KENNESAW STATE UNIVERSITY

SYLLABUS
BAGWELL COLLEGE OF EDUCATION
DEPARTMENT OF SECONDARY AND MIDDLE GRADES EDUCATION
EDRS 9000 RESEARCH SEMINAR: CONCEPTUAL FRAMEWORKS & RESEARCH DESIGN
SPRING 2021

Course Information

Class meeting time: Online
Modality and Location: Online Course. Syllabus is posted in D2L
Credit hours: 3 Credit hours

Instructor

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Prerequisites

Prerequisite 1: *EDRS 8100 Qualitative research Methods I* or *EDRS 8200 Quantitative research Methods I*
Prerequisite 2: *EDRS 9100 Advanced Qualitative Research Methods* or *EDRS 9200-Advanced Quantitative Research Methods*

Course Description

This seminar will assist the doctoral candidate in conceptualizing, identifying the components of, and articulating the emerging conceptual framework of their dissertation. Under the guidance of the course professor and in consultation with their dissertation chair (if chosen), the candidate will emerge from the course with a draft his/her conceptual framework which includes the purpose and rationale for his/her research as well as a draft of the theoretical underpinnings of the research described through a review of literature followed by preliminary research questions or hypotheses for his/her dissertation.

Justification
This seminar course provides structure and guidance to the doctoral candidate as he/she works with dissertation chairs (if chosen) to develop a rigorous conceptual framework and research design for the dissertation. The course is designed to expand the candidate's knowledge base about his/her specific research interests and to assist the student in formulating a preliminary conceptual framework for his/her future dissertation. Course readings are selected individually, designed to foster problem- based inquiry, and focus on effective practices in students' respective professional settings. Novice researchers should spend considerable time at the outset of their research conceptualizing, identifying the components of, and articulating (often in graphic form) their conceptual framework. The building of the conceptual framework for the dissertation relies on central, broad constructs or categories, or intellectual bins (Miles and Huberman, 1994). Setting out these bins, naming them, and getting clearer about their interrelationship leads the researcher to his or her conceptual framework. The CF is iterative and recursive

in that the research process (rather qualitative, quantitative or both) and findings further define the interrelationships between these bins.

Purpose and Rationale
The conceptual framework for a study serves as a guide and ballast in research while at the same time evolving as the research develops. It guides the ways in which the researcher thinks about collecting, analyzing, describing, and interpreting his/her data. It is a way of linking all of the elements of the research process: literature; theory; research design. Ravitch and Riggan (2017) define the CF as an argument about why the topic one wishes to study matters, and why the means proposed (research design) to study it are appropriate and rigorous. By argument, we mean that the CF is a series of sequenced, logical propositions- the purpose of which is to convince the reader of the study's importance AND rigor. By appropriate and rigorous, we mean that the CF should argue convincingly that 1) the research questions are an outgrowth of the argument for relevance; 2) the data to be collected provide the researcher with the raw material needed to explore the research questions; and 3) the analytic approach allows the research to effective respond to/answer those questions. Rigor includes not only how a study is carried out, but also how the methodology itself is conceptualized. Rather quantitative or qualitative, the methodology is neither objective nor value-neutral because what the student chooses to study and how he/she studies it ultimately raises questions about who the student is, what kinds of questions the student asks, assumptions embedded within those questions, and the extent to which the assumptions are made explicit and subject to critique.

Conceptual Framework
Our vision as a nationally recognized Educator Preparation Provider (EPP) is to remain at the forefront of educator preparation. Informed by responsive engagement in collaborative partnerships, we advance educational excellence through innovative teaching in an ever-changing global and digital learning environment. Our mission is to prepare educators to improve student learning within a collaborative teaching and learning community through innovative teaching, purposeful research, and engaged service. The essence of our vision and mission is captured in the theme Collaborative Development of Expertise in Teaching, Learning and Leadership which was adopted in 2002 to express concisely the fundamental approach to educator preparation at KSU.

The EPP at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers, teacher leaders and school leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and to enhance the structures that support all learning. To that end, the EPP fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the EPP conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the EPP recognizes, values, and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, local communities, public and private schools and school districts, parents and other professional partners, the EPP meets the ultimate goal of bringing all of Georgia's students to high levels of learning.

