EDRS 8000: APPLIED QUANTITATIVE & QUALITATIVE RESEARCH
SPRING 2018
SYLLABUS

FACULTY AND COURSE INFORMATION
INSTRUCTOR:
Dr. Ann M. Bennett, Assistant Professor of Reading Education
Department of Secondary & Middle Grades Education

INSTRUCTOR CONTACT INFORMATION:
Office: BEB 348
Office Phone: 470.578.2249
Email: ann.bennett@kennesaw.edu

CLASS LOCATION:
Online (D2L)

CLASS MEETING TIMES:
There are no official meeting times for this class.

COURSE WEBSITE:
Desire2Learn (D2L)

COURSE COMMUNICATIONS:
Please use my faculty email (ann.bennett@kennesaw.edu) as my primary contact. Emails will receive a reply within 24-48 hours, except on weekends. If you use the D2L email system to contact me, you can expect a response time of up to five days. For emergencies and questions that require an immediate, short answer, please TEXT me on my mobile. Office hours will be held virtually by appointment only using Google Hangouts.

ELECTRONIC COMMUNICATIONS:
The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.
REQUIRED TEXTS OR TECHNOLOGY RESOURCES:

RECOMMENDED RESOURCES:

Membership in professional organizations, such as the American Educational Research Association, Mid-South Educational Research Association, and the Georgia Educational Research Association. Student rates are available.

COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES
Prerequisite: Admission to graduate program (M.Ed., Ed.S., Ed.D.) in education or permission of the advisor.

Candidates will develop a functional understanding of quantitative and qualitative research as applied to the educational arena. Emphasis is placed on candidate’s acquisition of analytical and interpretive skills.

This course is intended to develop teacher leaders in the education field. Graduate candidates will develop research skills and combine this with knowledge and skills from previous coursework to reflect on their practice in areas within which they (1) will develop a functional understanding of quantitative and qualitative research as applied to the educational arena; (2) acquire and become proficient in analytical and interpretive skills; and (3) pursue applied research that will bear positively on school change.

GENERAL COURSE EXPECTATIONS & REQUIREMENTS AND COURSE OUTLINE
GENERAL EXPECTATIONS:
If you have never taken an online course before, you will find that online courses allow for learning on your “own time”, eliminating the drive time and “seat time” on campus, but all within a framework that is both rigorous and well thought out. It can be easy to get behind if you do not set aside specific time each day to get work done, so look through the assignments and modules carefully and get a sense of how you will need to apply time management. Although your attendance is determined by your participation, your grades are determined by the quality of that participation. At minimum, set aside, at least, 4 to 5 hours each week to complete class readings and assignments. Please plan on getting online, at least, three times a week to work on assignments. Assignments are due by 11:59 p.m. on the due date listed, and all deadlines are firm. I strongly encourage you to complete assignments ahead of the due date to avoid instances of technology difficulty. “My computer crashed” or “my internet was down” are not acceptable excuses for late assignments in an online course. In fact, it is a good idea to have two backup ways of accessing a computer and the Internet, such as a friend or neighbor. Let us see who reads the syllabus. Have an Easter egg. Send me a picture of a dinosaur via email, and I will add five points to the first discussion assignment. Late assignments will not be accepted, except in extreme circumstances or emergencies (documentation or evidence of such occasion are required for requests of extended deadlines).
REQUIREMENTS FOR STUDENTS CONDUCTING RESEARCH:
Student-researchers who conduct projects at variance from or extending beyond a class assignment must consult with their faculty instructor about securing KSU IRB approval and must contact any IRB-type organization available in their research setting.

For those in teacher education, it is important to remember that every district has a federally mandated requirement for IRB review of proposals for conducting research in public schools. It is up to each student-researcher to learn the appropriate IRB procedures to be followed in his/her district. More specifically, KSU teacher education candidates are required to complete district-level IRB forms or to follow accepted policies and gain approval in writing, consistent with school/district guidelines, prior to beginning any assigned research project.

