

Research Design in Education, EDLPS 549

Educational Leadership & Policy Studies
University of Washington
Autumn Quarter 2006, 3 credits

Instructor:

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Miller 315-C
Office Hours By Appointment

Course Information:

Class Meets: September 27 –December 8
Classroom: Miller 320
Day/Time: Wednesday, 7:00-9:20 pm
Course Website: <http://courses.washington.edu/rdesign/index.shtml>

A. Course Overview

The purposes of this course are threefold: (1) to broadly examine the elements of research design common to the social sciences, with particular emphasis on the interdisciplinary field of Education; (2) to explore the techniques underlying the development of a literature review; and (3) to develop a conference proposal and develop the skills of the academic community.

You will learn about research questions, and how to ask them. You will learn about using theory to guide your own research designs. You will be exposed (in broad ways) to the traditions of qualitative, quantitative, foundations, and foundations-oriented approaches.

Lastly, you will engage in an intense term of writing. This course has been created to offer a structured environment in which you learn how to develop your own writing habits - the cornerstone of academic research. Therefore, in order to be successful in this course, you will need to devote substantial time outside of class writing each day—this is part of what this class is trying to socialize you into, the habits of successful writing.

B. Prerequisites

There are no prerequisites for this graduate level course. Limited to graduate enrollment.

C. Course Format

Assigned readings, writing assignments, and each student's prior knowledge and experience provide the basis for small group activities and in-class discussion. The class format also includes guest speakers, informal presentations and reports, and peer review.

D. Course Objectives*

1. Students will become familiar with the three broad areas of educational research: qualitative, quantitative, foundations.
2. Students will develop competence in critiquing and using information from research in different formats and research designs

3. Students will be able to demonstrate the skills and methods of conducting a literature review.
4. Students will be able to prepare research proposals appropriate for conferences, funding, and/or graduate level research.
5. Students will become familiar with skills and habits of academic writing and peer review.
6. Students will be able to demonstrate individual accountability and group responsibility in collaborative learning and peer-review activities.

E. Textbook, Related Course Readings, & Tools*

1. Creswell, John W. 2002. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 2nd Edition*. 2002. Sage Publications, Inc. [ISBN: 0761924426].
2. Zinsler, William K. 2006. *On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction*. Collins. [ISBN: 0060891548].
3. Additional course readings will also include both paper and electronic resources distributed throughout the quarter. Assigned readings subject to change.
4. A notebook or journal for in-class writing assignments and out of class writing log.
5. A laptop computer is helpful, but not required. Jump drive and/or CDs for backing up files is highly encouraged!

F. Course Requirements

One of the essential elements of this course will be the workshop style of in-class sessions. The basis for class discussions will be developed from readings, assignments, and out-of-class writing. Therefore students are expected to:

1. Complete the readings & peer comments (when assigned) *prior* to each class session
2. Complete out of class assigned tasks *prior* to each class session
3. Actively participate in each class session

G. Assignments

1. Writing Groups: Each student will be responsible for participating in a writing group of 3-4 students throughout the quarter. Groups will be expected to meet out of class for a minimum of three two-hour writing group meetings outside of class sessions. The meeting time, place, and location will be determined by the group. The purpose of these meetings is to share ideas and resources and assist one another with critical writing feedback and editing for writing assignments. **Please let Jennifer know the members of your group and the meeting dates by Oct 4.**
2. Research Essentials & Resources Jigsaw: Each student will be assigned to a group. Each group will investigate the resources and procedures from one of the following categories: Library Resources (i.e. Interlibrary Loan, Dissertation International, etc), Endnote, COE writing resources & format styles, University and Graduate School writing and research resources, Human Subjects Division, and Health Sciences Academic Services & Facilities poster services. Students from each group will present in-class demonstrations in small groups, **Wednesday, Oct 11, 2006.**

3. Conference Paper Proposal: Each student will prepare a conference paper proposal according to the guidelines for that conference. **Due in class Wednesday, November 15, 2006.**
Number of copies to be determined.
4. Literature Review: Each student will prepare a literature review in the format of their choice (APA, MLA, Chicago, etc). The paper should highlight the scope of the issue, data and/or theory, or history, interviews and implications application of the research reviewed. **Due to Jennifer via email by 5pm, Tuesday, December 12, 2006.**

Assignment Summary:

