

California State University, San Bernardino
College of Education
Education Doctorate in Educational Leadership
Research Seminar, EDUC 790-05 (1 unit)
Fall 2015

Course Title and Number: Research Seminar, EDUC 790-05

Instructor: Marc K. Fudge, Ph.D.

Office: JB 543

Office Hours: Tuesdays 4-6 pm & Thursdays 2-4 pm.

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Class Day/Time: Alternate Saturdays* 12:00-2:00 p.m.

Class Location: CE 353

Textbook

Krathwohl, D. (2009) *Methods of Educational and Social Science Research – The Logic of Methods*, 3rd Ed. Waveland Press Inc. Long Grove, IL.

College of Education Conceptual Framework

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise educator:

- Possesses rich subject matter knowledge.
- Uses sound pedagogical judgment.
- Has practical knowledge of context and culture.
- Acknowledges the relativism associated with variations in the values and priorities of both their peers and their students.
- Is comfortable with the uncertainty of the outcomes of instructional decisions.

(College of Education Conceptual Framework, 2008)

Program Objectives and Student Learning Objectives

The following list is extracted from the full list of Student Learning Objectives and identifies the alignment of Student Learning Objectives and Student Indicators addressed.

Student Learning Objective:

Designers and users of quantitative and qualitative research to effectuate reform and increase student achievement.

Student Indicators:

- a. Comprehends the relationship and relevance of various theories of knowledge to the study and application of research methodologies in education.

- b. Knows the differences between quantitative and qualitative research design and how epistemological perspectives are reflected in those research methodologies.
- c. Comprehends how theoretical paradigms and perspective are reflected in those research methodologies.
- d. Recognizes the qualities of an effective research question that expresses a direction for inquiry in precise terms, that is based on a review of the pertinent literature, and that avoids the pitfalls of advocacy.

Student Learning Objective:

Effective communicators and collaborators

Student Indicators:

- a. Demonstrates open communication with stakeholders.
- b. Demonstrates communication in a timely fashion with consultants.
- c. Demonstrates collaborative communication with all public agencies.
- d. Develops positive, meaningful and sustaining relationships with all constituents.

Student Learning Objective:

Instructional leaders

Student Indicators:

- a. Provides a climate for positive relationships and effective teaching and learning.
- b. Ensures that appropriate instructional materials and technology are available.
- c. Establishes professional, positive, meaningful, and sustaining relationships with faculty to constantly monitor the effectiveness of the program.

Student Learning Objective:

Leaders dedicated to the premise that all students can learn.

Student Indicators:

- a. Provide authentic learning experiences.

Student Learning Objective:

Leaders who recognize, celebrate, and acknowledge the contributions of all individuals.

Student Indicators:

- a. Is knowledgeable of their own mental modes.

Catalog Description

EDUC 790: Mentors and guides candidates through the dissertation process. Members meet and discuss their progress with the cohort and faculty. Faculty members supervise dissertation planning, research and preparation. The EDUC 790 seminar must be repeated for a total of five units.

Course Overview

As the fifth of five one-unit seminars, this course has been designed to function as a source of support and accountability for you. Accordingly, you will be asked to establish goals, develop a timeline, and report on your progress. It is expected and acceptable that you and your colleagues might be at various stages of your dissertation work. Therefore,

you will be given the opportunity to propose a deliverable to be submitted at the end of the quarter.

During this course we will devote time to reviewing the process and requirements for completing a doctoral dissertation, with particular emphasis on research design. We will focus on topics that should be (re)visited at every stage of the research process including the role of the researcher, ethical considerations, trustworthiness/research validity. There will be an additional focus on carrying out the research.

To further support the goals of this course, the class will serve as a forum to discuss dissertation-related concerns and issues with other students. Small work groups will also be developed based on the needs and support that each of you articulates at the beginning of the quarter. While various and often competing roles and responsibilities may limit your ability to meet outside of class, there are several creative ways to help keep each other on track (e.g., distance & digital spaces, incentives). Tips and ideas will be offered during the quarter in hopes that you will continue to support each other as you complete your dissertation units.

Note: As indicated in the Catalog Description, the goal of this course is to mentor and guide you through the dissertation process; however, both specific guidance on your individual project as well as the final decision on your next steps are the prerogative of your dissertation chair/committee.

