

# Advanced Educational Research I

**EDAS 5803**



Version 2.0.1

Southern Wesleyan University

Central, Charleston, Columbia, Greenville, Greenwood, Spartanburg, North Augusta  
South Carolina

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## **Mission**

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

**To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.**

## **The School of Education Mission**

**“Educators who demonstrate scholarship within a Christian ethic of care”**

### **Conceptual Framework**

As scholars who demonstrate a Christian ethic of care through their actions, teachers [leaders] should exhibit a professional demeanor. As professional educators, they clarify objectives, ideas, and thoughts. They define the values that give direction to their lives and teaching. Individuals define themselves and their surroundings according to their attitudes, beliefs, and values (Rubin, 1985). As a consequence of living out what they know and what they believe, they instill confidence in others who may choose to follow. These individuals set the standards for the profession and give it direction. Guided by their attitudes, beliefs, and values, individuals with a clear sense of direction can change the climate of a school. Leadership candidates who demonstrate competence in meeting the requirements of the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) performance standards, as well as Interstate New Teacher Assessment and Support Consortium (INTASC) Principle 10 (constituent relations), and the Educational Leadership Constituent Council (ELCC) standards can impact the school environment in a way that demonstrates the belief in the worth of each individual, the belief that all children can learn, and the belief that effective teaching can impact learning outcomes. Those whose leadership practices are aligned with the ELCC Standards and the School of Education’s dispositions Principle 11 (a Christian ethic of care) can similarly influence the field of education within the context of their unique positions.

These elements – service to others, sensitivity to learners, reflective practice, and professional leadership – also permeate the conceptual framework as specific dispositions relating to a Christian ethic of care to self, learners, colleagues, and community. As Southern Wesleyan prepares teacher candidates to assume pivotal roles in America’s public schools, the elements of the conceptual framework have been linked to the principles established by the Interstate School Leaders Licensure Consortium (ISLLC) and ELCC Standards. A leadership candidate’s performance during internship is assessed using South Carolina’s assessment standards as found in PADEPP. These standards are aligned with the ELCC Principles.

## **Teaching and Learning at Southern Wesleyan University**

As educators, we view teaching and learning as a complex endeavor relying upon what we know about how the human brain functions, how students develop cognitively, and how to arrange learning experiences accordingly. However, teaching is not formulaic or unproblematic. Teachers cannot view the learning process solely as an applied science because it is also a social practice. Human beings bring all sorts of emotional, psychosocial, and spiritual issues with them into the learning experience, which often cannot easily be identified or understood. For that reason, teaching is much like a dance between the applied science and the social practice—it is an art form that requires preparation, reflection, adeptness, practice, and prayer. This syllabus will help faculty and candidates as they engage in the complex learning enterprise.

## **Connection to the Mission of Southern Wesleyan University**

This syllabus is designed to assist instructors as they create an “excellent learning experience that promotes intellectual inquiry, fosters spiritual growth, equips for service, and mobilizes leaders whose lives transform their world...” As such, it should target not only the important things for candidates to know and be able to do in their chosen fields, but it should be intentional about helping candidates to develop deep understandings that will endure and the ability to critique their own assumptions, beliefs, and values.

## **Learning Teams**

Learning Teams are often a valued strategy used in the syllabi. However, the instructor reserves the right to organize homogeneous groups based on similar subject area concentrations or certification levels. In such cases, the homogeneous groups would facilitate cooperative learning based on the assigned activities.

## **Accreditation**

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university’s teacher education programs are also approved by the South Carolina State Board of Education.



# Advanced Educational Research I

## EDAS 5803

### *Course Description*

Candidates will learn to access, understand, and evaluate educational research and to distinguish the characteristics and purposes of different forms of quantitative and qualitative research methods. Candidates will learn different ways of measuring educational processes as well as strategies for conducting data-based inquiries. Candidates will formulate a hypothesis and questions and develop a plan for research which includes an in-depth review of current literature. Each candidate will complete the first three chapters of his/her research report.

### **Enduring Understandings**

Candidates will understand that

- research is process-oriented as well as product-oriented.
- a research problem is the focus of a research investigation.
- identifying relationships among variables enhances understanding.
- ethical behavior is of utmost consideration when dealing with study participants.
- sound professional research can be grounded in the scientific method.
- sound professional judgment is based upon data that has been gathered using valid and reliable procedures.
- the APA style for writing research papers and articles for inclusion in professional journals is the recognized format in the education profession.
- APA style describes rules for the preparation of manuscripts for the field of education; specifically, it provides guidance for the organization of the manuscript, writing style, and format, including parenthetical citations and references.
- a review of literature helps researchers learn what others have written about on a topic and lets researchers see the results of other related studies.
- data refers to the kinds of information researchers obtain on the subjects of their research.
- experimental designs are some of the strongest designs available for educational researchers to use in determining cause and effect.
- qualitative and quantitative research differs in the philosophic assumptions that underlie the two approaches.

Upon successful completion of this course, candidates will know

- the steps in the research process.
- the differences between quantitative and qualitative research.
- the major research methodologies used in educational research.
- the purpose of the research plan and the elements included.
- the function of a research design.
- the nature and uses of descriptive statistics.
- the major types of evidence used to support the valid interpretation of test scores.
- the difference between random selection and random assignment.
- the difference between sample and population.
- APA in-text citation form, editorial style, and referencing format.

Upon successful completion of this course, candidates will be able to

- articulate a Christian point of view relative to the gathering of empirical evidence, the acquisition of knowledge, and the application of ethical behaviors in the conducting of school and/or school district based action research.
- critically review and analyze research reports.
- recognize research that has been conducted using sound research methodology.
- formulate cogent research questions relative to issues and concerns in the field of educational administration.
- locate, evaluate, and incorporate scholarly, professional resources into a review of literature.
- describe the main differences between quantitative and qualitative research.
- describe characteristics of the various research designs.
- gather, analyze, interpret, and communicate the findings of an educational research project in a scholarly and professional manner.

## ***Course Prerequisites***

There are no prerequisites for this course.

## ***Course Learning Outcomes***

### **SWU Learning Outcome**

Master professional or discipline-specific knowledge and skills sufficient to be productive in the field to which they are called.

### **Southern Wesleyan Master in Education Leadership Standards**

1. A school administrator is an educational leader who demonstrates scholarship within a Christian ethic of care.
2. A school administrator is an educational leader who promotes the success of all students by facilitating the development, communication, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
3. A school administrator is an educational leader who fosters the success of all students by leading the development and alignment of the organization, curriculum, instruction, and assessment that enhance teaching and learning.
4. A school administrator is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient and effective learning environment.
5. A school administrator is an educational leader who fosters the success of all students by advocating, nurturing, and sustaining a positive school climate.
6. A school administrator is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.
7. A school administrator is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.
8. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

9. A school administrator is an educational leader who fosters the success of all students by demonstrating interpersonal skills that encourage effective interaction with stakeholders and address their needs and concerns.
10. A school administrator is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.
11. A school administrator is an educational leader who fosters the success of all students by using available resources and opportunities for his/her own professional growth.

