



**Professional Education Unit
Department of Foundational and Graduate Studies**

**Research and Teacher Leadership, online
EDTL 603 (301)
Fall, 2011**

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Students may call me at home anytime after 8:30 a.m. and before 8:30 p.m., except not at all on Sunday. I will check my e-mail at least twice a day (Monday – Saturday) and respond as soon as possible.

Contacting the Instructor: The best way to get in touch with me is probably e-mail – I return messages ASAP after I read them and I check my e-mail many times throughout the day. If you need to talk to me in person, call my house, my cell phone, or my office. The cell phone only works sometimes when I'm at home. You may leave a message at my home or office if you need to and I'll get back to you. If you would like to meet with me in my office, send me an e-mail or give me a call to make an appointment.

Catalogue Description: This course is planned as the introductory research course that will be taken by graduate students in all Teacher Leader masters programs. In this course, students will explore the logic, processes, and methods of educational research. This exploration will prepare students to understand, evaluate, and apply appropriate research methods to answer specific questions in educational settings (e.g., classrooms, schools, districts). In this course, students will collaborate with others in their schools to develop questions and appropriate methodology for future collaborative research.

“Community Engagement: A Light to and From the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This

statement is not only the strategic mission for the College and Unit, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes:

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty first century skills needed to make an optimal contribution to “whole” student learning in educational settings.
2. Are competent in the collection and use of data to inform decision- making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions.
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO’s): At the conclusion of this course, masters’ candidates will be able to:

1. Explain the research designs used in educational settings and the strengths and limitations of each.
2. Evaluate the quality of published educational research.
3. Use research-based evidence to reflect on and evaluate teaching and learning.
4. Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings.
5. Provide leadership within school, community, and profession as a competent and ethical educational researcher.
6. In collaboration with professionals in the local school or district, select a research question or questions and an appropriate research design that will result in an answer to the question(s).

NCATE/ EPSB Accreditation Alignment of SLO’s and CFO’s:

Teacher Leader Masters/5th Year Programs – EDTL 603 Research and Teacher Leadership				
Aligned with→ Assessment↴ (percentage of grade)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	NCATE
Completed Research Proposal (including topic, problem statement, hypothesis, literature review and highlighted	1, 2*, 3*, 5*, 6, 7, 8, 10 *Depending on the topic of	n/a	Diversity*, assessment, literacy*, achievement gap*	1, 3, 4* *Depen ding on the topic

source material, method, limitations, and full written proposal) (30%) CFO: 1, 2, 4*, 5 SLO: 1-4, 6 *Depending on the topic of the research	the research		*Depending on the topic of the research	of the research
Quizzes, including plagiarism tutorial (15%) CFO: 1, 2, 3 SLO: 1, 3, 5	1, 2	n/a	Assessment (broadly defined)	1
Exam (15%) CFO: 1, 2 SLO: 1, 3, 5	1, 2	n/a	Assessment (broadly defined)	1
Research Matrix (10%) CFO: 1 SLO: 1	1, 2, 10	n/a	Assessment (broadly defined)	1
Collaborative IRB Training Initiative (10%) CFO: 1, 3 SLO: 5	1, 10	n/a	Assessment (broadly defined)	1
Research article synthesis (10%) CFO: 1 SLO: 1, 2, 3, 5	1, 2, 9, 10	n/a	Diversity*, assessment, literacy*, achievement gap* *Depending on the topic of the research	1
Collaboration with professional educators on topic and methods choice (10%) CFO: 3, 5 SLO: 4	8	n/a	Assessment (broadly defined)	1, 3

Assignment Descriptions:

