

WESTERN WASHINGTON UNIVERSITY
Woodring College of Education
EDUC 501: Introduction to Educational Research
CRN: [23459](#)
Hybrid
Canvas and Miller Hall 154

Instructor: Dr. Joy L. Wiggins

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Office hours: MW 1-2pm or by appt

Course description:

Introduction to the concepts and procedures of contemporary education research. Locating and interpreting research literature; formulating research problems and hypotheses. Selecting research designs, including quantitative and qualitative approaches. Use of correlational, causal comparative, quasi-experimental, experimental, single subject, descriptive, case study, and various qualitative methodologies.

Goals of the course:

- Students will learn the difference between quantitative, qualitative and mixed methods approaches and their applicability to certain kinds of research questions.
- Define key terminology and understand major concepts of educational research and measurement.
 - Identify the characteristics, advantages, and disadvantages of major types of research methodologies (quantitative, qualitative, and mixed methods).
 - Explain the utility of major types of research methodologies for educational practitioners.
 - Develop specific research questions for problems of educational practice.
 - Select appropriate research methodologies to address a variety of research questions.
 - Recognize statistical terms and analyses frequently used in educational settings.
 - Write a review and analysis of the literature to systematically construct a context for design of applied research
 - Describe the role and articulate the value of applied research for improvement of teaching and learning.
 - Follow federally mandated procedures to ensure the protection of human subjects in research studies.

Required textbooks: (Texts can be ordered online through the publisher)

- Creswell, J. W (2014). *Research design: Qualitative, quantitative and mixed method approaches*. (4th ed). Thousand Oaks: Sage publications. ISBN: ISBN-10: 1452226105
- Professional readings available on Canvas.
- Your own annotated bibliography from previous courses.

Required resources:

- Documentation services for WWU.
<http://libguides.wvu.edu/content.php?pid=296743&sid=2984231>
- Writing Center WWU.
<http://libguides.wvu.edu/content.php?pid=296743&sid=2984402>

Recommended texts: These are great resources for your final research proposal.

Glesne, C. (2010). *Becoming qualitative researchers: An introduction*. (4thed.). Boston: Pearson.

Kirsch, G.E. and Mortenson, P. (Eds.). (1996). *Ethics and representation in qualitative studies of literacy*. Urbana, IL: National Council of Teachers for English.

Beach, R., Green, J. , Kamil, M., and Shanahan, T. (Eds.). (2005). *Multidisciplinary perspectives on literacy research*. (2nd ed.). Cresskill, NJ: Hampton Press.

Berliner, D. and Casanova, U. (1996). *Putting research to work in your school*. Thousand Oaks: Corwin Press.

Kamil, M.L., Mosenthal, P.B., Pearson, P.D. and Barr, R. (Eds.) (2002). *Methods of literacy research: The methodology chapters from the Handbook of reading research Volume III*. Mahwah, NJ: Lawrence Erlbaum.

Denzin, N.K. and Lincoln, Y.S. (Eds.). (2003). *Strategies of qualitative inquiry*. (2nd ed.). Thousand Oaks: Sage Publications.

Sagor, R. (2005). *The action research guidebook: A four-step process for educators and school teams*. Thousand Oaks: Corwin Press.

Course Policies

Attendance and Participation. Daily attendance, active involvement in the class, and a commitment to supporting the classroom and community is vital to the dynamic nature of learning, to the success of this class, and to your own professional growth. Prompt and regular attendance is particularly important since others are relying on your contributions. For this reason, attendance will be taken at each class. Two or more absences will affect your grade. *Students who miss more than one class, or portions of two classes, will be strongly advised to withdraw.*

Preparation. Please come to class having prepared the readings and other materials. Due dates for readings and projects are indicated on the class calendar. It is your responsibility to come to class with insights, questions, comments, or concerns from the readings. Late assignments and projects will not be accepted without penalty, except in extraordinary circumstances. **Late assignments will receive a 10% deduction for every day they are late. I will not accept work that is over a week late.**

Communication. Students are encouraged to talk with their instructor about special circumstances, learning needs, and concerns. Please come to us with questions about assignments, expectations, or class activities. I am happy to clarify and lend assistance when possible. Please ask us within a *reasonable timeframe*, and come prepared with potential solutions. I am available for appointments outside of class and by e-mail. I look forward to collaborating with you. It is not ok to not communicate with the instructor to then after the due date, say you didn't understand the assignment or how to post on Canvas. This is your responsibility to seek help. This is also part of professionalism. It is imperative that you check Canvas and your WWU email account daily in order to ensure you don't miss any crucial announcements.

Professor's Disclaimer. I strive to modify and improve the courses I teach, just as I hope you will do when you have your own classroom. As I modify, things do not always go as planned, and my humanness is more evident. As teachers, some of our planned lessons or experiences will go even better than we think and others, well, they may flop. I promise to put 100% into this course for you, and as long as you do the same, I will help you to be successful in any way that I professionally can. At the same time, I will recognize your humanness if you recognize and accept mine.