### **Correlation Matrix**

Course Number	Course Name	SWU Leadership Standards	ELCC Standards	PADEPP Standards	SWU Learning Outcomes
EDAS 5803	Advanced Educational Research I	2, 3, 4	1, 2, 4, 6	1, 2, 3	10

For a list of all the ELCC standards, consult [http://www.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf)

For a list of all the SC PADEPP standards, consult

<http://ed.sc.gov/agency/Educator-Quality-and-Leadership/Leadership/old/pd/documents/adeppstandardsandcriteria.pdf>

For a list of all SWU Learning Outcomes, refer to the graduate student catalog.

### ***Course Learning Assignments and Assessments***

1. Individual consultation with the instructor relative to the development of a research proposal
2. Submission of a completed and acceptable research proposal on a topic in educational administration
3. Submission of a written critique and an oral presentation of three scholarly, professional research based journal articles germane to the topic the candidate has selected to investigate
4. Submission of a completed and acceptable Chapter 1: Introduction of the research report
5. Submission of a completed and acceptable Chapter 2 : Review of Literature of the research report
6. Submission of a completed and acceptable Chapter 3 : Methods of the research report
7. Participation in discussions of the selected reading
8. Selected chapter quizzes from the reading (as deemed appropriate by the instructor)
9. Informal review of candidate's reference sources (This is necessary in order to ensure candidates are using appropriate scholarly sources.)
10. Informal review of candidate's timeline for data collection and analysis (This is necessary as candidates will engage in other coursework between EDAS 5813 Advanced Educational Research I and EDAS 5823 Advanced Educational Research II. Consequently, it is imperative that the candidate has a plan in place for conducting field research and collecting study related data.)

## Grading Guidelines

Completion of Chapter 1 Introduction	15%
Completion of Chapter 2 Review of Literature	15%
Completion of Chapter 3 Methods/Procedures	15%
Written Critique and Presentation of Research-based Articles (3 at 5% each)	15%
Quizzes on Assigned Readings (5 at 6% each)	30%
Class/Learning Team Participation	10%
<b>Total</b>	<b>100%</b>

### **Completion of Chapter 1 Introduction – 15 %**

This assignment pertains to the introductory chapter of the research report. The Introduction, which is to be 5 to 7 pages in length using 12 point Times New Roman font and adhering to APA style, should contain a brief overview of the purpose of the study, the focus of the research, the participants of the study, and the methods to be employed. The chapter should be complete with a statement of the problem describing the issue at hand and identifying the researcher's motivation for the research. Research questions, that are appropriate for an advanced educational research proposal, are to be explicitly and clearly delineated with each one supported by a logical rationale. Clear descriptions of the stakeholders and the context within which the study is to be conducted should be expressed. Any underlying assumptions relative to the study, as well as limitations, should also be disclosed. **Upload and submit to Chalk and Wire.**

### **Completion of Chapter 2 Review of Literature – 15 %**

This assignment pertains to the review of literature chapter of the research report. The Review of Literature is to be 15 to 20 pages in length using 12 point Times New Roman font and adhering to APA style. Careful and thoughtful effort to cover thoroughly the key elements of the topic is required as are specific references, facts, and/or examples. The use of sufficient, relevant, scholarly sources, no older than 10 years (with the exception of the classics such as Dewey, Tyler, or Skinner) is required. A listing of these sources, either as Works Cited or References, is to be included. Consideration should be given to the development of a useful and meaningful conceptual framework for the project and to providing insight into the substantive dimensions pertaining to the topic along with a clear connection to the research questions. **Upload and submit to Chalk and Wire.**

### **Completion of Chapter 3 Methods/Procedures – 15 %**

This assignment pertains to the methods/procedures chapter of the research report. The methods/procedures chapter is to be 5 to 7 pages in length using 12 point Times New Roman font and adhering to APA style. The chapter should describe all appropriate procedures used to gather data as well as clearly describe participants and the context of the research (class, school, community) including the rationale for selecting the participants and the location. A clear description of instruments and an explanation of each instrument's appropriateness as related to the study's research questions and proposed purpose are essential. A thorough and detailed description of all interventions and a rationale for why they are the best way to address the research question is crucial. The chapter will also include a description of possible ethical concerns and how the researcher will address those concerns. A reasonable timeline outlining critical project components will be included. **Upload and submit to Chalk and Wire**

### **Written Critique and Presentation of Research-based Articles – 15 %**

The candidate is to locate three research-based journal articles germane to the topic that they are investigating and produce a written critique as well as make an oral presentation on each article. The written critique should be 2 to 4 pages in length, double spaced, and use a 12 point Times New Roman font. At least one page of the critique should provide an in-depth review the journal article. The critique portion of the assignment should reflect the reader's thoughts on, impression of, and/or concerns with the author's thesis, rationale, methodology, analyses, and conclusions with emphasis on the strengths and weaknesses of the arguments offered.

### **Quizzes on Assigned Readings – 30%**

Memorization is a tangential part of this course since one can always look up factual information. It is far more important to understand the principles and concepts of the research process, so that a candidate can apply understanding to unfamiliar situations that might be encountered in the future. Keeping up with the readings in the textbook is therefore critically important, and quizzes on the readings can provide a good incentive to help a candidate work up the enthusiasm to read. To that end, quizzes are given over the readings to facilitate learning more so than to evaluate achievement. Quizzes offer a way for the candidate to receive feedback on how well they understand the material. Additionally, a candidate won't be able to follow the in class discussions unless he/she is familiar with a basic understanding of terminology and underpinning of the research process that is highlighted by the readings.

Quizzes cover readings for Session One through Session Five and, at the instructor's discretion, may be either completed in class or as a take home assignment. As such, each instructor develops his/her own quiz format (selected response, essay, short answer) pertaining to those items they deem most appropriate for their assessment style and the dynamics of candidates in the cohort.

### **Class/Learning Team Participation – 10%**

Class participation is a significant component of this course not only in terms of a grade but also in terms of what candidates will take from the course. The rubric attached to this syllabus outlines the expectation for class participation. In order to participate meaningfully, candidates must read the assigned material and come to class ready to discuss, raise questions, and contribute insightful commentary on the issues under discussion.

