



School of Education and Exercise & Sports Science

Virtual Campus – Winter 2008

Nov. 10, 2008 – Feb. 14, 2009

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER, SECTION AND TITLE: EDUC 5302; VC01; Research Methods and Data Analysis

INSTRUCTOR: Dr. Suzanne Nesmith

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OFFICE HOURS: MW 10:00-12:00 and M-R 3:00-4:30

CATALOG COURSE DESCRIPTION: Development of research skills and the interpretation of research results.

PREREQUISITES: Graduate standing

REQUIRED TEXTBOOK(S) AND RESOURCE MATERIALS:

Mills, G. O. (2007). *Action research: A guide for the teacher researcher*. (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

OPTIONAL MATERIALS:

REQUIRED FIELD EXPERIENCE HOURS (minimum requirement): 0 hours

***Successful completion of field experience hours is required for course credit.**

COURSE OUTLINE:

- I. Overview of Educational Research
 - a. Quantitative Research
 - b. Qualitative Research
 - c. Mixed Methods Research
- II. Action Research
 - a. Area of focus
 - b. Related literature
 - c. Data collection
 - d. Ethics
 - e. Data analysis
- III. Analyzing/Critiquing Action Research
- IV. Writing up Action Research
- V. Sharing Action Research

COURSE REQUIREMENTS:

1. The student will create an autobiography which is indicative of his/her prior, current, and future educational experiences and plans. The article may be prepared in narrative or power point form, and must allow the instructor and peers to get to know you, your history, and your goals as they relate to possible areas of educational research.
2. The student will participate in a variety of discussions related to posted research questions, scenarios, and requirements via Blackboard Discussion Board format.
3. The student will conduct a non-participant observation experience and will provide a write up of the experience. Format, requirements, and an example will be provided.
4. The student will explore an artifact set, analyze the artifacts, and provide a write up of the analysis.
5. The student will critique an action research article utilizing the format/categories provided in the text's sample (pp. 220-222).
6. The student will successfully complete an exam.
7. The student will prepare an 8-10 page action research proposal which has the potential of being utilized as part of a full action research study.
8. The student will prepare a presentation of his/her proposal utilizing a 10-15 slide power point presentation format.

COURSE OUTCOME COMPETENCIES:

1. Students will synthesize the means by which research, specifically action research, may be utilized to address educational problems, needs, issues, and concerns.
2. Students will recognize, operationally define, and incorporate the basic components of action research.
3. Students will analyze and formulate the methods and processes utilized in the interpretation and evaluation of action research reports.
4. Students will recognize the role of all participants, including the researcher, in the development, process, and resultant impact of research.
5. Students will exhibit continuing growth in the development of their educational professionalism.

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:

1. Autobiography (Outcomes 1, 4, 5)
2. Data Collection/Interpretation Activities (Outcomes 2, 3, 4, 5)
3. Examination (Outcomes 1, 2, 3, 4)
4. Article Critique (Outcomes 3, 5)
5. Action Research Proposal and Presentation (Outcomes 1, 2, 3, 4, 5)

ATTENDANCE POLICY:

1. Campus Attendance Policy

The University expects students to make class attendance a priority. All absences must be explained to the instructor who will determine whether omitted work may be made up. When a student reaches the number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the dean at the campus where the course is offered. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of "F" in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy. A student may petition the Academic Council for exceptions to the above stated policies by filing a written request for an appeal to the provost/academic vice president.

EVALUATION: Grades for courses shall be recorded by the symbols below:

UNIVERSITY GRADING SYSTEM:

A	900-1000	Cr	for Credit
B	800-899	NCR	No Credit
C	700-799	I	Incomplete*
D	600-699	W	for withdrawal
F	below 600	WP	Withdrawal Passing
		WF	Withdrawal Failing
		X	No grade given
		IP	In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

COURSE GRADING CRITERIA:

Assignment	Point value	Points Earned
Autobiography	50 pts	
Discussion Board Postings Types of research – 25 pts Areas of research and references – 25 pts Action research preliminary plan – 25 pts Data collection ideas and relevance – 25 pts Review of related literature – 25 pts Ethical considerations – 25 pts	150 pts	
Observation Report	100 pts	
Exam	100 pts	
Article Critique	200 pts	
Artifact Analysis Report	100 pts	
Action Research Proposal	250 pts	
Proposal Presentation (power point)	50 pts	
Total Points Possible for Course	1000 pts	

ACADEMIC HONESTY:

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

Plagiarism

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*”

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

DISABLED PERSONS:

It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities the first class meeting.