Assessment/Evaluation/Grading. Grading is based on the satisfactory and timely completion of all Course Expectations and Learning Activities/Projects, as well as the quality of the work produced. Projects will be read and evaluated on thoroughness, clarity of thought and presentation, timeliness, professional appearance (including grammatical and spelling correctness), and creativity (where appropriate). On time attendance and active class participation are valued and will be calculated into the final grade. **Late work is not acceptable and will receive a 10% deduction for every day it's late. I will not accept work that is over a week late.**

Saving and documenting your work. It is also generally recommended that students maintain copies of all work submitted. We urge you to compose and save all written assignments using your favorite word processing software, THEN go online to post them (by copying and pasting) on the appropriate boards. It can be very frustrating to compose a lengthy Class Discussion Board posting directly on the Class Discussion Board, for example, and then to lose it due to some technical glitch. You should not email the instructor for assignments or questions. Questions and assignments should be posted on the Class Discussion board in the designated areas unless it's regarding your grades or something personal. You can also check out the writing center for help. <http://library.wvu.edu/writingcenter> and ways to document your work <http://libguides.wvu.edu/content.php?pid=296743&sid=2984231>

Plagiarism. Plagiarism will not be tolerated in any form. A general rule, if you didn't write it in your own words, you need to cite it appropriately. Please go to these two websites for more information. You will be quizzed on this information. <http://libguides.wvu.edu/plagiarism>
<http://plagiarism.org/plagiarism-101/what-is-plagiarism>

What does an "A" mean? An A means someone who shows up every single class period prepared with critical questions about the reading, ready to discuss the session content and an eagerness to participate in all activities. This course is the beginning of you stepping out of the teacher role and becoming a scholar and leader in your field. This means not consistently being absent more than once, running late or leaving early. This means being alert and despite being tired or stressed, you are courteous and respectful of everyone's learning. This also means going above and beyond the minimum expectations of assignments. This also means bringing a critical lens to the work you do. Not just meeting minimum expectations but going above and beyond. Please do not expect an A or A- unless you have done stellar work.

There will be a contract to sign and quiz to take to ensure everyone understands these policies.

The Incomplete (K) Grade: The grade of K (incomplete) may be assigned under all grading systems. It may be assigned only upon request of the student and agreement of the course instructor. Normally it is given only to a student who has been in attendance and has been doing passing work until the final two weeks of the quarter when extenuating circumstances beyond his or her control make it impossible to complete course requirements on schedule. (Extenuating circumstances do not include mere lateness in completing work, the desire of a student to do extra work to raise a poor grade, et cetera.)

To receive a K grade, a student must print an [incomplete \(K\) grade contract](#) and meet with the course instructor to negotiate a formal written agreement specifying the work done and the remaining work to complete the course and earn a grade. One copy is kept by the student and one by the faculty member.

Normally, the student completes the work agreed upon during the next quarter and a final grade is submitted by the instructor. After one year, however, if a final grade has not been submitted, the K automatically reverts to a failing grade (Z), and the student may establish credit only by registering again for the course. (Grades of K earned in thesis courses numbered 690 do not lapse to failure.) Once a final grade has been submitted, the student's record will show the K grade as well as the final grade. In no case will a final grade replacing a K affect the student's academic standing in the quarter in which the final grade is assigned.

Removing a K grade (and replacing it with a final grade) will not affect the student's grade point average for the quarter in which the K was assigned, nor will it affect the quarterly grade average in the quarter in which the final grade is recorded. However, it will affect the cumulative grade point average as soon as the final grade is recorded.

A student who receives an incomplete in a required course the final quarter before graduating must complete the course within two weeks of the end of that quarter in order to graduate at that time. If the course is completed after two weeks, the prospective graduate is subject to resubmitting the degree application, payment of another degree application fee, and registration in another course to satisfy the final-quarter-in-residence rule.

Reasonable Accommodation Policy:

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disability Resources for Students at 360-650-3844 or www.drs.wwu.edu

Overview of Assignments

Please submit all assignments to Canvas. Please do not email me assignments or parts of assignments. Please read carefully. You should refer back to the *syllabus and Canvas descriptions* several times during the quarter. All assignments should be typed, double-spaced 12 point font with 1-1 1/2" margins. Please include sub-headings in papers and revise thoroughly. If not revised for grammar and structure, it makes it difficult to read and this will decrease your grade significantly. In addition, continually tie all assignment responses to your specialty area.

- **Professionalism- 100 points**
- **Online Reading Response and Discussion- 240 points**
- **Exercises- 250 points**
- **Research article critique- 150 points**

- **Literacy Research Proposal- 260 points**
- **Total- 1000**

Grades calculated as shown below:

950 -1000 - A	834 - 865 - B	734-765 - C
900 - 949 - A-	800 - 833 - B-	700 - 733 - C -
866 - 899 - B+	766 - 799 - C+	600 - 699 - D

1) Professionalism 100 points:

Professionalism shows a sense of responsibility, integrity and self- motivation to step outside of just the minimum requirements and seek opportunities to challenge yourself, take risks and go above and beyond. This is showing up to class for every class period, on time and ready to engage. It is your responsibility to engage and be prepared with the readings and discussions. Your classmates rely on you. This is also taking the initiative to seek other resources outside the course readings (i.e. writing center help, library and other research services to help you write your proposal).