### **Grade Equivalency Table**

The student's final grade will reflect the grading system adopted by Southern Wesleyan University. All grades are reported in a system of eleven letter grades designated as "A" thru "F" with appropriate plus and minus additions reflecting the following scheme:

<b>Percentage Value</b>	<b>New Designation</b>	<b>Numeric value for GPA</b>
100-96	A	4.0 – 3.9
95-93	A-	3.7
92-90	B+	3.4
89-87	B	3.0
86-84	B-	2.7
83-81	C+	2.4
80-78	C	2.0
77-75	C-	1.7
74-73	D+	1.4
72-70	D	1.0
Below 70	F	0.0



## **WRITTEN REPORT GUIDELINES**

The following guidelines should be used for written reports submitted by individuals or learning teams:

- The length of the report will be determined by the faculty member.
- The report should be typed, double-spaced, front side only, in Times New Roman 12-point font. Titles, etc., can be in a larger font size.
- Candidates must follow APA format for proper grammar, spelling, sentence/paragraph structure, and footnote or endnote structure. All cases are to be written in the third person as a professional paper.
- A cover sheet should include the candidate's name, course number, the report title, faculty member's name, and the date submitted. A hardback cover for the report is not required.
- Titles for each section may be used if the candidate desires.
- The learning team report is to
  - outline and discuss the relevant issues/problems underlying the topic, including historical comments if desired.
  - present opposing/alternative views concerning the issues.
  - generate creative solutions that are original, not someone else's.
  - present the learning team's synthesis or proposed position concerning the issue in a logical manner.
  - contain accurate and complete data.
- The report is not to consist of separate papers put together to make one larger report. Instead, it should represent the results of the learning team's research and thinking together about the issue and coming to conclusions concerning possible solutions. Obviously, individuals in the team will be given specific tasks by the learning team.
- Each learning team member is to participate in the preparation and presentation of the report.

## **ORAL PRESENTATION GUIDELINES**

The following guidelines should be used for oral presentations by learning teams or individuals:

- The length of the presentation(s) will be determined by the faculty member. For learning team presentations, each member of the team will participate. The team will always ask for questions when the full presentation is complete and allow additional time for questions. One mark of a good presentation is that it adheres to the allocated time.
- Individual portions of the learning team presentations will vary in length. Each member should complete his/her individual part of the presentation within the allotted time.
- Presentations should not be read to the audience. Students should use key words as an outline of the subject and then present key words on transparencies, the class chalkboard, flip charts, or PowerPoint.
- Charts, graphs, and drawings get attention and are usually better understood than text or text-style printed material.
- In this course (and all others), oral presentations are used to sell the audience on the report.
- The following is a list of factors that are important when making a presentation.
  1. Quality of presentation
    - a. Eye contact
    - b. Expression
    - c. Use of notes
    - d. Proper diction
    - e. Clear and audible speech

2. Quality of argument
  - a. Validity of the arguments
  - b. Evidence of research/knowledge
  - c. Forcefulness
3. Appearance
4. Enthusiasm

## **TEXTBOOKS**

\*Fraenkel, J., & Wallen, N. (2012). *How to design and evaluate research in education*. (8th ed.). New York, NY: McGraw-Hill.

Machi, L.A. & McEvoy, B.T. (2009). *The literature review: Six steps to success*. Thousand Oaks, CA: Corwin Press.

\**Publication manual of the American psychological association* (6<sup>th</sup> ed.). (2010). Washington, D.C.: American Psychological Association.

\*These texts will also be used in EDAS 5823 Advanced Educational Research II.

## ***Additional Materials***

Membership in ASCD  
Chalk and Wire account  
Jump drive

## **TECHNOLOGY REQUIREMENT**

Students will need access to Chalk and Wire.

## EDAS 5803 – SESSION ONE

Objectives	Assignments/Assessments
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Research is process-oriented as well as product-oriented.</li> <li>• A research problem is the focus of a research investigation.</li> </ul> <p><b>Essential Question</b></p> <p>How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><b><u>Prior to Session One, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. complete a preliminary draft of the research proposal to bring to class for discussion.</li> <li>2. read Ch. 1, 2, and 25 in <i>How to Design and Evaluate Research in Education</i>.</li> <li>3. begin reading <i>The Literature Review</i>.</li> </ol> <p><b><u>During Session One, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. meet classmates and instructor.</li> <li>2. review syllabus and course requirements.</li> <li>3. participate in a discussion of Ch. 1, 2, and 25 in <i>How to Design and Evaluate Research in Education</i>.</li> <li>4. work collaboratively in learning teams to complete research proposals.</li> <li>5. review preliminary draft of research proposal.</li> </ol> <p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Individual consultation with the instructor relative to the development of a research proposal</li> <li>2. Quiz on assigned readings</li> </ol>

## EDAS 5803 – SESSION TWO

Objectives	Assignments/Assessments
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Identifying relationships among variables enhances understanding.</li> <li>• Sound professional research can be grounded in the scientific method.</li> </ul> <p><b>Essential Questions</b></p> <p>How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><b><u>Prior to Session Two, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. read pp. 1 – 11 in <i>The Literature Review</i>.</li> <li>2. complete Exercise 1.1 through Exercise 1.5 in <i>The Literature Review</i> and prepare to share answers with the class.</li> <li>3. read Ch. 4-5 in <i>How to Design and Evaluate Research in Education</i>.</li> <li>4. write a critique of a journal article reporting on a research study in the field of educational administration. A rubric for <i>Critique of a Research-based Journal Article</i> is included in Appendix C.</li> <li>5. initiate the draft of the research proposal which is due at the end of Session Two.</li> </ol> <p><b><u>During Session Two, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. use computer lab time during the first two hours of the session for a literature search for the two remaining journal articles based upon scholarly, professional research studies on the topic the candidate has chosen for investigation.</li> <li>2. deliver an oral presentation of his/her research proposal.</li> <li>3. deliver an oral presentation of the critique of the first journal article on a research study.</li> <li>4. participate in a discussion of the assigned readings.</li> <li>5. share responses to Exercises 1.1 through 1.5 in <i>The Literature Review</i>.</li> <li>6. identify different types of variables (e.g. dependent and independent).</li> <li>7. complete the final draft of the research proposal.</li> </ol> <p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Individual consultation with the instructor relative to the development of a research proposal</li> <li>2. Quiz over assigned readings</li> <li>3. Oral and written presentation of the first critique of a journal article on a research study</li> <li>4. Final draft of research proposal</li> </ol>

## EDAS 5803 – SESSION THREE

Objectives	Assignments/Assessments
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• A review of literature helps researchers to learn what others have written about on a topic and lets the researcher see the results of other related studies.</li> <li>• The APA style for writing research papers and articles for inclusion in professional journals is the recognized format in the education profession.</li> </ul> <p><b>Essential Question</b></p> <p>How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><b><u>Prior to Session Three, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. Read Ch. 5 and re-read Ch. 25 in <i>How to Design and Evaluate Research in Education</i>.</li> <li>2. read Step 4, Step 5, and Step 6 in <i>The Literature Review</i>.</li> <li>3. complete Exercise 4.2 in <i>The Literature Review</i> and prepare to share answers with the class.</li> <li>4. write the second critique of an article based upon a scholarly, professional research study on the topic chosen for investigation.</li> <li>5. begin writing the preliminary draft of Chapter 1 - Introduction of the research report.</li> </ol> <p><b><u>During Session Three, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. use computer lab time for the first two hours of the session for a literature search for scholarly literature pertinent for inclusion in Chapter 2 - Review of Literature.</li> <li>2. deliver an oral presentation of the preliminary draft of Chapter 1 - Introduction of his/her project.</li> <li>3. participate in a discussion of the assigned readings.</li> <li>4. share responses to Exercise 4.2 in <i>The Literature Review</i>.</li> <li>5. deliver an oral presentation of his/her critique of a second journal article on a research study.</li> </ol> <p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Exercise 4.2 in <i>The Literature Review</i></li> <li>2. Second written critique and oral presentation of an article based upon a scholarly, professional research study on the topic the candidate has chosen for investigation</li> <li>3. Quiz on assigned readings</li> <li>4. Preliminary draft of Chapter 1 - Introduction of the research report</li> </ol>