Course Goals/Objectives

By the end of the course, students will be able to:

1. Articulate their preferred epistemology and how it underlies their research
2. Recognize and discuss their role and responsibilities in the research process
3. Clearly present and explain selected research design and methodology
4. Identify and address ethical issues relevant to their proposed research
5. Communicate effectively with dissertation chair and committee
6. Take ownership of their work and advocate for themselves

Course Requirements

1. **Goals & Timeline:** The dissertation demonstrates your skills and ability to independently conceptualize, conduct, and complete original, significant scholarly work. Consequently, this course requires a great degree of independent work. To enhance accountability, you will develop a timeline for the quarter that includes a plan for weekly tasks/activities associated with your dissertation. You should also write a “Personal Contract” that you carefully review and sign. Please note that your goals and timeline should align with those previously established/discussed with your chair/committee. **(5 points)**
2. **Proposed Deliverable:** Drawing from your goals/timeline, you will propose a deliverable to be approved by the instructor. This proposal is a one page summary on which you propose a product that will contribute to the development/progress of your dissertation proposal/dissertation. Final product will be due at the end of the quarter. **(10 points)**
3. **Autoethnography:** Your beliefs, assumptions, and previous professional and academic experiences influence your craft as an educational leader, scholar, and/or other roles you may play in the field of education. This assignment is intended to help you think about the role of the researcher, examine your subjectivities, how they have shaped your research topic, and how they may serve to strengthen your work. To complete this assignment, students must participate in the readings and class discussion. Please note that while this paper is personal and reflective, it is also scholarly, and will be evaluated as such. **(10 points)**
4. **Mock/Initial Literature Review:** It is important to begin writing your literature review. Your initial literature review is designed to begin that process and essentially get your “pen to paper,” or “fingers to typing.” Students may submit a part of their already completed literature review or start anew. **(15 points)**
5. **Progress Report:** As an added layer of accountability you will be required to give a brief presentation regarding the progress of your proposed deliverable. **(5 points)**
6. **Mock Dissertation Proposal:** Students will provide a brief mock dissertation proposal that includes a summary of the content that will likely appear in your dissertation. The proposal should include an introduction; literature review; hypotheses; research methods; expected findings, and; conclusion. **(15 points)**
7. **Mock Dissertation Defense:** In addition to attending proposal/dissertation defenses, staging a mock defense with fellow graduate students is one of the best ways to prepare for your defense. This activity will afford you the opportunity to present your research, learn what’s expected, anticipate questions, and receive feedback. **(15 points)**
8. **Final Product/Deliverable:** Submit deliverable/final product that was approved by the instructor. **(30 points)**

Course Evaluation Plan

Students will be assigned a letter grade (A-F). Grading is based on 100 points. See grade breakdown below:

Assignment	Points	Due Date
Goals & Timeline	5	10/3
Proposed Deliverable	10	10/3
Autoethnography/Researcher Reflection	10	10/10
Mock Review of Literature	15	10/24
Progress Report	5	11/7
Mock Dissertation Proposal	15	11/21
Mock Dissertation Defense	15	12/5
Negotiated Deliverable	30	12/5
Total		

For submission, all assignments must be emailed to me as attachments by the due date. Late assignments will not be accepted and assigned 0 points.

In this class, A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = below 60.

Use of APA style is required for all assignments.

Portfolios

Students are reminded to select required and optional artifacts from this course for submission to their Portfolio. Each Portfolio will contain the following elements:

1. Statement of Purpose in the Ed.D. program.
2. Current (updated) resume.
3. Examples of coursework reflecting the Student Learning Outcomes and core concepts (e.g., papers submitted, tests completed, projects completed, etc.) with an indication of how each element submitted is relevant to their dissertation topic and research activities.

¹These readings should be completed in order of publication date.

² Readings will be determined based on students' proposed strategies of inquiry.

³ I will be presenting at the Association for the Study of Higher Education (ASHE) annual meeting in Washington, D. C.

