

University of Maryland, College Park
Department of Education Policy, Planning and Administration

EDPA 690: RESEARCH IN EDUCATION POLICY, PLANNING & ADMINISTRATION

Fall 1999

Tuesdays, 7:00 – 9:45 p.m.

Note: *If you have a documented disability and wish to discuss academic accommodations please contact me as soon as possible*

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Office Hours: Tues, Wed, 1-4 p.m.

Or by appointment

COURSE DESCRIPTION

This course is designed to provide a foundation whereby students

- a) gain an understanding and appreciation of the field of educational research; and
- b) have sufficient knowledge of qualitative and quantitative research methods to understand applications of those methods to research in education policy, administration, and planning, and to engage in further study in those methods.

COURSE OBJECTIVES

1. Content Mastery: understanding the field of educational research, research concepts and principles, and specific methods for conducting and critically reading both qualitative and quantitative research.
2. Research Competencies: acquisition of capacity to perform several major research activities. Research skills which may be emphasized include:
 - a. recognizing and defining a research problem
 - b. reviewing literature on a problem
 - c. stating a research question or hypothesis;
 - d. determining the appropriate design to investigate a question or test a hypothesis;
 - e. collecting data;
 - f. analyzing data;
 - g. interpreting the results to draw conclusions about the research problem;
 - h. writing a research proposal;
 - i. writing a research report of a small scale study;
 - j. critiquing a study published in a journal;
 - k. critiquing an evaluation report.

REQUIRED TEXTBOOKS

McMillan, J. H. & Schumacher, S. (1997). *Research in Education: A Conceptual Introduction, 4th ed.* New York: Longman.

Jaeger, R. M. (1997). *Complementary Methods For Research in Education, 2nd ed.* Washington: AERA.

COURSE ORGANIZATION:

This course is organized into five modules based on readings from the two course texts. The readings are intended to introduce students initially to inductive research before examining deductive approaches to research.

Module I: Fundamental Principles of Educational Research

- Introduction to the Field of Research
- Research Designs, Data Collection, Techniques, and Research Reports
- Research Problems: Statements, Questions and Hypotheses
- Literature Review

Module II: Qualitative Research Designs and Methods

- Introduction to Designing Qualitative Research
- Ethnographic Research
- Analytic Research: Historical and Legal Studies
- Qualitative Data Analysis

Module III: Descriptive Research

- Data Collection Techniques
- Descriptive Statistics
- Non-experimental Research Designs

Module IV: Experimental Research Designs and Methods

- Introduction to Designing Quantitative Research
- Experimental and Single-Subject Research Designs
- Inferential Statistics

Module V: Applications and Communication

- Evaluation Research and Policy Analysis
- Guidelines for Research Proposals

COURSE METHODS

Methods to achieve course objectives include: discussion of application problems identified in readings, in and out of class activities, discussion of self-review activities in course books.

NOTE: Students responsible for leading discussions will find that the organization of those discussions will vary throughout the course and may include: focus group formats, panels, jig saws, fish bowl and other strategies

announced by the instructor at the beginning of the class. The intention is to foster creative dialogue, so students should be prepared to be flexible in leading the discussions assigned.

COURSE EXPECTATIONS

1. **It is assumed that every class member will:** complete assignments in a timely fashion, contribute freely and meaningfully to class discussions, and as appropriate, prepare critiques of research, readings, and class efforts.
2. **Teams Lead Discussions of Questions from Sections of Complementary Methods.** Teams will be formed to focus on one section of the course book: *Complementary Methods* listed below. Assignment 7 described below outlines the requirements of the report that will be prepared by each individual member of the team separately based on responses to study questions in each section. Initially, however, team members will be assigned to lead a 20 minute class discussion of the study questions listed in the course schedule. It is expected that team members will have read the entire section in preparation for the discussion.
3. **Complementary Methods Readings:** It is expected that all class members will read the introductory discussion of each method and be prepared to respond to the question listed in the schedule below.
4. **Chapter Readings and Assigned Application Problems: It is expected that all class members will** come to class prepared to discuss the application problem assigned for the chapter covered. In additions to these common expectations, each student will be evaluated through the following:
5. **Examination 1: 25%**
Examination Date: October 26 1999
Format and Focus: Examination will focus on topics covered in Module I: Fundamental Principles of Educational Research, and Module II Qualitative Research Designs and Methods. The examination will include multiple choice questions application problems and few response questions based on *Complementary Methods* questions for sections covered.
6. **Examination 2: 35%**
Examination Date: December 14 1999
Format and Focus: Examination will focus on topics covered in Module III: Descriptive Research, Module IV: Experimental Research Designs and Methods; Module: V: Applications. The

second examination will also include a take-home component from Section I of *Complementary Methods* given to students on December 7 worth 10 % of the course. The in-class component will include multiple choice questions and application problems.

7. Report on a Research Method: 40%

Due: December 7, 1999

Format and Focus: The focus of the report will be one the methods described in the course book: *Complementary Methods*. Students in the class will be partnered with one other student in studying one of the methods. There are two components of the report.

Component 1: 30%

Individually each student will be expected to respond to all of the study questions that accompany the overview provided by an expert in the method. Responses to the questions will form the major component of the report worth 30%.

Length: 10 pages maximum. Minimum pages as appropriate for quality responses.

Component 2: 10% Outline of Issues Raised on Class Discussions:

This second component of the report will be an outline of the issues raised in the discussions that the partners lead with groups in the class. This component should be based on discussion of those issues by partners and may be submitted jointly. (Length: maximum 3 pages).