## EDAS 5803 – SESSION FOUR

Objectives	Assignments/Assessments
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Identifying relationships among variables enhances understanding.</li> <li>• Data refers to the kinds of information researchers obtain on the subjects of their research.</li> </ul> <p><b>Essential Question</b></p> <p>How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><b><u>Prior to Session Four, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. begin writing the final draft of Chapter 1 - Introduction.</li> <li>2. begin writing the preliminary draft of Chapter 2 - Review of Literature.</li> <li>3. complete the third written critique of an article based upon a scholarly, professional research study on the topic the candidate has chosen for investigation.</li> <li>4. read Ch. 6-7 in <i>How to Design and Evaluate Research in Education</i>.</li> </ol> <p><b><u>During Session Four, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. use computer lab time for the first two hours of the session for               <ul style="list-style-type: none"> <li>• completing revisions of Chapter 1 – Introduction</li> <li>• completing preliminary draft of Chapter 2 - Review of Literature.</li> </ul> </li> <li>2. deliver an oral presentation of his/her third article critique.</li> <li>3. deliver an oral presentation of the final version of Chapter 1 - Introduction to his/her research project.</li> <li>4. participate in a class discussion on the assigned readings.</li> </ol> <p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Third written critique and oral presentation of an article based upon a scholarly, professional research study on the topic the candidate has chosen for investigation</li> <li>2. Quiz (as deemed appropriate by the instructor) over assigned readings</li> <li>3. Final draft of Chapter 1 Introduction</li> </ol>

## EDAS 5803 – SESSION FIVE

Objectives	Assignments/Assessments
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Identifying relationships among variables enhances understanding.</li> <li>• Research is process-oriented as well as product-oriented.</li> </ul> <p><b>Essential Question</b></p> <p>How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><b><u>Prior to Session Five, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. begin writing the final draft of Chapter 2 - Review of Literature.</li> <li>2. begin writing of the preliminary draft of Chapter 3 - Methods.</li> <li>3. read Ch. 8-9 in <i>How to Design and Evaluate Research in Education</i>.</li> </ol> <p><b><u>During Session Five, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. use computer lab time during the first two hours of the session for               <ul style="list-style-type: none"> <li>• final revisions of Chapter 2 - Review of Literature.</li> <li>• revisions of preliminary draft of Chapter 3 - Methods.</li> </ul> </li> <li>2. participate in a discussion of the assigned reading.</li> <li>3. deliver an oral presentation of the final version of his/her Chapter 2 - Review of Literature.</li> </ol> <p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Quiz on assigned readings</li> <li>2. Final draft of Chapter 2 - Review of Literature</li> <li>3. Re-submission of Chapter 1 - Introduction, if any</li> </ol>

## EDAS 5803 – SESSION SIX

Objectives	Assignments/Assessments
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Ethical behavior is of utmost consideration when dealing with study participants.</li> <li>• Sound professional judgment is based upon data that has been gathered using valid and reliable procedures.</li> </ul> <p><b>Essential Question</b></p> <p>How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><b><u>Prior to Session Six, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. revise any previously submitted work.</li> <li>2. begin writing of the final draft of Chapter 3 - Methods.</li> </ol> <p><b><u>During Session Six, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. use computer lab time during the first two hours of the session for               <ul style="list-style-type: none"> <li>• final revisions of Chapter 3 - Methods.</li> <li>• preliminary revisions of any re-write for re-submission.</li> </ul> </li> <li>2. participate in a discussion relative to ethical principles of conducting research.</li> <li>3. deliver an oral presentation of his/her Chapter 3 - Methods.</li> </ol> <p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Individual consultation with the instructor relative to the development of field work data gathering techniques and adherence to ethical protocols</li> <li>2. Final draft of Chapter 3 - Methods</li> </ol>



## EDAS 5803 – SESSION SEVEN

Objectives	Assignments to be Completed Prior to this Session
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Data refers to the kinds of information researchers obtain on the subjects of their research.</li> <li>• Sound professional judgment is based upon data that has been gathered using valid and reliable procedures.</li> </ul> <p><b>Essential Question</b></p> <p>How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><b><u>Prior to Session Seven, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. revise any previously submitted work, if needed.</li> <li>2. prepare for re-presentations of Chapter 1 - Introduction, Chapter 2 - Literature Review and Chapter 3 - Methods.</li> <li>3. develop a timeline outlining critical project components.</li> </ol> <p><b><u>During Session Seven, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. use computer lab time during the first two hours of the session for making any final revisions to Chapters 1, 2, and/or 3.</li> <li>2. deliver an oral presentation on his/her Chapters 1, 2, and 3.</li> <li>3. consult the instructor for an overview of conducting and gathering data from the field work experience.</li> <li>4. prepare for the EDAS 5823 Advanced Educational Research II.</li> <li>5. participate in a discussion of introduction, literature review, and methods chapters.</li> </ol> <p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Individual consultation with the instructor relative to the development of field work data gathering techniques and adherence to ethical protocols.</li> <li>2. Timeline development outlining critical project components.</li> </ol> <p><b><u>Prior to Session One in EDAS 5823 Advanced Educational Research II, each candidate will</u></b></p> <ol style="list-style-type: none"> <li>1. conduct field research and gather appropriate data relative to the study.</li> <li>2. prepare presentation relative to plans for data analysis.</li> <li>3. read Ch. 10-11 in <i>How to Design and Evaluate Research in Education</i>.</li> </ol>

## ***Course Policies and Miscellaneous Information***

### **Attendance Policy**

Face to face sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office.

Attendance in distance learning courses is based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Classroom attendance will be taken in class by the instructor. Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, forums, and assessments (e.g. quizzes, tests).

A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit. Any student who misses more than 25% of the sessions for any course shall receive a grade of F or No Credit for that course and shall be required to repeat the course at their expense.

### **Academic Integrity**

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of F on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of F on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or F for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the Modern Language Association (MLA) or the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of F as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

## **Accommodations for Students with Disabilities**

Accommodations can be made for students with disabilities, as outlined in "Services for Students with Disabilities," at <http://mycampus.swu.edu> . Any student desiring accommodations must send the request and all documentation to the Student Services Coordinator at the learning center where he/she attends classes. The Student Services Coordinator will forward the materials to Martha Mishoe ([mmishoe@swu.edu](mailto:mmishoe@swu.edu)), Coordinator of Student Learning Services for Southern Wesleyan University.

## **Appendix A**

### **Notes for Candidates**

School administrators are, by necessity, decision makers as they are called upon to make decisions on a daily basis about school based policies, procedures, practices, and continual school improvement. A prudent administrator recognizes that scientific knowledge about the educational process holds the potential to make valuable contributions to the decision making process. Consequently, the importance of valid and reliable educational research cannot be underestimated nor undervalued.