COURSE CONTENT:
Introduction to Research
Educational Research
Qualitative Methodologies
Quantitative Methodologies
Applied Quantitative Analysis

FINAL EXAM:
There is no formal final exam for this course

OTHER REQUIREMENTS:
All written work should reflect careful organization of material and the high standards of investigation associated with graduate-level studies. All work is submitted digitally, using Microsoft Word & Excel or their equivalents, and saved as either .doc/.xls or .docx/.xlsx files. Please do not submit PDFs, unless otherwise requested, as this makes it difficult to provide extensive feedback on course assignments. All formal written work submitted should follow APA (6th ed.) format. Manuscripts must be proofread to ensure accuracy in spelling, punctuation, and grammar.

DISCLAIMER:
This syllabus is subject to change as the need arises. These changes should be expected and will be clearly communicated.
## COURSE OUTLINE, COURSE CONTENT, COURSE OBJECTIVES, MODULE OBJECTIVES, ACTIVITIES:

<table>
<thead>
<tr>
<th>Module</th>
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<th>Module Objectives</th>
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| 1. Introduction to Research (Weeks 1-2: 1.8-1.20) | Develop commentary that considers assumptions about, and implications for, teaching and learning; distributed leadership; or improved P-12 learning outcomes, i.e., culturally responsive school and classrooms for traditionally marginalized or disenfranchised students. Engage in courageous conversations to increase equity and close achievement gap. | • Demonstrate ability to function in an online discussion environment.  
• Understand purpose of educational research and how it applies to the educator  
• Identify “hot topics” within education, both personally and on a larger scale, that lend themselves to Research in the Ed.S./Ed.D. program. | Module Content               | Introduction Discussion Board Post  
Module 1 Discussion Board  
**Module 1 due 1.20** |
| 2. Educational Research (Weeks 3-5: 1.21-2.10) | Develop commentary that considers assumptions about, and implications for, teaching and learning; distributed leadership; or improved P-12 learning outcomes, i.e., culturally responsive school and classrooms for traditionally marginalized or disenfranchised students. Engage in courageous conversations to increase equity and close achievement gap. Develop ability to effectively read, access, and interpret research literature. | • Identify types of educational research  
• Evaluate research samples for structure.  
• Show basic research literacy skills through analysis of research. | Module Content  
Chapters 1-4  
Research article from KSU Library database | Module 2 Discussion Board  
IRB Module  
CITI Training (Upload Completion Report to D2L “Assignments” Folder)  
**Module 2 due 2.10** |
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<tr>
<td>3. Qualitative Methodologies (Weeks 6-9: 2.11-3.10)</td>
<td>Demonstrate a solid understanding of Qualitative &amp; Quantitative paradigms.</td>
<td>• Understand the purpose of qualitative methodologies. • Identify types of qualitative research • Identify sources of data • Identify procedures and tools for collecting data. • Show basic research literacy skills through analysis of qualitative research.</td>
<td>Module Content Chapters 13-15 &amp; 7-8</td>
<td>Module 3 Discussion Board Qualitative Study Design Activity <strong>Module 3 due 3.10</strong></td>
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<td>Explore aspects of qualitative &amp; quantitative research and examine their impact on educational reform.</td>
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<td>Influence the organizational behavior of others as they improve curriculum, instruction, and assessment.</td>
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<td>Develop ability to effectively read, access, and interpret research literature.</td>
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<td>Develop a research proposal that focuses upon school improvement and student learning in a number of situations within school/class.</td>
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<td>4. Quantitative Methodologies (Weeks 10-12: 3.11-3.30)</td>
<td>Develop ability to effectively read, access, and interpret research literature. Demonstrate a solid understanding of Qualitative &amp; Quantitative paradigms. Explore aspects of qualitative &amp; quantitative research and examine their impact on educational reform. Influence the organizational behavior of others as they improve curriculum, instruction, and assessment.</td>
<td>- Understand the purpose of quantitative methodologies - Identify ways quantitative paradigms could be used while researching a topic of their choice. - Show basic research literacy skills through analysis of quantitative research.</td>
<td>Module Content Chapters 10-12 Quantitative Research Article</td>
<td>Module 4 Discussion Board Research Article Analysis Module 4 due 3.30</td>
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<td>Spring Break: 3.31-4.6</td>
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<td>5. Applied Quantitative Analysis (Weeks 13-15: 4.8-4.30)</td>
<td>Develop ability to effectively read, access, and interpret research literature. Demonstrate a solid understanding of Qualitative &amp; Quantitative paradigms. Explore aspects of qualitative &amp; quantitative research and examine their impact on educational reform. Influence the organizational behavior of others as they improve curriculum, instruction, and assessment.</td>
<td>- Define common quantitative statistical tests including t-tests, descriptive statistics, correlation - Identify appropriate uses of the statistic tests - Create an EXCEL Spreadsheet using applied data - Analyze data for statistical significance - Summarize the results in narrative form</td>
<td>Module Content Chapters 5-6</td>
<td>Quantitative Methods Application Assignments 5b-5d Quantitative Methods Application Quizzes 5a and 5e NOTE: These application assignments need to be completed in a Windows environment. Please use a Windows laptop or desktop to complete the assignments. Module 5 due 4.30</td>
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EVALUATION & GRADING SCALE
Your grade in this course is determined based on a 1000 point scale. The grading scale is as follows:

A: 900-1000 points
B: 800-899 points
C: 700-799 points
F: Below 700 points

ASSIGNMENTS/REQUIREMENTS
NOTE: Specific requirement for assignments will be explicated within the modules.

1. General Discussions Boards (4 @ 50 points each; 200 points total)
   As this is an online course designed for you to work at your own pace, yet within the framework of learning modules, you are required to check into the course, at minimum, three times a week. Discussion boards are “ongoing” during the time frame of a module, and, for benefit to be truly gained, actual written discussions should take place. Participation in discussions should be thoughtful, moving beyond “I agree” or “good job”, or simple responses that serve to waste the readers’ time. In other words, add to the discussion both in quality and in content. In order to better understand the reading and to apply the ideas to our research topics, general discussion boards are found in four of the five modules. These may apply to readings that are a part of the module or as formative/summative measures regarding course content. Initial postings should occur before the midpoint of the module in order for substantive discussions to occur.

   I will consider the following in the evaluation of your discussion board postings:
   • Have you appropriately synthesized the material?
   • Are both analytical and critical stances taken?
   • Have you responded thoughtfully and respectfully to the postings of others?
   • Have you reflected on your own beliefs and practices as it relates to the readings?

   Due: Modules 1-4

2. IRB Module and CITI Certification (25 points and 75 points, respectively)
   Follow the directions in the IRB module to complete CITI training. BCOE graduate programs require ALL graduate students to complete training in IRB procedures and research ethics through the Collaborative Institutional Training Initiative (CITI).

   Due: Module 2

3. Qualitative Study Design Activity (300 points)
   You will complete activities that model qualitative research design on a research topic of your choice and write up a final report based on these activities.

   Due: Module 3
4. **Research Article Analysis (150 points)**
   As you are learning about research methods, it is also important to be an informed consumer of research. Analyzing published studies helps us be better at performing research, as well as countering the argument that “research says”. You will analyze an academic research article using a template provided to you. After you have completed your analysis, you will post it to a discussion board in order to share your work and get critical feedback from your peers. By sharing work, we broaden the conversation to help each other consider research topics we might not have considered otherwise.

   *Due: Module 4*

5. **Quantitative Methods Application Assignments (3 @ 50 points each; 150 points total)**
   You will complete three quantitative analysis exercises and submit them on D2L to the “Assignments” folder.

   *Due: Module 5*

6. **Quantitative Methods Application Quizzes (2 @ 50 points each; 100 points total)**
   You will complete two quantitative analysis quizzes on D2L in the “Quizzes” section.

   *Due: Module 5*

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<tr>
<td>General Discussion Boards</td>
<td>50 points each/200 total</td>
<td>Ongoing</td>
</tr>
<tr>
<td>IRB Module and CITI Certification</td>
<td>25 points &amp; 75 points</td>
<td>Module 2</td>
</tr>
<tr>
<td>Qualitative Study Design Activity</td>
<td>300 points</td>
<td>Module 3</td>
</tr>
<tr>
<td>Research Article Analysis</td>
<td>150 points</td>
<td>Module 4</td>
</tr>
<tr>
<td>Quantitative Methods Application Assignments</td>
<td>50 points each/150 total</td>
<td>Module 5</td>
</tr>
<tr>
<td>Quantitative Methods Application Quizzes</td>
<td>50 points each/100 total</td>
<td>Module 5</td>
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**COURSE POLICIES**

**ATTENDANCE POLICY:**
Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

**MAKE-UP AND LATE WORK POLICY:**
Late work will receive a five point deduction per day late, including weekends. Students should consult with me directly about make-up work.