4. Summary of research and dissertation activities. Students should submit a summary (no longer than one page for each element submitted) as to work they have completed on their dissertation. Organization of this section of the portfolio should align with the dissertation chapters: a) Research Question; b) Literature Review; c) Methodology; d) Results; and, e) Conclusions. The portfolio, over its development, should provide longitudinal evidence of activities related to completion of the dissertation. Additionally, students may also submit a summary regarding any research activities that may be in addition to their dissertation. Additionally, students may include optional elements, such as, but not limited to:
 5. Conference participation and/or presentations
 6. Manuscript/publication drafts
 7. Additional noteworthy course work/projects
 8. Professional work samples

Portfolios are to be submitted each summer quarter for evaluation. It is the student's responsibility to ensure they are creating and maintaining their Portfolio throughout the year.

Additional Resources

CSUSB ScholarWorks: Electronic Theses, Projects, and Dissertations
<http://www.lib.csusb.edu/collections/thesesDissertation.html>

CSUSB Graduate Writing Center
<http://www.ugs.csusb.edu/wc/gwc.html>

Institutional Review Board
<http://irb.csusb.edu/>

John M. Pfau Library
<http://www.lib.csusb.edu/>

Office of Graduate Studies
<http://gradstudies.csusb.edu/>

Graduate Studies Workshops
<http://gradstudies.csusb.edu/thesisProjectDissertation/workshops.html>

Academic Dishonesty

Plagiarism and cheating are violations of the Student Conduct Code (see Appendix of the CSUSB Bulletin of Courses) and may be dealt with by both the instructor and the Judicial Affairs Officer. Plagiarism is the presentation of one's own, the ideas and writing of another. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. In accordance with university policy, instances of plagiarism and/or cheating in this course will result in a reduction of the final grade and may result in a failing grade for the course.

Refer to the General Regulations and Procedures in the CSUSB Bulletin of Courses for the university's policies on academic honesty, cheating, and course withdrawal.

If a student decides to withdraw from this course, it is the student's responsibility to do so in accordance with university policies and, if necessary, to notify student financial aid as withdrawal may influence the amount of funds available to the student.

Commitment to Diversity

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (from the *CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, 1995*)

*In keeping with the university's Commitment to Diversity, the faculty of the College of Education fully support the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodation. **If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at UH-183, (909)537-5238.***

Schedule of Classes

Date	Topic	Readings Completed	Note
9/26	Introductions & Course Overview; The Nature of Research	Krathwohl, p. 1 – 78.	Epistemology
10/10	Foundational Research Skills & Concepts; Ethical Considerations	Krathwohl, p. 81 – 232.	Logic of Inquiry; Research Question
10/24	The Continuum of Research Methods: Qualitative Side	Krathwohl, p. 233 – 363.	Content analysis; historical documents; ethnography; interviews.
11/7	The Continuum of Research Methods: Quantitative Side	Krathwohl, p. 365 – 533.	Collecting & analyzing data
11/21	The Continuum of Research Methods: Qualitative/ Quantitative Middle	Krathwohl, p. 535 – 623.	Submit Dissertation Proposal; Class will be held on Blackboard
12/05	Presentations & Course Wrap-Up		Defend Dissertation Proposal

Recommended Texts/Readings

- Alvesson, M. (2011) *Interpreting Interviews*. Thousand Oaks: Sage.
- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed, 2nd printing). Washington, DC: Author.
- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(3), 3-15.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London: Sage.
- Gardner, S. K. (2008). 'What's too much and what's too little?: The process of becoming and independent researcher in doctoral education. *The Journal of Higher Education*, 79(3), 326-350.
- Green, J. L., Camilli, G. & Elmore, P.B. (Eds.) (2006). *Handbook of complementary methods in education research*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Lunenburg, F.C. & Irby, B.J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin.
- Mosteller, F., Nave, B., & Miech, E. J. (2004). Why we need a structured abstract in education research. *Educational Researcher*, 33, 29-34.
- Ravitch, S. M., & Riggan, M. (2012). *Reason & rigor: How conceptual frameworks guide research*. Thousand Oaks, CA: Sage.
- Saldaña, J. (2009). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: SAGE.
- Shavelson, R. J. & Towne, L. (Eds.). (2002). *Scientific research in education*. Washington, DC: National Academies Press.
- Vogt, W. P. (2007) *Quantitative research methods for professionals*. Boston, MA: Pearson Education.
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.