COURSE SCHEDULE (meeting dates, times, and assignments):

Readings are to be completed during the week in which they are listed, and all assignments are due by midnight on Sunday of the indicated week (for example, during the week of November 10 through November 16 you need to read the article about educational research and read Chapter 1 in the textbook, and by midnight on Sunday, November 16, you will need to submit your autobiography on the Discussion Board thread labeled “Autobiography” and you will need to post your response and respond to the postings of at least 2 peers to the Discussion Board question(s) labeled “Types of Research”)

You will provide and will be provided feedback throughout the term on your developing action research plan. This is a “work in progress” and I want you to use the feedback to make necessary modifications and adjustments to your research plan proposal. Once submitted and graded, you will not have an opportunity to resubmit the same assignment for additional points, but, again, you are encouraged to incorporate feedback so as to improve subsequent assignments.

TENTATIVE SCHEDULE

Date	Topics/ Activities/Assignments
Week 1 11/10 – 11/16	Overview of Educational Research – article Chapter 1: Understanding Action Research Due: Autobiography (Post your autobiography as an attachment on Discussion Board “Autobiography” by midnight November 16. Get to know each other by exploring the autobiographies of your classmates.) Due: Discussion Board: Types of Research (Respond to the question posted on Discussion Board “Types of Research” AND provide

	feedback/response to the postings of at least 2 peers by midnight November 16.)
Week 2 11/17 – 11/23	Chapter 2 Deciding on an Area of Focus (pp. 22-43) Chapter 8 Writing Up Action Research (examine provided example and APA reference format) Due: Discussion Board: Action Research Ideas and References (List at least 3 possible areas for your action research; include the purpose of each (why it's important to you), and, for each, locate and list at least 5 related references [use APA citation format]. Post AND respond to the postings of at least 2 peers by midnight November 23.)
Week 3 12/1 – 12/7	Chapter 2 Deciding on an Area of Focus (pp. 44-49) Chapter 8 Writing Up Action Research (examine example provided and APA reference format) Due: Discussion Board: Preliminary Plan (Prepare and post your preliminary action research plan on Discussion Board "Preliminary Plan" AND provide input/critique to the plans of at least 2 peers by midnight December 7. Your preliminary action research plan is to include the following elements: Introduction (background and context of the study), area of focus statement, definition of variables, and research questions.)
Week 4 12/8 – 12/ 14	Chapter 3: Data Collection Techniques Appendix B: Descriptive Statistics and Action Research Due: Observation Assignment (Examine the observation write up provided in the "Lecture Notes" section. Conduct a nonparticipant observation, prepare a write up of the observation, and post the observation as an attachment on Discussion Board "Observation" by December 14.) Due: Discussion Board: Data Collection (Post on Discussion Board "Data Collection" possible data collection sources for your research and how/why you believe that these are relevant sources. Post by midnight December 14.)
Week 5 12/15 – 12/21	Chapter 4: Data Collection Considerations Due: Review of related literature (To your previously posted preliminary action research plan, add a review of related literature. Post your updated plan AND provide feedback/respond to the updated plans of at least 2 peers by December 21.)
Week 6 1/5 – 1/11	Exam (chapters 1 – 4) Information regarding specific exam characteristics and availability dates of the exam will be provided on Blackboard as a posted announcement.
Week 7 1/12 – 1/18	Chapter 5: Ethics Due: Discussion Board – Ethics (Respond to the question posted on Discussion Board "Ethics" AND provide feedback/responses to the postings of at least 2 peers by midnight January 18.)
Week 8 1/19 – 1/25	Appendix A: Action Research in Action/Article Critique Due: Action Research Article Critique (Explore the article critique provided in Appendix A, read the action research articles provided under "Assignments," choose one article, and prepare a critique of the article. Post the critique in the Digital Dropbox by midnight January 25.)
Week 9 1/26 – 2/1	Chapter 6: Data Analysis and Interpretation Due: Artifact analysis assignment (Examine the artifact set provided under "Assignments" and write a narrative detailing your interpretation of the artifacts. Post the narrative in the Digital Dropbox by midnight February 1.)
Week 10	Chapter 9 Sharing, Critiquing, and Celebrating Action Research Online

2/2 – 2/8	<p>Due: Action research proposal (Prepare and post the final version of your action research plan on Discussion Board “Action Research Plan” by midnight February 8. Your action research plan is to include the following elements: Title, purpose [write in future tense; The purpose of this study will be to . . .], introduction, area of focus statement, definition of variables, research questions, review of related literature, data collection/sources, data analysis methods, and references.)</p>
Week 11 2/9 – 2/12 *note the date; this is not a full week	<p>Due: Action Research Plan Proposal PowerPoint (Prepare and post a PowerPoint outlining your action research plan on Discussion Board “Power Point” AND provide feedback/responses to the postings of at least 2 peers by February 12.)</p>

(I reserve the right to amend the tentative course calendar as needed.)