EDAS 5803 Advanced Educational Research I and EDAS 5823 Advanced Educational Research II are, in essence, one intensive course in educational research methods. These two courses are separated by 37 weeks in which the candidate conducts field research to gather data relative to an identified problem in the area of educational administration. The primary objective of these two courses is the satisfactory completion of a scholarly research project, culminating in the writing of a research report of a quality commensurate with practicing professionals pursuing an advanced degree in the field of educational administration. The body (Chapters 1-5) of the written report shall be, at a minimum, 30 double-spaced pages in length. In addition, the report will include all front and back matter as is appropriate. In EDAS 5823 Advanced Educational Research II, the candidate will make a 20- to 30-minute oral presentation on the research project. The presentation should include all appropriate visual aids and handouts to enhance the presentation.

The planning phase of the research project will be conducted during EDAS 5803 Advanced Educational Research I as the candidate will draft, present, and have approved a research proposal (located in Appendix B). Additionally, during this course the candidate will complete the initial chapters of the research report (the Introduction, Review of Literature, and Methods) and present them to the instructor for evaluation.

The time constraints and the extensive work load associated with these courses places an equally substantial burden of responsibility on the candidate and the instructor. The candidate must submit assignments in a timely manner in order for the instructor to review, respond to, and return the assignments for possible re-writing and re-submitting. Consequently, it is of utmost importance that the assigned work be completed and submitted to the instructor when it is due. It is also highly recommended that the student-researcher attend each and every class session.

During the intervening 37 weeks between EDAS 5803 Advanced Educational Research I and EDAS 5823 Advanced Educational Research II, it becomes the sole responsibility and obligation of the candidate to exercise diligence relative to the collection, analysis, and interpretation of data gathered from the field experience. Thus the candidate is expected to exhibit a high degree of initiative and self-motivation during this time.

**Appendix B**

Research Proposal

Candidate \_\_\_\_\_

Date \_\_\_\_\_

Site \_\_\_\_\_

Topic \_\_\_\_\_

Problem Statement

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sub-problem Statement

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Significance of the study

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Purpose Statement

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Hypotheses

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix B, cont.**

Research Questions

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Proposed Research Design

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Rationale for Proposed Research Design

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Proposed Title

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Approved by

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Date

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Signature of course instructor

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Comments

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Adapted from the work of Dr. Robert Gerber, Centre for Teaching, Learning, and Media, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa. Permission granted by the author on July 23, 2009. See <http://www.nmmu.ac.za/robert> to visit Dr. Gerber's web page.

## Appendix C

### Rubric for Critique and Presentation of Research-based Journal Article

#### Oral Presentation

Pts	Score	Description
4	Superior	The oral presentation of the research based journal article was introduced in a professional quality manner and delivered in a logical, sequential style that was both clear and concise. The Statement of the Problem and justification for the study were noted. Seminal works within the Review of Literature were presented. The research format employed by the study was identified (Qualitative or Quantitative). The specific research design used in the study was identified. The conclusions of and recommendations from the study were included. Possible weaknesses in the study's design or reasoning were presented. The presentation was within the allowed five-minute time frame.
3	Good	The oral critique of the research based journal article included 7 or 8 of the components necessary to be considered as a "Superior" work.
2	Basic	The oral critique of the research based journal article included 5 or 6 of the components necessary to be considered as a "Superior" work.
1	Poor	The oral critique of the research based journal article included fewer than 5 of the components necessary to be considered as a "Superior" work.
0	Deficient	The oral critique of the research based journal article included none or only 1 component necessary to be considered as a "Superior" work.

#### Written Review

Pts	Score	Description
4	Superior	The written critique of the research based journal article was free of grammatical errors and adhered to APA citation format and writing style utilizing scholarly, professional writing. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly position and aid the reader in following the writer's logic.
3	Good	The written critique of the research based journal article contained 3 or 4 of the components necessary to be considered as a "Superior" work.
2	Basic	The written critique of the research based journal article contained 2 of the components necessary to be considered as a "Superior" work.
1	Poor	The written critique of the research based journal article contained only 1 of the components necessary to be considered as a "Superior" work.
0	Deficient	The written critique of the research based journal article contained none of components necessary to be considered as a "Superior" work.

## Appendix D

### Consider the Source Activity

Please rate the following on how you feel about the quality of information that you receive from each.

Use the following scale for your rating:

1= Very Unreliable, 2= Unreliable, 3 = Not sure of reliability, 4= Reliable, 5= Very Reliable

1. The Holy Bible	1	2	3	4	5
2. Your doctor	1	2	3	4	5
3. US Congress	1	2	3	4	5
4. Television news anchors	1	2	3	4	5
5. Used car salesperson	1	2	3	4	5
6. Your local newspaper	1	2	3	4	5
7. SC state adopted textbooks	1	2	3	4	5
8. <u>The National Enquirer</u>	1	2	3	4	5
9. SWU professors	1	2	3	4	5
10. Infomercials	1	2	3	4	5
11. Ordained ministers	1	2	3	4	5
12. School lounge gossip	1	2	3	4	5
13. Your immediate supervisor	1	2	3	4	5
14. The clerk at the DMV	1	2	3	4	5
15. Your attorney	1	2	3	4	5
16. Your spouse (or significant other)	1	2	3	4	5
17. Your financial advisor	1	2	3	4	5
18. The federal government	1	2	3	4	5
19. Your students	1	2	3	4	5
20. The SC governor	1	2	3	4	5

What "test" did you apply to reaching your conclusion? Be prepared to defend your position.

Activity used by permission of the author R. Keith East, PhD. Permission granted August 15, 2009.



## Appendix E

### Quantitative Approaches

Quantitative researchers are concerned with variables.

- Variables are attributes or characteristics that can be measured and/or observed.
- Scores on variables can be either
  - categorical (e.g. high or low ability).
  - continuous (e.g. on a continuous scale from low to high values).
- Family of variables
  - Independent and dependent variables are most important.
  - Control and moderating variables are useful.
  - Intervening variables are used in some studies.  
(You need a working knowledge of each type of variable so that you can identify them in purpose statements and research questions/hypotheses.)
- What is a theory?
  - A theory bridges the independent and dependent variables and provides an explanation for their relationship.
  - From theory, we can generate research questions and hypotheses. It is also useful to know that a formal theory is not a casual hunch, rationale, or a framework, but rather an explanation tested time and time again that supports a prediction about two or more variables.
- Variables cannot prove "cause" and "effect" but can prove "probable" cause because we cannot "prove" relationships when dealing with humans and human interactions.

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#### SAMPLE SCRIPT FOR A QUANTITATIVE PURPOSE STATEMENT FOR A STUDY

"The purpose of this quantitative study is to test \_\_\_\_\_ (the theory) by relating the \_\_\_\_\_ (independent variable) to \_\_\_\_\_ (dependent variable) for \_\_\_\_\_ (participants) at \_\_\_\_\_ (research site)."