EDF 603 Research and Teacher Leadership	
Assessment (percentage of grade)	Description
CITI training (10%)	The purpose of this assignment is to assure that the student knows and understands the parameters of ethical and legal behavior in educational research. Students will complete the Collaborative IRB Training Initiative (CITI) training online through Morehead State University's site on the Department of Research and Sponsored Program's Webpage. Each student will complete the training, take the final test, and print their certificate of completion. This certificate will be submitted with their request for IRB review (if needed) in the capstone course.
Collaboration with professional educators on topic and methods choice (10%)	Students will collaborate with professionals in their school setting to develop four possible research topics related to student learning. During this course, one of these topics will be developed into a research proposal with professional collaboration in the choice of research design.
Research article synthesis (10%)	Students will do a literature search, use APA 6th edition formatting, and synthesize two research articles related to their topic. These reviews will be posted to the Discussion Board for comment by classmates.
Research Matrix (10%)	Students will use scholarly resources to develop a matrix of research methodology with the questions that various types of research can answer. For example, true experimental design or quasi-experimental design must be used if the researcher is seeking to identify cause and effect relationships. Qualitative research is useful to provide an in-depth description of a research question that uses words as data. Although all research studies situated in specific classrooms, schools, or districts can most accurately be described as action research (with limited generalizability), action research studies use varied designs (e.g., correlational, experimental, ex-post facto, single-case study, descriptive). [A framework will be provided by the instructor.]
Research proposal (30%)	Students will prepare a proposal for a quantitative research project with specific portions of the proposal being due at intervals throughout the semester (as detailed in the schedule below). Research topics should be linked to improving student learning in some way. Students may redo these portions <u>once</u> after the initial grading and resubmit them to the instructor for a higher score.

	This project will culminate with a final written proposal organized according to the outline provided in this syllabus. If you have kept up with these individual portions of the paper all the way through the semester, then there will be very little left to do for the final full proposal except to organize the different pieces into the order required by the outline.
Quizzes (15%) Final Exam (15%) Total (30%)	<p>Other application tasks that clarify content material will be assigned either as Blackboard Discussion tasks or in quiz format. You will be able to take each quiz three times during its assignment period in order to increase your score. Blackboard Discussion tasks will require an initial posting from each student and sometimes responses to other students' posted tasks. Both types of application tasks will be counted towards your participation grade.</p> <p>There will be one final multiple-choice exam. The exam will be open book and open note. The test will be made available in the assignment section for downloading and will be completed as a test for actual scoring.</p>

Grades: Grades will be assigned based on the following breakdowns:

Proposal portions – 30% -- including possible topics, each piece of the proposal, and the final full proposal.

Documentation of consultation with education professionals – 10%

CITI training – 10%

Research Matrix – 10%

Article Reviews – 10%

Quizzes / participation – 15%

Final exam – 15%

Required Texts:

Mertler, C. A., & Charles, C. M. (2011). *Introduction to educational research* (7th ed.). Boston: Pearson. ISBN: 978-0-13-701344-9

Suggested reference text:

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association. ISBN: 978-1-43-380561-5

Other reading material will be distributed periodically throughout the semester as needed to supplement the text.

Course Structure: This course will include required postings to the discussion board, assignments submitted by e-mail to the instructor, and open-book/open-note quizzes and tests.

Academic Honesty:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Special Plagiarism prevention requirements:

A. All students must complete an on-line tutorial on identifying plagiarism (see *External Links* on Blackboard for the URL). Completing the on-line quiz with 100% will present you a certificate that must be turned in to me (either mailed hard copy or copied and pasted into an electronic document). The certificate indicates that students are familiar with what is and is not plagiarism in academic writing.

B. Whenever a student paraphrases or quotes a literature source in any paper turned in for this class, a highlighted copy of that portion of the source must be included with the assignment. For example, if you quote or paraphrase something from p. 78 of a particular article, you must turn in a copy of p. 78, with the section you quoted or paraphrased high-lighted and the author and date of the source indicated at the top. **No more than two (2) direct quotes are allowed in any paper – all other use of sources must be paraphrases.**

Be very careful that you include quotation marks whenever you quote the exact words from a source. When you paraphrase, be very careful that you do not accidentally directly quote the source. Simply substituting a synonym for every third or fourth word is not acceptable paraphrasing. You must change the structure of the sentence as well as the wording. If you read the source, then look away from it while you paraphrase what it said, you're less likely to copy the exact words or structure. Don't forget to put the citation in after you've quoted or paraphrased. The following websites have excellent information on how to adequately paraphrase and avoid plagiarizing – please take a look at them:

<http://www.utoronto.ca/ucwriting/paraphrase.html> and

<http://www.uhv.edu/ac/workshops/howtoquote/index.htm>

If you have any further questions about what constitutes plagiarism or how to properly cite borrowed ideas or quotations, please consult the American Psychological Association Publication Manual. If you still have questions, please contact me.