Course Goals/objectives
Informed pedagogical approaches arise from teachers' critical understandings of Theoretical/Conceptual, Contextual, and Practical/Applied influences on the learner. The belief that all students can learn when the learner is the pedagogical core—promoted by Weimer (2002)—is the foundation of this program. Within this learner-centered conceptual framework, learners are embodied as P-16 students, pre-service candidates, teachers, teacher-leaders, and school and district leaders and administrators, all of whom engage in a coherent, learner-centered approach (Copland & Knapp, 2006). According to Lambert and McCombs (2000) and Alexander and Murphy (2000), the confluence of Practical, Contextual, and

Conceptual Critical Understandings forms a lens for understanding Learner-Centered Psychological Principles. Within the Education and Research Core and the Teaching Field Pedagogy core courses, the candidates are introduced to key theories/concepts which are then examined according to the context of their teaching situation addressing issues of grade level, diversity, and school type, etc; the assessments of the key theories/concepts in the courses, including formal and informal, are practical, which means the candidates apply the theories/concepts in a practical situation, such as a 7th grade science classroom, etc.

Theoretical Framework for the Ed.D. & Ed.S. in Teaching Field Majors
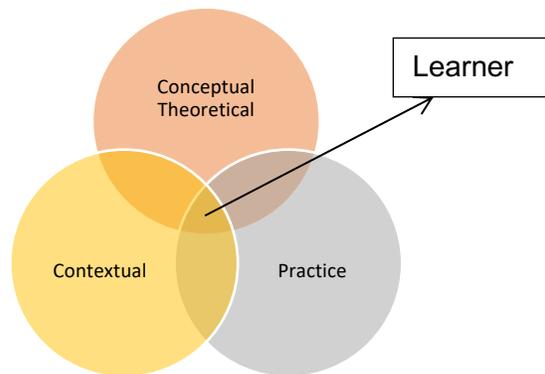
The Educator Preparation Provider (EPP) prepares learning facilitators who understand their disciplines and principles of pedagogy, who reflect on their practice, and who apply these understandings to making instructional decisions that foster the success of all learners.

The knowledge, skills and dispositions (KSD's) demonstrated by graduates of The Kennesaw State University Doctorate of Education program of the Bagwell College of Education reflect the unique aspects of this degree. Collaboratively developed by faculty from across the university and in consultation with community/school partners, these outcomes and proficiencies delineate the high expectations we have for graduates who will be Leaders for Learning. The proficiencies reflect the complex nature of student learning in advanced degree programs leading to a terminal degree. Consequently, many of the proficiencies listed below incorporate aspects of knowledge, skills and dispositions within a single proficiency and are clearly linked to our conceptual framework.

EdD Performance Outcomes	EDRS 9000 Course Objectives	Assignments Activities
Candidates demonstrate in-depth foundational knowledge of content-based research, scholarship, and socio-political influences in the teaching field and use this knowledge to analyze and interpret problems and implement solutions within their profession.	Read, critically analyze and synthesize research and relate to key concepts within and across disciplines.	A.2-Key literature
Candidates engage in scholarly, applied research to advance knowledge of teaching, the learner, and/or learning.	Propose initial research design and methods for answering research questions and/or hypotheses.	A.5-Graphic Representation of your Conceptual Framework
Candidates demonstrate in-depth foundational knowledge	Develop research agendas that focus on teaching and learning	A.5-Graphic Representation of your Conceptual Framework

of content-based research, scholarship, and socio-political influences in the teaching field and use this knowledge to analyze and interpret problems and implement solutions within their profession.	and the effects on student learning.	A.6- Conceptual Framework for your dissertation A.3-Research Design A.4-Problem Statement and Research Questions
Candidates engage in scholarly, applied research to advance knowledge of teaching, the learner, and/or learning.	Compose initial draft of concept paper with the intent of distributing to potential dissertation committee chairs and members.	A.5-Graphic Representation of your Conceptual Framework A.6- Conceptual Framework for your dissertation
Candidates demonstrate professional dispositions, fluency of academic language in a variety of contexts, and ethical practices expected of an engaged scholar-practitioner.	Demonstrating a personal orientation toward and commitment to ethical professional practice. Examine one's own beliefs, interests and motivations for research which frame one's worldview, perspectives and agendas.	A.1-Personal Beliefs, Interests and Motivations for Research A.6- Conceptual Framework for your dissertation A.7- Final presentation

Course Materials

Required Texts:
Ravitch S. M. & Riggan, M. (2017) Reason and Rigor: How Conceptual Frameworks Guide Research. SAGE Publications.

Creswell, J. W. (2014) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications.

Recommended Texts:
Additional readings pertinent to the weekly topics (see course outline)—available through KSU library.

Technology requirements:
Technology Standards for Educators are required by the Professional Standards Commission. Candidates in this course will be expected to apply the use of research, productivity, Internet-based, and where applicable, multimedia applications.

