provide students with an opportunity to practice the research process from conceptualization (based in the literature on the topic) to dissemination (participation in final presentation). The applied research project will unfold across 5 activities that align with the 5 course modules and activities.

Topics will be selected during first class meeting on Monday, 1/13

| Topic | Student 1 | Student 2 | Student 3 | Student 4 |
|-----------------------------------|-----------|-----------|-----------|-----------|
| Students who live on-campus | | | | |
| Students in online/hybrid courses | | | | |
| Students and leadership | | | | |
| Students and politics | | | | |

Purpose Statement & Literature Review: 1 submitted per group

The purpose statement and literature review will be based on the activities completed in Module 1 described above. The article analysis completed by each group member will provide the basis for the group's development of a purpose statement and literature review. Only 1 will be submitted for each group. This is a collaborative activity that should represent contributions from all group members. The statement and literature review is a 10-page maximum total and include all of the following sections:

1. Purpose Statement – use format shared in class (“The purpose of the study is to...”);
2. Summary of Theory/Theoretical articles (3-5 cited) – key points raised for consideration in articles that discuss theory related to topic;
3. Summary of Quantitative articles (3-5 cited) – key findings from quantitative articles on topic and gaps in research;

4. Summary of Qualitative articles (3-5 cited) – key findings from qualitative articles on topic and gaps in research;
5. Summary of Mixed Methods articles (3-5 cited) – key findings from mixed methods articles on topic and gaps in research;
6. Conclusion – include a justification for selection of focus on selected group topic.

Quantitative Report: 1 submitted per team member

The quantitative report will be submitted by each student in the course. Although all group members will use the same data set, which is developed during Module 2 activities, each student in the group will utilize a different demographic variable to compare differences among their test variables. The quantitative report is a maximum 5 pages in length and will include all of the following elements:

1. Purpose of the project specific to the analysis conducted;
2. Description of variables used in analysis;
3. Results of the analysis;
4. Discussion of the results: What was significant and/or important? Why? [this section must include citations to literature]
5. Implications for practice: What do these results tell us we should do as leaders/administrators in higher education?

Qualitative Report: 1 submitted per team member

The qualitative report will be submitted by each student in the course. Although all group members will use the same data set, which is developed during Module 3 activities, each student in the group will complete an individual analysis of all group members' interviews. The qualitative report is a maximum 5 pages in length and will include all of the following elements:

1. Purpose of the project specific to the analysis conducted;
2. Description of the process of data analysis utilized by the researcher;
3. Findings: discussion of themes and/or sub-themes;
4. Discussion of the findings: What was significant and/or important? Why? [this section must include citations to literature]
5. Implications for practice: What do these results tell us we should do as leaders/administrators in higher education?

Final Report: 1 submitted per group

A final report will be compiled and completed by all members of the group. The final report will represent a collaborative effort that builds upon each group members' efforts in their individually prepared quantitative and qualitative reports described above and will also build upon activities completed in Module 4. The final report is a maximum 10 pages in length and will include all of the following elements:

1. Purpose of the project restated/revised from original purpose statement;
2. Summary of the key literature that informed the project (and will be used to connect to findings section below);

3. Description of the data collection and analysis process;
4. Description of the findings, both qualitative and quantitative: this section should represent findings that have been revised after group members have “argued out their differences” and come to a consensus;
5. Discussion: In what way do the findings/results connect to points from the literature cited in prior sections of the report;
6. Implications for practice: What do these results tell us we should do as leaders/administrators in higher education?

Final Presentation: 1 per group

The group will prepare a final presentation that will be shared during the Higher Education Symposium on Thursday, May 7, 2020 from 5-7 PM in Watson College 162. Each group will prepare a research poster presentation that discusses the same elements that are required in the Final Report described above.

Pre-Post Survey – 10 points

All students are required to complete a pre-post survey that provides information about their learning and development in the course, as well as their perspective on their engagement and the role of course activities.

Course Schedule

| Dates | Readings & Activities | Due by 11:59 PM |
|---|--|--|
| Module 0: Course Introduction and Overview | Review Syllabus and Canvas F2F: Monday, 1/13 5-7:15 PM – EB 337 | T 1/14: Pre-Survey T 1/21: Reflection #1 |
| Module 1: Introduction to Research & Framing a Research Project | Creswell Chps. 1-6 Hatch Chp. 1 F2F: Monday, 2/3 5-7:15 PM – EB 337 | F 1/31: Article Analysis – bring copy to class on Monday, 2/3 T 2/11: Purpose/Literature Review |
| Module 2a: Quantitative Research I | Creswell Chps. 7 & 8 Additional readings in Canvas F2F: Monday, 2/17 5-7:15 PM – EB 337 | F 2/14: Reflection #2 M 2/17: Survey draft [completed during class] T 2/18: Surveys open for data collection |
| Module 2b: Quantitative Research II | Additional readings in Canvas F2F: Monday, 3/2 5-7:15 PM – EB 337 | M 3/2: Survey closes [results shared during class] F 3/20: Quantitative Report |
| Spring Break: Saturday 3/7 – Sunday, 3/15 | | |
| Module 3a: Qualitative Research I | Creswell Chp. 9 Hatch Chps. 2 & 3 F2F: Monday, 3/23 5-7:15 PM – EB 337 | T 3/17: Reflection #3 M 3/23: Interview Protocol [completed during class] T 3/24: Interviews can begin |
| Module 3b: Qualitative Research II | Hatch Chps. 4 & 5 Additional readings in Canvas F2F: Monday, 4/6 5-7:15 PM – EB 337 | M 4/6: Qualitative Analysis [completed during class] F 4/17: Qualitative Report |
| Module 4: Mixed Methods & Culminating Discussion | Creswell Chp. 10 Additional readings in Canvas F2F: Monday, 4/20 5-7:15 PM – EB 337 | T 4/14: Reflection #4 F 5/1: Final Report |
| Final Course Activities and Assignments: T 5/5 – Post-Survey R 5/7 – Final Presentations @ Fall Higher Education Symposium: 5-7 PM, EB 162 | | |