The university academic dishonesty policy in the MSU Eagle Handbook allows faculty members to issue sanctions to students determined to be guilty of plagiarism (taking the ideas or written words of another without appropriate citation). As allowed by this policy, papers containing any plagiarism (in whole or part) will not be accepted for a grade. **If the highlighted sources are not turned in, if appropriate citations or quotation marks are lacking, or if the paraphrasing is too close to the original, the student will get an Incomplete in the course and a chance to complete the paper correctly.** The student's final grade for the course may be lowered one letter grade as consequence, however. If the instructor believes the plagiarism was deliberately deceptive – such as using material from a source that was not cited or included in the references -- the student will fail the course. Any paper with plagiarism deemed deliberately deceptive also will be reported to the student's department chair, the Chair of Professional

Programs in Education, the Dean of the College of Education, and the MSU Dean of Students.

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement: If this were not an online class, emergency response information would be discussed in class. Students would familiarize themselves with the nearest exit routes in the event evacuation became necessary. Students would have been instructed to notify the instructor at the beginning of the semester if you had special needs or would require assistance during an emergency evacuation. Students would have been told to familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

Expectations of Technological Capability: Students enrolling in this online course are expected to have basic computer skills, including the ability to use a word-processing program, save documents in various formats (e.g. rich text or plain text), copy and paste material from one document to another, work with PDF files, and send and receive e-mail (including attachments).

Blackboard Support: There is a help line for Blackboard Support. Students and Faculty will be able to get account assistance by calling a local (to Morehead) number or e-mail with this support program.

Contact information is:

Phone: 783-5000

e-mail: tsc@moreheadstate.edu

ALL Teacher Leader (TL) candidates must complete a capstone project as a part of the TL Master's or TL Fifth Year Program. A capstone project requires TL candidates to apply the skills learned in TL courses to address a real-world situation. While activities in each of the TL courses may be linked to some aspect of the capstone, students will develop an example proposal for a chosen research topic in EDTL 603 Research and Teacher Leadership. That topic can remain the focus of the actual capstone project or the example proposal can serve as a model for a new capstone topic. The capstone project is to be completed within the last six hours of the Teacher Leader program. In the semester that the capstone is completed, candidates must register for EDTL 690, a zero-credit, no charge course. Once registered for EDTL 690, candidates will have access to modules developed to provide assistance in the successful completion of the capstone project.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.

4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.

5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.

6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

General instructions for weekly assignments:

At the end of the syllabus is the weekly topical schedule. It contains an outline of the assignments and the topics for each week. The complete assignments are posted under Assignments on Blackboard. An example follows. Click on the “**Assignments**” button on Blackboard. The weekly assignment may have several components, as does week one. All of the tasks for week one are due by the following Sunday unless noted. So for the example following, everything is due on Sunday, August 28 except the CITI training which is due the next week.

There is a file for each week and assignments for that week are explained. Below I have copied the Assignment for Week 1. The title will tell you which week the assignment corresponds to. There may be attachments that you will click on. In this case, there are 4 attachments listed at the beginning (Capstone project timeline form, Capstone topic information, Capstone scoring guide, and CITI training instructions) and one link embedded in assignment #5 (link to plagiarism tutorial from Indiana University). Then there is information on when the assignment was made and when it is due. Within the assignment there will be instructions for what you are to complete. In this case, you will (1) read the syllabus, (2) buy the textbook, (3) participate in the Discussion Board on Introductions, (4) read the other Discussion Boards and respond to two, (5) follow the link to complete the plagiarism tutorial, (6) Begin CITI training, and (7) read the attached materials on the capstone.

Sample assignment:

Week 1- Introductions and getting started

- Attached Files:
-  [Capstone project timeline form](#) (12.188 KB)
 -  [Capstone topic information](#) (12.196 KB)
 -  [Capstone project scoring guide](#) (14.184 KB)
 -  [CITI training instructions](#) (16.229 KB)

Assigned: Monday, August 22

Due: midnight Sunday, August 28

1. Read the syllabus that is posted (click on the *Syllabus* button on the left). If you have any questions about it, post them on the "Questions" forum of the discussion board (click on the

Discussion Board button). If there are questions already on the forum that you know the answer to, please reply to them and give your answer. Please notice that assignments are posted every Monday and due every Sunday at midnight.