D2L/Brightspace:
D2L will be one of the communication tools used for emails, announcements, collaborative discussions, access to course materials, and grade results. It is a good idea to check the course D2L area daily

Student learning Outcomes

Assignments
(~75% of grade) We will work on five assignments throughout the semester that will help you build the conceptual framework for you dissertation. Each of them corresponds to a particular section of the final conceptual framework you will have to submit by the end of the course. We will work in the following assignments:

- Initial Icebreaker (5%)
- A.1-Personal Beliefs, Interests and Motivations for Research (10%)
- A.2-Key literature (10%)
- A.3-Research Design (10%)
- A.4-Problem Statement and Research Questions (10%)
- A.5-Graphic Representation of your Conceptual Framework (15%)
- A.6- Define the data collection methods and data analysis strategies you will use in your study (5%)
- A.7- Final presentation (3 minute video + 6 slides) (10%)

Conceptual framework for your dissertation
(~25% of grade) Write a polished (but draft form) of a concept proposal to present to your possible dissertation committee members. It should include: a) brief description of your research topic; b) your personal connection with the selected research topic (extracted from A.1 and readings from week 2); c) the graphical representation of your conceptual framework (Generated in A. 5); d) a narrative explanation/description of the concepts presented in A.5 (Graphic Representation of your Conceptual Framework) and the relationships among them; e) the theoretical framework for your study, f) the Problem Statement (Assignment A.4); and g) the Research Questions that will drive your study (Assignment A.4); h) the research paradigm (quantitative, qualitative, mixed methods) that will be most useful in examining or exploring the relationship(s) among key concepts (Assignment A.3) as well as: the context & participants, data gathering methods, data analysis, and conclusions.

Evaluation and Grading Policies

%	GRADE
90-100%	A
80-89 %	B
70-79 %	C
60-69 %	D
<60 %	F

Assignments are due on date assigned. All written assignments must be typed in 12 point font with standard margins, and should follow APA 7th edition. Work that is unedited or presented with little thought or planning will not be accepted.

Turn-Around-Time for Grades: All graded work will be returned, at the very latest, within one week of the due date.

Late submission policy: Assignments are expected to be completed by due date. Assignments submitted 3 days after the due date will not be accepted. For every day the assignment is late after the assignment is due, 5% will be deducted from the assignment score.

E-mail response: Every question sent to the instructor by e-mail will be responded within the next 48 hours.

Course Policies

Students are expected to log in on time for the synchronous sessions, remain for the full virtual session, and be prepared to actively participate. Active participation includes being prepared for class by having completed all required reading, and taking part in class discussions and activities. Consistent with expectations for doctoral students, class participation should consist of comments that are grounded in source material and relevant to the topic at hand. Students are expected to demonstrate interpersonal and communication skills that are appropriate for professional leadership personnel.

Federal, BOR and KSU Student Policies

See: https://curriculum.kennesaw.edu/resources/federal_bor_ksu_student_policies.php

Academic Integrity

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs (see https://web.kennesaw.edu/scai/content/ksu-student-code-conduct). Section II 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.

Diversity Statement

The KSU Educator Preparation Provider (EPP) believes all learners are entitled to equitable educational opportunities. To that end, programs within the EPP consist of curricula, field experiences, and clinical practice that promote candidates' development of knowledge, skills, and professional dispositions related to diversity identified in the unit's conceptual framework, including the local community, Georgia, the nation, and the world. Curricula and applied experiences are based on well-developed knowledge foundations for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and draw effectively on representations from the students' own experiences and cultures. They learn to collaborate and engage with families in ways that value the resources, understandings, and knowledge that students bring from their home lives, communities and cultures as assets to enrich learning opportunities. Candidates maintain high expectations for all students (including English learners, students with exceptionalities and other historically marginalized and underrepresented students), and support student success through research-based culturally, linguistically, and socially relevant pedagogies and curricula.

Disruptive Behavior
The University has a stringent policy and procedure for dealing with behavior that disrupts the learning environment. Consistent with the belief that your behavior can interrupt the learning of others, behavior that fits the University's definition of disruptive behavior will not be tolerated. Candidates should refer to the University Catalog to review this policy.

Human Relations
The University has formulated a policy on human relations that is intended to provide a learning environment that recognizes individual worth. That policy is found in the University Catalog. It is

expected, in this class, that no Professional should need reminding but the policy is there for your consideration. The activities of this class will be conducted in both the spirit and the letter of that policy.

