



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

**Research and Teacher Leadership, online
EDTL 603 (301)
Summer I (June), 2011**

Instructor: Lola Aagaard, PhD.

Office location: Ginger Hall, 504A (enter through 503, then all the way down the hall, next to last door on the left. Or, stay in the outer hallway past 503 and knock on the door marked B504 – my name is on it.)

Home phone: 606-784-4920 (has answering machine)

Office phone: 606-783-2531 (has voice mail)

Cell phone: 606-776-2567 (no voice mail, doesn't work when I'm home)

E-mail: l.aagaard@morehead-st.edu

Students may call me at home anytime after 6:30 a.m. and before 9:30 p.m., except for the hours between sundown Friday night and sundown Saturday night. I will check my e-mail at least twice a day and respond as soon as possible, except for the 24-hour period of Friday night to Saturday night. (I keep Saturday as a Sabbath and do not do any university work during that time.)

Contacting the Instructor: The best way to get hold of 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 first, then my cell phone. The cell phone works when I'm in my office but not when I'm at home. I'm very responsive to voice mail messages, so leave a message at my home 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 Core Academic Standards	Education Professional Standards Board (EPSB)	NCATE
Completed Research Proposal (including topic, problem statement, hypothesis, literature review and highlighted source material, method, limitations, and full written report) (40%) CFO: 1, 2, 4*, 5 SLO: 1-4, 6 *Depending on the topic of the research	1, 2*, 3*, 5*, 6, 7, 8, 10 *Depending on the topic of the research	n/a	Diversity*, assessment, literacy*, achievement gap* *Depending on the topic of the research	1, 3, 4* *Depending on the topic of the research
Quizzes, including plagiarism tutorial (25%) 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 (5%) CFO: 1 SLO: 1	1, 2, 10	n/a	Assessment (broadly defined)	1
Collaborative IRB Training Initiative (5%) CFO: 1, 3 SLO: 5	1, 10	n/a	Assessment (broadly defined)	1
Research article synthesis (5%) CFO: 1 SLO: 1, 2, 3, 5	1, 2, 9, 10	n/a	Diversity*, assessment, literacy*, achievement gap* *Depending on the topic	1

			of the research	
Collaboration with professional educators on topic and methods choice (5%) 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 (5%)	The purpose of this assignment is to assure that the student knows and understands the parameters of ethical 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 (5%)	Students will collaborate with professionals in their school setting to develop four possible research topics related to student learning. One of these will be developed into a research proposal during this course, with professional collaboration in the choice of research design.
Research article synthesis (5%)	Students will do a literature search, use APA 6th edition formatting, and synthesize a research article. These reviews will be posted to the Discussion Board.
Research Matrix (5%)	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 (40%)	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

	<p>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.</p> <p>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.</p>
Quizzes / Exams (40%)	<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 also in the testing facility for actual scoring.</p>

Grading Scale:

90-100% = A
80-89.9% = B
70-79.9% = C
60-69.9% = D
0-59.9% = E (failing)

Required Texts:

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

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 Evaluation: Grades will be assigned based on the following weights:

- Proposal portions – 30% -- including possible topics, each piece of the proposal,
- Final full proposal – 10%
- Documentation of consultation with education professionals – 5%
- CITI training – 5%
- Research Matrix – 5%
- Article Reviews – 5%
- Quizzes / participation – 25%
- Final exam – 15%

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 at: 204-E ADUC, 606-783-5188, or e.day@moreheadstate.edu

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

[Topical Schedule on next page]

EDTL 603 (301), Summer 2011, Tentative Daily Schedule:

Assigned Date	Reading Assignment	Written Assignment
Monday, June 6	<ol style="list-style-type: none"> 1. Syllabus 2. Capstone documents 3. Mertler & Charles: Ch. 1 and 2 4. Aagaard notes for these chapters 	<p>Due: midnight, Monday, June 6</p> <ol style="list-style-type: none"> 1. Four research topics related to student achievement 2. Documentation of consultation with education professionals <p>Due: midnight, Tuesday, June 7</p> <ol style="list-style-type: none"> 1. Introduction to classmates 2. Plagiarism tutorial 3. (Start CITI IRB training)
Tuesday, June 7	<ol style="list-style-type: none"> 1. Mertler & Charles: Ch. 3 2. Aagaard notes for this chapter 	<p>Due: midnight, Wednesday, June 8</p> <ol style="list-style-type: none"> 1. CITI IRB training certificate 2. Problem statement / hypothesis 3. Variable identification / operational definitions 4. Links to KY Teacher Standards
Wednesday, June 8	<ol style="list-style-type: none"> 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 	<p>Due: midnight, Thursday, June 9</p> <ol style="list-style-type: none"> 1. Literature database tutorial 2. Short lit. review outline
Thursday, June 9	<ol style="list-style-type: none"> 1. Mertler & Charles: Ch. 6 2. Aagaard notes for this chapter 3. Aagaard APA style guide 	<p>Due: midnight, Sunday, June 12</p> <ol style="list-style-type: none"> 1. Quiz over Ch. 6 2. Three professional research articles related to the bottom of the Big V outline – citations in APA format. 3. Article review
Monday, June 13	<ol style="list-style-type: none"> 1. Mertler & Charles: Ch. 12 2. Aagaard notes for this chapter 	<p>Due: midnight, Tuesday, June 14</p> <p>Quiz over Ch. 12</p>
Tuesday, June 14	<ol style="list-style-type: none"> 1. Mertler & Charles: Ch. 13 2. Aagaard notes for this chapter 	<p>Due: midnight, Wednesday, June 15</p> <p>Quiz over Ch. 13</p>
Wednesday, June 15	<ol style="list-style-type: none"> 1. Mertler & Charles: Ch. 7 (p. 124-126, middle to end of 127, 130-142) 2. Mertler & Charles: Appendix (p.371-389) 3. Aagaard notes for this chapter 	<p>Due: midnight, Thursday, June 16</p> <p>Worksheet over Ch. 7 / Appendix [<i>my notes will be the most helpful on this assignment!</i>]</p>
Thursday, June 16	<ol style="list-style-type: none"> 1. Mertler & Charles: Ch. 11 2. Aagaard notes for this chapter 	<p>Due: midnight, Sunday, June 19</p> <ol style="list-style-type: none"> 1. Quiz over Ch. 11 2. Short literature review and highlighted sources
Monday, June 20	Mertler & Charles: Ch. 14	<p>Due: midnight, Tuesday, June 21</p> <p>Research Matrix</p>
Tuesday, June 21	<ol style="list-style-type: none"> 1. Mertler & Charles: Ch. 7 (p. 125-127, 128-130), Ch. 10 2. Aagaard notes for this chapter 	<p>Due: midnight, Wednesday, June 22</p> <p>Qualitative analysis</p>
Wednesday, June 22	Mertler & Charles: Ch. 8	<p>Due: midnight, Thursday, June 23</p> <p>Method and Limitations sections</p>
Thursday, June 23	Mertler & Charles: Ch. 15	<p>Due: midnight, Sunday, June 26</p> <p>Practice Results section</p>

(Schedule is continued on next page.)

Topical Schedule, continued:

Monday, June 27	Mertler & Charles: Ch. 16	Redo selected sections; begin combining into full proposal.
Tuesday, June 28	Mertler & Charles: Ch. 9	Redo selected sections; combine into full proposal.
Wednesday, June 29		Due: midnight, Thursday, June 30 Full proposal: introduction, lit. review, problem statement, hypothesis, method section, limitations
Thursday, June 30	Final Exam	Due: midnight, Monday, July 4

Assignments for the entire week will be posted each Monday morning, but there are daily deadlines to keep you on track. If you are going to miss a deadline, get in contact with me – it's usually not much of a problem, as long as you don't get too far behind. Getting behind will sink you fast in this course, especially in the summer.

Quizzes can be taken up to 3 times before the deadline to increase your score. If you miss the deadline, then you get just one chance at it by marking your answers on the downloadable copy of the quiz and e-mailing it to me.

[Proposal outline on next page]

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

(Everything should be double spaced, in sentence/paragraph form, and use the exact headings shown below.)

Introduction

Topic

Explanation of choice of topic and its relevance to student learning; documentation of collaboration with professionals on topic and method; relationship of topic to KY Teaching Standards.

Review of related literature

Problem statement

Hypothesis

Operational definitions

Method

Research Design

Type of research design (correlational, experimental (what specific type?), quasi-experimental (what specific type?), causal-comparative, etc.)

Subjects and Sampling

Who will your subjects be and how will you choose them? (Describe how many there will be and what race, gender, age level, grade level, socioeconomic status or other important characteristics that might be of interest to the reader. You could even put in a table of some sort, if you like.)

Instrumentation

Describe any instruments that will be used to collect data (surveys, tests, etc.), including number and type of questions and information related to their reliability and validity.

Procedure

How and under what conditions will the data be collected?

Data Analysis

What statistical technique should be used on the data and why (testing for differences between two means, or looking for relationship, or have nominal data, etc.)?

Limitations

What might intervene between you and a correct conclusion? (Threats to internal validity, such as differential sampling [non-random]? Too small a sample? No control group? Confounding variables? No/low reliability or validity on your instrument?) Or what limitations are there on your generalizing these results to people outside your sample? (Threats to external validity, such as you will have only special education students in your study and so you can't generalize to the regular education population. Or your sample size will be only five 2nd grade students, which isn't large enough to be able to generalize.)

References

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