**QUIZ/EXAM POLICY:**
There are two online quizzes in this course. The quizzes will be completed as part of an online module. There are no exams in this course.
 COURSE TECHNOLOGY:
As this is an online course, students must have access to both a laptop/desktop and the Internet.

FEEDBACK/REPLIES IN A TIMELY MANNER:
Emails and phone calls will be returned within 48 hours, except on weekends. With small assignments, feedback and grades will be made available to students within 14 days of submission, not including weekends. For more substantial assignments, students may expect their grades within THREE weeks. Should a delay in grading occur, you will be notified via email.

COURSE WITHDRAWAL:
The Drop/Add period ends on January 16th at noon. The last day to withdraw without academic penalty is February 28th.

ACADEMIC INTEGRITY:
Every KSU student is responsible for upholding all provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

- Section 5 of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

- Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.

- Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

ACCESSIBILITY:
Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

EDTPA INFORMATION AND EPP POLICY STATEMENTS:
Important information about edTPA and the following EPP Policy Statements are located on the Bagwell College of Education website.

1. Purpose and Rationale: KSU EPP Conceptual Framework
2. Use of Technology Statement
3. School-Based Activities Statement
4. KSU Diversity Statement
5. EPP Diversity Statement
6. Campus Resources for Writing Statement
7. edTPA Information

ADDITIONAL RESOURCES:
TIPS FOR SUCCESS IN ONLINE COURSES: 
WAYS TO BE A SUCCESSFUL ONLINE STUDENT

*Adapted from: 10 Ways to Be a Successful Online Student & What to Expect in an Online Graduate Class

Start the semester right. The first week of an online class can set the tone for the rest of the semester. Use these first days wisely because it is likely that what you do during the first week is what you will do throughout the term. So hit the ground running! 😊

Embrace the syllabus. Print a copy, but don’t just file it away – check it early and often! READ the syllabus. READ THE SYLLABUS. It contains the answer to most questions you will have.

Stay on schedule. You cannot afford to get behind in an online class. Know the deadlines and meet them! Don’t expect your online class professor to give you regular reminders. As soon as you receive a syllabus, record all of the assignments, tests, essays, and projects on your personal calendar.

Get a head start on the assigned work. Don’t expect the instructor to be available 24/7. Sending an 11:57 PM e-mail about an exam that closes at midnight is not a successful strategy. You can prevent this by jumpstarting your online course - begin upcoming assignments and papers during your first week.

Buy any AND READ required materials early. If your online course requires textbooks or other materials, buy them BEFORE class starts so you won't fall behind on your assignments.

Participate in discussions. Online class chat and discussion rooms can be the best place to make connections, share your insights, and stand out in the crowd. Learn how to communicate and take these venues seriously.

Become a master of online tools. Become familiar with using multimedia technology and the course tools – click around the course room! Google’s tools can be an amazing resource for your studies. Improve your research skills by mastering Google Search, Google Scholar, Google Books, and other popular resources.

Create a dedicated place for your studies. Whether you have an entire office or just a desk in your living room, make sure it’s organized with the supplies you need and is available for use at any time.

Achieve family/work/school balance. When learning at home, it’s often difficult to balance the load. Anticipate scheduling problems and come up with a solution that works for everyone. If you’re going on vacation or have a meeting out of town, work ahead.

Know how to ask for help. It is important to build a relationship and ask for help when necessary. Learn how to communicate effectively with your instructor(s) and avoid the misunderstandings that can arise with electronic discussion.

Stay motivated. Online learning is an endurance sport. When you’re feeling burned out and tired of staring at a screen, don’t slack. Remember that everyone has good days and bad. The key to online class success: never give up.
Look for study partners. Other students can help you study, answer your questions, and remind you of any upcoming deadlines. And sometimes, it's nice to just chat with someone who knows exactly what you're going through.

Acquaint yourself with the class structure. Each online course has its own structure. Click around - make sure you can access all of the necessary online class components.

Establish a regular study time. Set a regular time to study, and stick to it! For more hints, read 4 Ways to Balance Family and Online School.