Netiquette Statement
Our text-based communication is vital in this course since it is the primary way we will connect with each other. Please be careful and considerate in all your communications with each other and the instructors. The online medium is poor at conveying tone. Consider what you are saying and remember that your intent might not be inferred by your readers (fellow students and instructors). Take a moment to re-read everything you write: assume that it will be taken in the worst possible light. And extend courtesy to others: assume the most charitable light possible. Both of these will make communication easier and far more civil.
- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language
- Use emoticons to provide the context of facial expression. A simple smile :) goes a long way in telling readers that your statement is meant in a friendly way. A wink ;-) tells us you are joking about something and prevents misunderstanding.
- You can also indicate emotions and gestures with text. Some people use * or :: to indicate these, such as ::smile:: or *frustrated*

If you feel angry or frustrated, give yourself time before submitting a response, possibly even over night. If you aren't sure how something will come across, ask someone else to read it over and give you feedback. Always re-read or preview messages in the discussion board or email before sending them.

Please be also careful with:
- Spelling and Grammar: Use capitalization, punctuation and properly constructed and grammatically correct sentences in the same way that you would in any other written, graduate level document. Sending an e-mail in all UPPER-CASE is the equivalent of shouting in some one's ear. ONLY use upper-case words when trying to make a point (such as I just did). I might add that typing the entire message in bold may be interpreted the same.
- Flames: What is a "flame"? Flaming is a virtual term for venting emotion online or sending inflammatory emails to a person(s) that has caused that person(s) to respond in not-so-nice words, defensively or flamingly. It's basically a verbal attack in electronic form. Flames are unproductive and injurious to the parties involved.
- Things to consider before venting electronically:
  - Would I say this to this person's face?
  - Would I want this student's parent(s) to read this?
  - Am I putting the reader(s) in an awkward position?
  - How would I feel if I got this email message?

Remember that KSU values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see The Core Rules for Netiquette in the following link: (http://www.albion.com/netiquette/corerules.html).

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.

Statement for School-Based Activities

While completing the graduate program at Kennesaw State University, candidates are required to be involved in a variety of leadership and school-based activities directed at the improvement of teaching and learning. Appropriate activities may include, but are not limited to, attending and presenting at professional conferences, actively serving on or chairing school-based committees, attending PTA/school board meetings, leading or presenting professional development activities at the school or district level, and participating in education-related community events. As candidates continue their educational experiences, they are encouraged to explore every opportunity to learn by doing (Dewey, 1916).

Student Safety Statement

In case of an emergency, please call KSU Police at 470-578-6666 or use the LiveSafe app. LiveSafe is a free app that is user-friendly and can be used to submit emergencies, safety issues, or general questions straight to KSU Police in real-time. The Office of Emergency Management offers free training to faculty, staff and students year-round. Check out the classes at oem.kennesaw.edu or email at oem@kennesaw.edu. Follow OEM on social media for up-to-date information on campus closures, delays, or other important information. Twitter: @ksuoem Facebook: @kennesawstateOEM

KSU Student Resources

This link contains information on help and resources available to students: https://curriculum.kennesaw.edu/resources/ksu_student_resources_for_course_syllabus.php

Course Calendar: Topics & Assignments

Week	Content	Readings & Assignments
Week 1	Introduction to the course	Welcoming session Assignment: Initial Ice-Breaker: • Make a video message and post it in Padlet to introduce yourself in one minute. Let us know who you are, where you work (if so) and the dissertation topic you have in mind. Also share a childhood dream (what you wanted to be or do when you grew up) and how it correlates with your current job, aspirations and/or dissertation topic. (https://padlet.com/ijorrina/edrsfall2017icebreaker) Readings: Syllabus & Weekly calendar
Weeks 2-3	Conceptual Frameworks explored and defined. What and where is theory?	Readings: • Ravitch & Riggan (Ch. 1-2) Assignment: • **A.1-Personal Beliefs, Interests and Motivations for Research:** Construct a 3-page response to the questions posed by Ravitch and Riggan on page 206 of their book (Ch. 9). This initial self-examination will serve as a way to document your initial thoughts and ideas about your research. Your responses provide an early autobiographical glimpse (a personal connection) to the