Evaluation Criteria:

Clarity, accuracy, comprehensiveness and depth of analytic insight of responses.

PROPOSED SCHEDULE ACTIVITIES

September 7: Session 1: Introduction to the course.

Personal introductions, discussion of research interests, exploration of areas of expertise, overview of readings, course organization, course requirements.

Discussion of readings for upcoming classes (McMillan & Schumacher (1997) and Jaeger (1997)

Selection of partners and discussion leaders to:

- focus on research methods sections in Jaeger (1997)
- Lead class discussions of questions associated with readings.

MODULE I: Fundamental Principles of Educational Research			
Dates: Sept 14-21	Research in Education Chapter Readings	Complementary Methods: Sections	Assignments In addition to those listed below the professor may assign other activities in preparation for the session.
Sept 14	<p>Research in Education: Chapter 1: Introduction to the Field of Educational Research Application Problems 1- 6, p. 31.</p> <p>Research in Education: Chapter 2. Research Designs, Data Collection, Techniques and Research Reports Application Problem 1, p. 76</p>	<p>Complementary Methods Section I: The Nature of Disciplined Inquiry in Education: Read pg. 1-30.</p> <p>Question for Discussion: 6, p. 30.</p>	
Sept 21	<p>Research in Education: Chapter 3. Research Problems: Statements, Questions and Hypotheses Application Problem 1, pg. 116.</p> <p>Research in Education: Chapter 4: Literature Review Application Problem 2 p. 156</p>	<p>Complementary Methods Section IV: Philosophical Inquiry Methods</p> <p>Question for Team-lead discussion: 6, p. 208.</p>	<p>Complementary Methods Team 1: Focus Philosophy Without Mirrors, Rorty</p> <p>1. _____</p> <p>2. _____</p> <p>Team 2: Focus- Experience and the Philosophical Method, John Dewey</p> <p>3. _____</p> <p>4. _____</p>

Sept. 28- October 12	MODULE II: Qualitative Research Designs and Methods		
Sept. 28	Research in Education: Chapter 11. Introduction to Designing Qualitative Research Application Problem 2 pg. 425.	Complementary Methods Section II: Arts-Based Educational Research Question for Team-lead discussion: 10, p. 99	Complementary Methods Team 3 : Focus: Examples of Arts-Based Qualitative Research 5. _____ 6. _____
Oct. 5	Research in Education: Chapter 12. Ethnographic Research Application Problems 1 & 2, p. 461 Research in Education: Chapter 13. Analytic Research Application Problem 3, p. 499.	Complementary Methods Section V: Ethnographic Research in Education Question for Team-lead discussion: 3, p. 362.	Complementary Methods Team 4 : Focus: A Case Study Using an Ethnographic Approach. 7. _____ 8. _____
Oct. 12.	Research in Education: Chapter 14. Qualitative Data Analysis Application Problems 1 & 2, p. 537.	Complementary Methods Section III: Historical Methods in Educational Research Question for Team-lead discussion: 2, p. 132	Complementary Methods Team 5 : Focus: A Historiographical Turning Point 9. _____ 10. _____ 11. _____

Oct. 19	Examination on Module I & II		
Oct. 26- Nov. 2	MODULE III: DESCRIPTIVE RESEARCH		
Oct. 26	<p>Research in Education: Chapter 7: Data Collection Techniques Application Problem: 1 p. 279</p> <p>Research in Education: Chapter 6 Descriptive Statistics Application Problem 1 p. 231.</p>		
Nov. 2.	<p>Research in Education: Chapter 8: Non- experimental Research Designs Application Problem 1, p. 311.</p>	<p>Complementary Methods Section VII: Survey Methods in Educational Research</p> <p>Question for Team- lead discussion: 4, p. 484.</p>	<p>Complementary Methods Team 6: Focus: A Report on a Prominent Survey in Education</p> <p>12. _____</p> <p>13. _____</p> <p>14. _____</p>
Nov. 9-23	MODULE IV: EXPERIMENTAL RESEARCH DESIGNS & METHODS		

Nov. 9	Research in Education: Chapter 5: Introduction to Designing Quantitative Research Application Problem 1, a & b, pp. 199-200.		
Nov. 16	Research in Education: Chapter 9: Experimental and Single Subject Research Designs Application Problem: 1, p. 352.	Complementary Methods Section VIII: Comparative Experimental Methods in Educational Research Question for Team-lead discussion: 5, p. 547.	Complementary Methods Team 7: Focus: A Comparative Experiment in Educational Research 15. _____ 16. _____ 17. _____
Nov. 23	Research in Education: Chapter 10: Inferential Statistics Application Problems 1 p. 387.	Complementary Methods Section IX: Quasi-Experimental Methods in Educational Research Questions for Team-lead discussion: 1 & 2, p. 609	Complementary Methods Team 8: Focus: Interrupted Time Series Quasi-Experiments 18. _____ 19. _____ 20. _____

Nov. 30- Dec. 7	MODULE V: APPLICATIONS AND COMMUNICATION		
Nov. 30	Research in Education: Chapter 15 Evaluation Research and Policy Analysis Application Problem 4, p. 579.	Complementary Methods Section VI Case Study Methods in Educational Research Questions for Team-lead discussion: 9, p. 421	Complementary Methods Team 9: Focus: Case Study Methods in Educational Research 21. _____ 22. _____
Dec. 7	Course Evaluation Research in Education: Chapter 16 Guidelines for Research Proposals Review of Concepts in Course. Assignment of Take Home Examination Question(s)		
Dec. 14	Final Examination Modules III, IV, & V		