***or***

"The purpose of this quantitative study is to test \_\_\_\_\_ (the theory) by comparing \_\_\_\_\_ (group 1) with \_\_\_\_\_ (group 2) in terms of \_\_\_\_\_ (dependent variable) for \_\_\_\_\_ (participants) at \_\_\_\_\_ (the research site)."

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#### FIVE TYPES OF QUANTITATIVE RESEARCH QUESTIONS

##### 1. Descriptive Questions

"How frequently do \_\_\_\_\_ (participants) \_\_\_\_\_ (variable) at \_\_\_\_\_ (research site)?"

##### 2. Relationship Questions

"How does \_\_\_\_\_ (independent variable) relate to \_\_\_\_\_ (dependent variable) for \_\_\_\_\_ (participants) at \_\_\_\_\_ (research site)?"

##### 3. Comparison Questions

"How does \_\_\_\_\_ (group 1) differ from \_\_\_\_\_ (group 2) in terms of \_\_\_\_\_ (dependent variable) for \_\_\_\_\_ (participants) at \_\_\_\_\_ (research site)?"

#### 4. Hypotheses – *Null*

“There is no significant difference between \_\_\_\_\_ (independent variable, group 1) and \_\_\_\_\_ (independent variable group 2) in terms of \_\_\_\_\_ (dependent variable) for \_\_\_\_\_ (participants) at \_\_\_\_\_ (research site).”

#### 5. Hypotheses – *Directional*

“\_\_\_\_\_ (group 1, independent variable) at \_\_\_\_\_ (research site) will have \_\_\_\_\_ (some difference, such as higher, lower, greater, lesser) on \_\_\_\_\_ (dependent variable) than \_\_\_\_\_ (group 2, independent variable).”

Sample scripts adapted from Crewell, J.S. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. (2<sup>nd</sup> ed.). New Jersey: Pearson Educational, Inc.

### Qualitative Approaches

Qualitative researchers need to be aware of two components:

- The issue or process being explored (sometimes referred to as a central phenomenon)
- Emerging nature of questions

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#### SAMPLE SCRIPT FOR A QUALITATIVE STUDY PURPOSE STATEMENT

“The purpose of this qualitative study will be to \_\_\_\_\_ (explore? discover? investigate? understand? describe?) \_\_\_\_\_ (the central phenomenon) for \_\_\_\_\_ (participants) at \_\_\_\_\_ (research site).”

Qualitative research questions, central questions and sub-questions

Central question script

“What is \_\_\_\_\_ (the central phenomenon) for \_\_\_\_\_ (participant) at \_\_\_\_\_ (research site)?”

Sub questions can be issue questions or procedural questions.

“What is \_\_\_\_\_ (the sub-question issue) for \_\_\_\_\_ (participants) \_\_\_\_\_ at (research site)?”

Sample scripts adapted from Crewell, J.S. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. (2<sup>nd</sup> ed.). New Jersey: Pearson Educational, Inc.

## Appendix G

### Rubric for Chapter 1- Introduction

The candidate's introductory chapter on the research topic which he/she has proposed in conjunction with EDAS 5803 Advanced Educational Research I is to be evaluated according to the following standards:

<b>Assessment Criteria</b>	<b>Level 1.0 Below Basic Score: 1.0</b>	<b>Level 2.0 Basic Score: 2.0</b>	<b>Level 3.0 Proficient Score: 3.0</b>	<b>Level 4.0 Advanced Score: 4.0</b>
<b>I. Purpose Statement</b> Elements of advanced work 1. a brief overview of the purpose of the study 2. the focus of the research 3. the participants of the study 4. the methods to be employed	The purpose statement fails to address most of the necessary elements of advanced work.	The purpose statement inadequately addresses two of the necessary elements of advanced work.	The purpose statement competently addresses three of the four of advanced work.	The purpose statement competently addresses all four necessary elements of advanced work.
<b>II. Problem Statement</b> Elements of advanced work 1. engaging problem statement describing the problem, issue or concern 2. within the scope of the teacher-researcher's sphere of influence as a professional educator with "real world application" 3. clear description of stakeholders and context 4. identifies researcher's motivation for this research and how it will address "skill gaps" possessed by students	The problem statement fails to address three of the four necessary elements of advanced work.	The problem statement adequately addresses two or three of the four necessary elements of advanced work.	The problem statement competently addresses three of the four necessary elements of advanced work.	The problem statement competently addresses all four necessary elements of advanced work.
<b>III. Rationale / Justification of the Problem</b>	The significance of the research is not well documented or not clearly evident. The research focus may not be worthy of an Action Research project.	The research addresses either a trivial or a well-researched issue of little interest to other professionals. It may also ask a question that is inappropriate for an Action Research proposal and study.	The research addresses an important issue for the specific context in which it takes place, but may not be of broader interest. The question is appropriate for an Action Research proposal and study.	The research addresses an important issue that is likely to be of interest beyond the context in which the research takes place. The question is appropriate for an Action Research proposal and study.

<b>IV. Research Questions</b>	The research questions are vague or unsupported by a rationale statement.	The stated research questions may be vague or not well suited to an Action Research project. Rationale for the questions may be weak.	The appropriate research questions are stated. Each is supported by a logical rationale.	The appropriate research questions are explicitly and clearly stated. Each is supported by a logical rationale.
<b>V. Organization and Development, Chapter 1</b>	The chapter is moderately well organized and developed. There is some incoherence and lack of unity of ideas.	The chapter is reasonably well organized and developed. It is generally coherent and unified.	The chapter is well organized and developed. There is a coherent and unified flow of ideas.	The chapter is meticulously organized and thoroughly developed. There is a coherent and unified flow of ideas.
<b>VI. Writing and Grammar, Chapter 1</b>	The chapter is moderately dull with errors in grammar. It demonstrates a fair command of English and shows some writing competence.	The chapter demonstrates a good command of English and demonstrates writing competence. It is somewhat interesting, with some minor errors in grammar.	The chapter demonstrates a good command of English and is an excellent demonstration of writing competence. It is interesting and uses grammar effectively, with only a few errors.	The chapter demonstrates an excellent command of English usage and writing competence. It is interesting, uses grammar effectively, and is error free.
<b>VII. Adherence to APA Formatting and Style, Chapter 1</b>	There are major errors in layout, citations, and reference pages with respect to APA style.	There are errors in layout, citations, and reference pages with respect to APA style.	The overall layout, citations, and reference pages adhere to APA style with occasional minor errors.	The overall layout, citations, and reference pages adhere to APA style.

## Appendix H

### Rubric for Chapter 2 - Review of Literature

The candidate's Review of Literature chapter on the research topic which they have proposed in conjunction with EDAS 5803 Advanced Educational Research I is to be evaluated according to the standards that appear below.