		foundation of your conceptual framework. Of course, the research process is iterative and generative and your final dissertation and the conceptual framework which guides it will be different from this initial self-examination. But, as Ravitch and Riggan (2012) state, "however technical and complex the work of research becomes, it is also fundamentally human…not all research needs to be deeply and personally meaningful. What is needed, however, is a critically conceptualized and carefully articulated personal connection to the work" (p. 144).
Weeks 4-5	Paradigms in Educational Research: Positivism, post-positivism, interpretivism, and critical paradigm.	Readings: • Creswell (Ch. 1, 2) • Mack, L. (2010) The Philosophical Underpinnings of Educational Research, *Polygossia, 19,* 5-11 • Mertens, D.M. (2010). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. (3rd ed.) Thousand Oaks, CA: Sage. (Ch. 1) (Provided in digital version) Assignment: • **A.1-Continuation:** Add a final reflection describing the paradigm/worldview that best fits your epistemological, ontological, axiological and methodological assumptions as a researcher. • **A.2-Key literature:** Strategically select 10 key readings from professional literature that relate to your research interest/topic. To identify the 10 which are most related to your research interest or that inform your conceptual framework, you will have to read many more than 10. All articles must be primary sources and from peer-reviewed/refereed. By the end of the assignment students will have access to the complete data-base of key readings collaboratively generated by all the students in this class. Each student could benefit from each other's work with the aim of finding hidden key articles that might be of help.
Weeks 6-7	Role of Conceptual Frameworks in Quantitative Designs OR	Readings: • Quantitative methods: Creswell (Ch. 8) • Quantitative Theory use: Creswell (p. 52-63, Ch. 3) Assignment: • **A.3-Research Design:** Identify the Quantitative Research Design you will use in your dissertation. Please justify its convenience and briefly discuss the role theory will play on it. (Discussion Board). After having posted your response, please criticize the ones provided by at least two of your classmates.
	Role of Conceptual Frameworks in Qualitative Designs OR	Readings: • Qualitative methods: Creswell (Ch. 9) • Qualitative Theory use: Creswell (p. 64-68, Ch. 3) Assignment: • **A.3-Research Design:** Identify the Qualitative Research Design you will use in your dissertation. Please justify its convenience and briefly discuss the role theory will play on it (Discussion Board). After having posted your response, please criticize the ones provided by at least two of your classmates.

	Role of Conceptual Frameworks in Mixed Methods Designs	Readings: • Mixed Methods : Creswell (Ch. 10) • Mixed Methods Theory use: Creswell (p. 68-76, Ch. 3) Assignment: • **A.3-Research Design:** Identify the Mixed-Methods Research Design you will use in your dissertation. Please justify its convenience and briefly discuss the role theory will play on it. (Discussion Board). After having posted your response, please criticize the ones provided by at least two of your classmates.
Weeks 8-9	The role of Conceptual Frameworks in Excavating Research Questions.	Readings: • Creswell (Ch. 6 & 7) • Ravitch & Riggan (Ch. 4) Assignment: • **A.4-Problem Statement and Research Questions**: Define the problem statement and a tentative version of the research questions that will drive your dissertation.
Week 10	Role of Conceptual Frameworks in Data Collection	Readings: • Ravitch & Riggan (Ch. 5) Assignment: • **A.5-Graphic Representation of your Conceptual Framework**: Construct a visual display or representation of the concepts and the relationships between the concepts of your emerging conceptual framework. The visual display should clearly reflect the major concepts and the relationship between the concepts. The graphic should be as simple as possible yet be complete in reflecting the complexity (or simplicity) of the related concepts.
Week 11	Role of Conceptual Frameworks in Data Analysis	Readings: • Ravitch & Riggan (Ch. 6) Assignment: • **A.6-Define the data collection methods and data analysis strategies you will use in your study**
Week 12	Role of Conceptual Frameworks in Explaining and Contextualizing Findings.	Readings: Ravitch & Riggan (Ch. 7& 8) Assignment: Assignment: • Start working in A.8
Weeks 13	Conceptual Frameworks as guide and ballast	Readings: • Ravitch & Riggan (Ch. 9) Assignment: • Revisited version of **A.5-Graphic Representation of your Conceptual Framework** .
Week 14	Final presentation	Assignment: • **A.7-Final presentation (Padlet) 3 minute video + 6 slides:** Generate a brief video presentation describing the main components of your conceptual framework, as well as a 6-slide presentation highlighting the key ideas presented in your video.

| Week 15 | Submission of final conceptual framewok | Assignment:
 • **A.8-Conceptual Framework for your dissertation**: Write a polished (but draft form) of a concept proposal to present to your possible dissertation committee members. It should include: a) brief description of your research topic; b) your personal connection with the selected research topic (extracted from A.1 and readings from week 2); c) the graphical representation of your conceptual framework (Generated in A. 5); d) a narrative explanation/description of the concepts presented in A.5 (Graphic Representation of your Conceptual Framework) and the relationships among them; e) the theoretical framework for your study, f) the Problem Statement (Assignment A.4); and g) the Research Questions that will drive your study (Assignment A.4); h) the research paradigm (quantitative, qualitative, mixed methods) that will be most useful in examining or exploring the relationship(s) among key concepts (Assignment A.3) as well as: the context & participants, data gathering methods, data analysis, and conclusions. |