2) Online Reading Response & Discussions (6 posts at 40 points each) Total of 240 points

Each weekend session you will post a *pre-class* response on the Canvas discussion board. The form of these responses will vary but are designed so that individual contributions will combine with others to deepen our shared understandings. At times, we will “jigsaw” the readings so you will take responsibility to teach your base group members what you have prepared. I will post a “reading response and discussion description” on the Canvas Discussion page with specifics for the next class. Assessed based on clarity and depth of understanding in communicating main ideas for peers before and during class. You will use the Creswell text as well as other readings that I’ve posted under each discussion on Canvas. Password is LIST5385.

3) Exercises (5 required at 50 points at 250 points total for course)

Each session will have an exercise for you to do pertaining to the chapter readings. All the exercises should pertain to your proposed research study, which will help you complete the final research proposal. Most of the exercises for the sessions are in Creswell’s Research Design textbook except session 5 which I will give you a choice of one of the lessons from Ch. 9, 10 (choose #1 for this Chapter) or 11. At this point, you will be well on your way to designing your own research study and should choose whether it will be a quantitative, qualitative or mixed method approach. For most educational studies, a mixed method or qualitative is probably the best option. These are due before we meet every class session.

4) Literacy Research Proposal (400 points total)

You will be writing a research proposal in the field of literacy. Throughout the course we will be compiling a research proposal. Each module will be devoted to a section of the research proposal so that at the end of the course you will have the beginnings of a sound

research proposal. Each module exercise will address a particular section of the research proposal. More information will be provided in class and on Canvas.

Tentative Schedule:

*Please note that this syllabus will **USUALLY** change as certain things come up in the field experience or according to student or teacher needs. It is your responsibility to write the changes down as we discuss them in class.*

Date	Location/Topic	Readings and Assignments due
BEFORE SESSION 1		
Saturday April 6	On Canvas	<ul style="list-style-type: none"> • Become familiar with Canvas • Read my Introduction to the course • Read and respond to Online Reading Response Discussion on Canvas (Discussion 1 Part 1)
SESSION 1		
Session 1 Friday April 12 5-9pm	Miller Hall 154 Introduction to the course What is Qualitative and Quantitative Research?	Due: <ul style="list-style-type: none"> • Session 1 Reading Response and Discussion 1 Part 2 • Creswell Exercise #2 READ: <ul style="list-style-type: none"> • Ch. 1 Creswell • Ch. 1 Glesne • Tedlock “Ethnography”
Session 1 continued Saturday April 13 1-5pm	Miller Hall 154 What is Qualitative and Quantitative Research?	
SESSION 2		
Session 2	On Canvas only	Due: Sunday April 28 at 5pm <ul style="list-style-type: none"> • Session 2 Reading Response

<p>Saturday April 27</p>	<p>(Dr. Wiggins at AERA) Review of Literature Writing a Proposal and Considering Ethics</p>	<p>and Discussion</p> <ul style="list-style-type: none"> • Exercise #2 on Canvas <p>READ</p> <ul style="list-style-type: none"> • Ch. 2 Creswell • Read Ch. 2 Glesne, “Prestudy Tasks: Doing what is good for you” • Alvermann “Narrative Approaches” • Sipe and Constable “Chart on four paradigms”
SESSION 3		
<p>Session 3 Friday May 10 5-9pm</p>	<p>Miller Hall 154 Design of Research</p>	<p>Due:</p> <ul style="list-style-type: none"> • Session 3 Reading Response and Discussion • Exercise #3 on Canvas <p>READ</p> <ul style="list-style-type: none"> • Ch. 4-7 Creswell • Read Chapter 5 Siegel and Fernandez, “Critical Approaches” • Read Stake’s, “Case Studies”
<p>Session 3 continued Saturday May 11 1-5pm</p>	<p>Miller Hall 154 Design of Research</p>	
SESSION 4		
<p>Session 4 Saturday May 25 8am-12pm</p>	<p>Miller Hall 154 Data Collection and Analysis</p>	<p>Due:</p> <ul style="list-style-type: none"> • Session 4 Reading Response and Discussion • Exercise #4 on Canvas

		<p>READ</p> <ul style="list-style-type: none"> • Ch. 8 - Quantitative Methods OR • Ch. 9- Qualitative Procedures OR • Ch. 10- Mixed Method Procedures <p>(depending on your research design)</p>
	SESSION 5	
<p>Session 5 Friday June 7 5-9pm</p>	<p>Miller Hall 154 Research Proposal</p>	<p>Due:</p> <ul style="list-style-type: none"> • Session 5 Reading Response and Discussion • Exercise #5 on Canvas
<p>Session 5 continued Saturday June 8 1-5pm</p>	<p>Miller Hall 154 Research Proposal</p>	<p>Due: Present Research Proposals</p> <p>Final Proposal Due: Monday June 10 at 5pm</p>