2. Buy the required text book listed in the syllabus and consider buying the APA manual. You need the text as soon as possible.

3. Go to the *Discussion Board* and click on the "Introductions" forum, then follow the directions posted there to introduce yourself to the class and talk about your experience with Blackboard.

4. Read all of the other introductions that are posted so you get to know your classmates (and your instructor) then **reply to at least two** of the other introductions, commenting on something you have in common or something they wrote that interested you or a question you have for them. **If someone already has two responses, please respond to a different classmate who does not, so that everyone gets at least two replies.**

5. Complete a plagiarism tutorial. Click on the link below and read through each screen, then take the quiz until you get 100% and are presented with the certificate. Either copy and paste the certificate into a word-processing file and e-mail it to me--don't worry about the format or color and don't worry about signing and dating it--or print it out and mail it to me.

<http://www.indiana.edu/~istd/overview.html>

6. Begin the CITI IRB training -- this is to acquaint you with the ethics of research using human subjects. It is required of anyone doing research while affiliated with Morehead State University, so you'll need it in order to carry out your capstone project before you can graduate. I'm giving you two weeks to get this done, as there are several modules you need to complete. Directions are in a link above the due dates at the top of this assignment.

7. Read through the materials attached related to the capstone research project. This course is to prepare you to carry that project out somewhat independently. You'll be enrolled in a 0-credit Blackboard capstone course that will have helpful materials available and a faculty member will be available for questions, but there won't be a lot of formal guidance.

The topic you eventually pick in this course and write a proposal for does NOT have to be the topic for your capstone. We're carrying this out for practice, so you have some feel for how it might be done later. The timeline and local context information will not be required for this course, but will be for your actual proposal.

Notice in the capstone materials that collaboration with educational professionals is a key part of the capstone experience, so after reading the information about topics (in the link above) start this week talking with experienced teachers and administrators in your school setting about possible research topics that could be carried out at the school (and keep track of who you talked to and what it was about, as you have to document that collaboration!).

Topical Schedule: “Assignments” will be posted every Monday afternoon and are due the next Sunday at

Assigned Date	Reading Assignment	Due Sunday midnight after assignment date
Week 1 – August 22	1. Syllabus 2. Capstone documents	1. Discussion Bd- Introduction to classmates 2. Plagiarism tutorial 3. (Start CITI IRB training)
Week 2 – August 29	1. Mertler & Charles: Ch. 1 and 2 2. Aagaard notes for these chapters	1. Discussion Bd- Four research topics related to student achievement 2. Documentation of consultation with education professionals 3. Complete CITI IRB training and send certificate
Week 3 – Sept. 6 (9/5= labor day)	1. Mertler & Charles: Ch. 3 2. Aagaard notes for this chapter	1. Problem statement / hypothesis 2. Variable identification / operational definitions 3. Links to KY Teacher Standards
Week 4 – Sept. 12	1. Mertler & Charles: Ch. 4 and 5 2. Mertler & Charles: Ch. 9, p. 174-175 (“Review of Related Literature”) 3. Aagaard notes for these chapters 4. APA style guide	1. Literature database tutorial 2. Three research articles related to one of your quantitative topics. 3. Article review #1
Week 5 – Sept. 19	1. Mertler & Charles: Ch. 6 2. Aagaard notes for this chapter	1. Quiz over Ch. 6 2. Short lit. review outline
Week 6 – Sept. 26	1. Mertler & Charles: Ch. 10 2. Aagaard notes for this chapter	Qualitative analysis
Week 7 – Oct. 3	1. Mertler & Charles: Ch. 12 2. Aagaard notes for this chapter	1. Quiz over Ch. 12 2. Article review #2
Week 8 – Oct. 10 (10/13&14 fall break)	1. Mertler & Charles: Ch. 13 2. Aagaard notes for this chapter	Quiz over Ch. 13
Week 9 – Oct. 17	1. Mertler & Charles: Ch. 11 2. Aagaard notes for this chapter	1. Quiz over Ch. 11 2. Short literature review
Week 10 – Oct. 24	SPRING BREAK	
Week 11 – Oct. 31	Mertler & Charles: Ch. 14	Research Matrix
Week 12 – Nov. 7	1. Mertler & Charles: Ch. 7 2. Mertler & Charles: Appendix 3. Aagaard notes for this chapter	Worksheet over Ch. 7 / Appendix [<i>Aagaard’s class notes will probably be the <u>most</u> helpful on this assignment!</i>]
Week 13 – Nov. 14	Mertler & Charles: Ch. 8	Method and Limitations sections
Week 14 – Nov. 21 (11/23-25 Thanksgiving)	Mertler & Charles: Ch. 15	Practice Results section
Week 15 – Nov. 28	Mertler & Charles: Ch. 16	Redo selected sections; begin combining into full proposal.
Week 16 – Dec. 5	Mertler & Charles: Ch. 9	Full proposal: introduction, lit. review, problem statement, hypothesis, method section, limitations
Week 17 – Dec. 12	Final Exam	