<b>Assessment Criteria</b>	<b>Level 1.0 Below Basic Score: 1.0</b>	<b>Level 2.0 Basic Score: 2.0</b>	<b>Level 3.0 Proficient Score: 3.0</b>	<b>Level 4.0 Advanced Score: 4.0</b>
<b>I. Overall Depth and Breadth of the Literature Review</b>	Poor effort is made to cover key elements. There is little to no evidence of a conceptual framework.	Adequate effort is made to cover key elements. There is little evidence of a conceptual framework for the project.	Careful, thoughtful effort is made to thoroughly cover the key elements of the topic. There is a conceptual framework.	Careful, thoughtful effort is made to thoroughly cover the key elements of the topic. Content goes beyond mere description or paraphrasing to develop a useful and meaningful conceptual framework for the project.
<b>II. Quality of Arguments and Evidence</b>	Claims are unclear, with little or no support. Any evidence is inappropriate or irrelevant. Counterarguments are missing or misrepresented.	Claims are generally clear but have weak support. Counterarguments are presented but not analyzed.	Statements and claims are supported, but may lack insight. The writing is organized to present a cogent argument, but only briefly addresses appropriate counterarguments.	Claims are clear and well supported. Evidence is more than appropriate, including insight into the substantive dimensions of the topic. Writing includes counterarguments and analysis.
<b>III. Use of Scholarly Sources</b>	There are few scholarly research sources.	The writer uses insufficient, scholarly sources, which may be dated.	The writer uses sufficient, scholarly sources, but some may be irrelevant. Several are recent.	The writer uses sufficient, relevant, scholarly sources, including learning theory and/or instructional practices within the field of education. Several are recent.

<b>IV. Clarity and Logic</b>	The writing is somewhat clear but exhibits incomplete or confused thinking with little evidence of the literature's relationship to the research question.	The writing is clear and perceptive. It includes references, facts, and/or examples, but fails to summarize key elements of literature review or tie literature to research question.	The writing exhibits perception and clarity and an engaging approach. It includes specific references, facts, and/or examples. It may summarize key elements of literature review or tie literature to research question.	The writing ties literature to the research question and exhibits excellent perception and clarity. It has an original, interesting or unique approach. It includes specific references, facts, and/or examples and summarizes key elements of literature review.
<b>V. Organization and Development, Chapter 2</b>	The chapter is moderately organized and developed, but there is some incoherence and lack of unity of ideas.	The chapter is reasonably well organized and developed. It is generally coherent and unified.	The chapter is well organized and developed. It is coherent and has a unified flow of ideas.	The chapter is meticulously organized and thoroughly developed. It is coherent and has a unified flow of ideas.
<b>VI. Writing and Grammar, Chapter 2</b>	The chapter is moderately dull, with errors in grammar. It demonstrates a fair command of English and shows some writing competence.	The chapter demonstrates a good command of English and demonstrates writing competence. It is somewhat interesting, with some minor errors in grammar.	The chapter demonstrates a good command of English and is an excellent demonstration of writing competence. It is interesting and uses grammar effectively, with only a few errors.	The chapter demonstrates an excellent command of English usage and writing competence. It is interesting, uses grammar excellently, and is error free.
<b>VII. Adherence to APA formatting and style, Chapter 2</b>	There are major errors in layout, citations, and reference pages with respect to APA style.	There are errors in layout, citations, and reference pages with respect to APA style.	The overall layout, citations, and reference pages adhere to APA style with occasional minor errors.	The overall layout, citations, and reference pages adhere to APA style.

## Appendix I

### Scoring Rubric for Chapter 3 - Methods

The candidate's Methods chapter on the research topic which they have proposed in conjunction with EDAS 5803 Advanced Educational Research I is to be evaluated according to the standards that appear below.

Assessment Criteria	Level 1.0 Below Basic Score: 1.0	Level 2.0 Basic Score: 2.0	Level 3.0 Proficient Score: 3.0	Level 4.0 Advanced Score: 4.0
<b>I. Research Participants</b> Elements of advanced work <ol style="list-style-type: none"> <li>1. Clearly describes participants</li> <li>2. Describes the context of the research (class, school, community)</li> <li>3. Highlights the characteristics pertinent to the study.</li> <li>4. Includes rationale for selecting participants or location.</li> </ol>	The chapter fails to address most of the necessary elements of advanced work.	The chapter inadequately addresses two of the necessary elements of advanced work.	The chapter competently addresses three of the four necessary elements of advanced work.	The chapter competently addresses all four necessary elements of advanced work.
<b>II. Research Instruments</b> Elements of advanced work <ol style="list-style-type: none"> <li>1. Clear description of instruments.</li> <li>2. Includes explanation of appropriateness of selected instruments.</li> <li>3. Relates both instruments and questions to research focus.</li> <li>4. Relates both instruments and questions to research purpose.</li> <li>5. Describes any interventions.</li> <li>6. Describes why these interventions are the best way to address the research question.</li> </ol>	The description of instruments fails to address four or five of the necessary elements of advanced work.	The description of instruments inadequately addresses two or three of the necessary elements of advanced work.	The description of instruments competently addresses five of the necessary elements of advanced work.	The description of instruments competently addresses all six necessary elements of advanced work.

<p><b>III. Research Methods and Procedures</b>  Elements of advanced work</p> <ol style="list-style-type: none"> <li>1. Methods section describes appropriate procedures used to gather the data.</li> <li>2. Explains how researchers use triangulation and other methods to enhance quality.</li> <li>3. Describes possible ethical concerns and how the researcher will attend to those concerns.</li> <li>4. Includes a reasonable timeline outlining critical project components.</li> </ol>	<p>The methods section fails to address most of the necessary elements of advanced work.</p>	<p>The methods section adequately addresses two of the necessary elements of advanced work.</p>	<p>The methods section competently addresses three of the necessary elements of advanced work.</p>	<p>The methods section competently addresses all of the necessary elements of advanced work.</p>
<p><b>IV. Assumptions and Limitations</b></p>	<p>The author somewhat discloses assumptions underlying the project and/or limitations that may impact future implementation or future research.</p>	<p>The author discloses assumptions underlying the project and limitations that may impact future implementation or future research.</p>	<p>The author discloses general assumptions underlying the project and limitations that may impact future implementation or future research.</p>	<p>The author explicitly and thoughtfully discloses the assumptions underlying the project and limitations that may impact future implementation or future research.</p>
<p><b>V. Organization and Development, Chapter 3</b></p>	<p>The chapter is moderately organized and developed. There is some incoherence and lack of unity of ideas.</p>	<p>The chapter is reasonably well organized and developed. It is generally coherent and unified.</p>	<p>The chapter is well organized and developed. There is a coherent and unified flow of ideas.</p>	<p>The chapter is meticulously organized and thoroughly developed. There is a coherent and unified flow of ideas.</p>
<p><b>VI. Writing and Grammar, Chapter 3</b></p>	<p>The chapter is moderately dull, with errors in grammar. It demonstrates a fair command of English and shows some writing competence.</p>	<p>The chapter demonstrates a good command of English and demonstrates writing competence. It is somewhat interesting, with some minor errors in grammar.</p>	<p>The chapter demonstrates a good command of English and is an excellent demonstration of writing competence. It is interesting and uses grammar effectively, with only a few errors.</p>	<p>The chapter demonstrates an excellent command of English usage and writing competence. It is interesting, uses grammar excellently, and is error free.</p>
<p><b>VII. Adherence to APA formatting and style, Chapter 3</b></p>	<p>There are major errors in layout, citations, and reference pages with respect to APA style.</p>	<p>There are errors in layout, citations, and reference pages with respect to APA style.</p>	<p>The overall layout, citations, and reference pages adhere to APA style with occasional minor errors.</p>	<p>The overall layout, citations, and reference pages adhere to APA style.</p>



## Appendix J

## Welcome to Rickman Library

[www.swu.edu/library](http://www.swu.edu/library)

Need help?  
Please contact us!  
We are always  
happy to assist you  
in finding whatever  
information you  
need.