Assignment	Date Due	Notes
Writing Group	Group details to Jennifer by Oct 4	<ul style="list-style-type: none"> ▪ 3 required writing group meetings outside of class to discuss assignments, share resources, read drafts and offer comments/feedback.
Essentials & Resources Jigsaw	Oct 11	<ul style="list-style-type: none"> ▪ Demonstrations in roundtable format ▪ Bring enough resources for everyone in class.
Conference Paper Proposal	November 15, due in class	<ul style="list-style-type: none"> ▪ Attach a copy of the conference proposal guidelines and deadline to paper draft ▪ APA or other format required ▪ No late papers
Literature Review	December 12, 5pm	<ul style="list-style-type: none"> ▪ Submit via email by 5pm

H. Grading/Evaluation

To receive credit for this class, each participant must:

1. Attend and actively participate in each class session. More than 3 absences may result in an Incomplete Grade
2. Submit assignments on time
3. Actively contribute to the paper presentation session.

Written assignments will be evaluated on the following criteria:

- Follows APA format when required
- Limited grammatical and spelling errors; Appropriate use of terminology and language
- Critical analysis of issues & arguments, synthesis of ideas, depth of perspectives
- Thorough, accurate consideration of evidence, methods, conceptualizations, and standards
- Builds on prior experience or knowledge and/or peer learning

Your grade in this course will be based upon your prepared participation in class discussions, your provision of drafts and feedback on written assignments, and quality of the final literature review.

I. Course Schedule

- 1. Wednesday, September 27** - Introduction research & writing. Introducing the course & looking ahead.

Reading

1. Creswell 2003, Chapter 3, pages 49-69
2. Bolker 1998, Chapter 3, pages 32-48
3. Luey 2004, Conclusion, 231-239
4. Zinsser, 1-91. Read at your own pace.

- 2. Wednesday, October 4** – Strategies of Inquiry: Foundations, Qualitative, Quantitative. Introduction to framing issue, asking research questions, and knowledge claims. Selecting your own topic.

Reading

1. Bolker 1998, Chapter 7, 99-115
2. Creswell 2003, Chapter 1, 3-26
3. Vaughn, 2006, Chapter 1, 3-20
4. Zinsser, 1-91. Read at your own pace.

Assignment

1. Bring writing journal.
2. Notify Jennifer of your writing group members.

- 3. Wednesday, October 11** - Conducting a literature review. Resource Jigsaw in class.

Reading:

1. Creswell 2003, Chapter 2, 27-48
2. Zinsser, 1-91. Complete pages, 1-91.

Assignment

1. Bring writing journal.
2. Bring resource findings.

- 4. Wednesday, October 18** – Introduction, Research Questions, & Problem Statements.

Reading:

1. Creswell 2003, Chapter 2, 27-48
2. Creswell 2003, Chapter 4 & 5, 73-104
3. Zinsser, 1-91. Complete pages, 1-91.

Assignment:

1. Bring writing journal.
2. Bring conference proposal draft.

5. Wednesday, October 25 – Bringing it together.

Reading:

1. Creswell 2003, Chapter 7, pages 119-141

Assignment

1. Bring your Draft – Intro, Problem Statement, & Literature sections
2. Bring 3 sources from literature review.

6. Wednesday, November 1 - Methods

Reading:

1. Creswell 2003, Chapter 9 & 10, pages 153-207
2. Vaughn 2006

Assignment:

1. Bring writing journal.

7. Wednesday, November 8 - Methods

Reading:

1. Zinsser Chapter 12, 100-115
2. Zinsser 2006, Chapter 15, 147-164
3. Zinsser 2006, Chapter 16, 165-177

Assignment

1. Bring your Draft – Intro, Problem Statement, Literature Review, Methods.
2. Bring your writing journal.

8. Wednesday November 15 – IRB Approval, aka “Human Subjects”

Reading:

1. TBA

Assignment

1. Bring writing journal.
2. **Conference Proposal Due – Details to be Assigned for Reviewer Workshop**

9. Wednesday, November 22 – NO CLASS

Reading:

1. Creswell – Chapter 8, page 142-152
2. Zinsser 2006, Chapter 20-23; 25. Read at your own pace. (Chp 24 optional)

10. Wednesday, November 29 – TBA:[Conference Proposals Reviewer Workshop]

Reading:

1. Zinsser 2006, Chapter 20-23; 25. Read at your own pace. (Chp 24 optional)

11. Wednesday, December 6 - TBA: Revisiting the beginning and looking ahead.

Reading:

1. Zinsser 2006, Complete Chapter 20-23; 25.
2. TBA