midnight.

EDTL 603 –Research and Teacher Leadership – Final Research Proposal Outline

(Everything should be in sentence/paragraph form without using the Roman numerals or other outline designators.)

Title Page.

- Title of project
- Name
- Presented to...
- Date

Introduction. Start with one paragraph that clearly describes the purpose of your capstone research project.

Statement of the problem. The problem statement is followed by an explanation of the relevance and significance of the study. A direct connection to student achievement is made. The candidate links the project to the Kentucky Teacher Standards. The topic must be chosen in cooperation with K-12 school or district personnel and those consultations should be documented here.

Hypothesis. This is a statement of the expected outcome of your research.

Operational Definitions. This is a definition of specific terms from the problem statement.

Local Context. Candidate shares a clear picture of the context of his/her project. The role group(s), setting, policies and procedures, and barriers are articulated.

Review of Literature. Professional context. This is not just a listing of existing research. It is an organized summary that explains what is known about the problem, its causes, and potential ways to address the problem.

Method. The method section explains the process you used for the research and includes the following components:

Research Design- What specific type of research did you conduct (correlational, experimental, quasi-experimental, causal-comparative, qualitative)?

Subjects and Sampling- Who were your subjects and how did you choose them? Describe how many there were and the important demographics such as race, gender, age level, grade level, socioeconomic status or other important characteristics that might be of interest to you or the reader. This could be put into a table.

Instrumentation- Describe the instruments that were used to collect data (surveys, tests, etc.) including the number and type of questions and information related to the instrument's reliability and validity.

Procedure- This is a description of how and under what conditions the data were collected. In addition to an explanation of the procedure used for the research project, it also includes an explanation of the people involved and a discussion of the timeline of the work.

Data Analysis- This section explains what type of data analysis/statistical technique you

conducted and why you used that particular approach (testing for differences between two means, looking for a relationship, had nominal data, etc.). It also elaborates that a plan for assessment was initiated at the beginning of the project, implemented, and the results were reported. There is evidence that the process and outcome have been carefully analyzed and evaluated.

Limitations of your study- Explain what might have caused you to come to an incorrect conclusion in this study. Were there threats to validity such as non-random sampling of participants? Was the sample size too small? Was there no control group? Were there confounding variables? If so, what were they? Was there a problem with reliability or validity of your data collection instrument? What threats were there to external validity- limitations to generalizing these results to an outside sample?

Results. This section presents the results of the data analysis. Tables and graphs usually help clarify the data.

Discussion. The discussion section includes the following components.

Conclusion- What meaning do you derive from your results?

Implications- This includes an explanation of the impact of the project.

Limitations- A plan for refinement of the project is presented.

Recommendations- What needs to happen next?

Reflection. The reflection specifically connects the project to lessons learned, provides suggestions for what might be done differently if the project were implemented again, and establishes a clear linkage to improved student achievement.

References. APA style reference list for every source you cited in the proposal.

Appendix. This includes any permission documents, letters to parents, IRB documents, and the project timeline. It also includes documentation that the project was selected and planned using a variety of collaboration sessions with school and/or district professionals.

Research Project Timeline (form attached in “Start Here” – “Research Project Timeline”).

The paper needs to follow APA style.