Our website will help you

1. learn about the Rickman Library and library services.
2. locate and request the materials you need.
3. access research materials such as books, periodicals, etc.
4. evaluate the materials that you find both through the library and on the web.

### FIND BOOKS, SCORES, DVDs, & MORE



#### [SWUcat](#)

Items in  
Rickman  
Library

#### [PASCALcat](#)

Items in  
SC Academic  
Libraries

### FIND ARTICLES AND E-JOURNALS



#### [Databases A-Z](#)

#### [Databases by Subject](#)

#### [Full text journal finder](#)

### REFERENCE & RESEARCH



#### [Research Guides](#)

[Video: Intro to Rickman Library](#)

[Interlibrary Loan \(ILL\)](#)

[Citing Sources](#)

[Evaluating Websites](#)

### AGS STUDENTS



#### [Library Services & Resources for AGS Students](#)

**AIM ASK A SWU LIBRARIAN**

SWU Librarian is online.

Hi! Can we help you? Note: if the light is green, we are here. If you do not get a response right away, be patient, as we may be assisting another patron. You may also email questions to [library@swu.edu](mailto:library@swu.edu).

Your Name:

[Get your own WIMZI widget](#)

### SPECIAL COLLECTIONS



[Evatt Heritage Center & Archives](#)

[Faith Clayton Genealogy Room](#)

### QUICK LINKS

- ▶ [About Us](#)
- ▶ [Contact us](#)
- ▶ [Hours](#)
- ▶ [Community](#)
- ▶ [Renew Items](#)
- ▶ [Members](#)
- ▶ [MySWUcat](#)
- ▶ [For Faculty](#)

### FIND BOOKS, DVDs AND MORE

Click on [SWUcat](#) to search the Rickman Library catalog, then request books to be mailed to your home.

Click on [PASCALcat](#) to search the statewide catalog, then request books to be sent to an academic library near you for pick up and return.

### FIND ARTICLES AND E-JOURNALS

Use the tools here to search our databases for scholarly, magazine, and newspaper articles, and more.

### REFERENCE AND RESEARCH

Explore tools created by SWU librarians to familiarize you with the library and help you with your research.

### LIBRARY SERVICES & RESOURCES FOR AGS STUDENTS

Find information about the library specifically related to your degree program and/or courses.

### ASK A SWU LIBRARIAN

We are generally open until 11PM Monday-Thursdays, 1-6PM Saturdays, and 6-10PM Sundays. (hours will be subject to change in the summer—see our website for the most up-to-date info) During our open hours, you can call us at 864-644-5060 or chat live with us on our website. Email us at [library@swu.edu](mailto:library@swu.edu) anytime!

*Updated January 2012*

## **Appendix K**

### Instructions for Using Smarthinking

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Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

**Note:** To create your FREE account in Smarthinking, you must access MyCampus and follow the steps below.

#### **Getting Started**

1. Log on to <https://mycampus.swu.edu>.
2. Click on the **Tutoring** icon under Student Links to go to the Center for Transformational Learning (CTL) page.
3. Click the **Smarthinking** link in the blue sidebar on the left-hand side of the page.
4. Click on **New Smarthinking Web link** in the box on the bottom right-hand side of the screen.
5. When the Smarthinking page opens, create a personal account with your own login and password.
6. Use this login and password whenever you want to access Smarthinking.
7. Once you have created your own account, you may go directly to [www.smarthinking.com](http://www.smarthinking.com).

#### **Additional Information**

There are many tutoring options available on the Smarthinking Website. Each option has a "Tell Me How" feature. Use the dropdown menu next to each option to choose what you would like to do.

The "Submit Your Writing" option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at [support@smarthinking.com](mailto:support@smarthinking.com) or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5036.

January 2011

## ***Appendix L***

### **Turnitin.com Directions**

**Turnitin** is the world's leading academic plagiarism prevention solution & digital assessment tool. It helps educators and students take full advantage of the internet's educational potential.

Students should follow the steps listed below to access and submit an assignment.

- 1) Go to [www.turnitin.com](http://www.turnitin.com).
- 2) Click "create a user profile" in the upper right-hand corner of the screen.  
You will need to provide the following information:
  - \* a valid email address
  - \* a 6-12 digit password
  - \* your name, country, and state
  - \* type of user (student)
  - \* your agreement to the user license
- 3) Once profile is set, click "start class enrollment wizard" in the lower right-hand corner of the screen.
- 4) When enrollment wizard begins, you will need to enter a **Class ID** number and **Class Enrollment Password**. This information is different for each specific class and should be obtained from your instructor.
- 5) When the class information opens, find the appropriate assignment and press the submit button adjacent to it. Next, you will browse your hard drive or portable memory device for the file to submit. Select the file and click submit.

**(Note: Assignments must be submitted by the day they are due or you lose your ability to submit the assignment.)**

If you have any problems with using Turnitin, you can access a student tutorial using the **Student Help** button at the top of the page or contact [Martha Mishoe](#) at **644-5036**.

January 2011



**Appendix M**  
**LEARNING TEAM EVALUATION FORM**

**NOTE:** This form is to be completed by each team member in confidence. The instructor should also maintain confidentiality.

Date: \_\_\_\_\_ Cohort: \_\_\_\_\_

**EVALUATION SCALE**

**5 – EXCELLENT      4 – GOOD      3 – SATISFACTORY      2 – FAIR      1- POOR**

Please use the scale above to record the most appropriate number for the criteria below that best represents the extent to which each learning team member:

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(2) Actively participated in and contributed to the activities of outlining and completing the team project. This includes but is not limited to participating in the initial discussion of launching the project, contributing creative ideas to enhance the project, and staying on task to complete the project.

(3) Prepared materials as assigned and in a timely manner.

(4) Participated in a positive manner with other team members while displaying a cooperative team spirit and providing support to ensure their success.

(5) Participated in class with all responsibilities fulfilled in regard to learning team activities/project.

(6) How would you evaluate the overall contribution of each team member?

	(1)	(2)	(3)	(4)	(5)	(6)
Name	Actively Participated in and Contributed to Learning Team Activities	Prepared Materials	Demonstrated Voluntary Cooperation	Fulfilled Responsibility in Class	Overall Evaluation	
1.						
2.						
3.						
4.						
5.						
Your name:						

Criteria	Add any comments you may have regarding the evaluations in the appropriate section.
2	
3	
4	
5	
6	

*(These forms should be collected by the instructor and used in student evaluations.)*

January 2010