

Advanced Educational Research II

EDAS 5823



Version 1.0.1

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. 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 II

EDAS 5823

Course Description

Candidates will learn how to interpret and analyze quantitative and qualitative data and how to make inferences and draw conclusions based on the data analysis. Candidates will learn the characteristics and purposes of different forms of quantitative and qualitative research methods. Candidates will use inquiry and research to inform professional decision making and practice. Each candidate will complete the final two chapters of his/her research report and will make an oral presentation on the 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.
- a review of literature helps researchers to 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

- develop and apply Christian leadership skills which integrate faith and career goals.
- understand and be able to explain briefly the fundamental concepts of educational research.
- understand and be able to explain the specific procedures involved in the conduct of educational research.

- enhance thinking and language skills in reading, researching, speaking, and writing.
- identify and seek to control threats to the internal and external validity of a research investigation.
- collect, summarize and analyze research data using the appropriate instruments and tests.
- prepare an action research report.
- articulate the potential implications of the study for practice in the field of educational administration.
- stimulate engagement in the ongoing study of current best practices, relevant research, and demographic data and analyze their implications for school improvement.
- enhance organizational problem resolution through collection and organization of relevant information.
- independently analyze and interpret data and utilize the data in guiding the individual, executive decision making process.
- develop an awareness of current trends within the professional field.
- produce a high quality research proposal within a Christian faith based context of professional judgment.
- articulate, interpret and embody the Christian values of stewardship in the consideration of the needs of others.

Course Prerequisites

There are no prerequisites for this course.

Course Learning Outcomes

Southern Wesleyan University Learning Outcome

SWU graduates will 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 Outcome
EDAS 5823	Advanced Educational Research II	2, 3, 4	1, 2 -4, 6	1, 2	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, please refer to the graduate student catalog.

Course Learning Assignments and Assessments

1. Individual consultation with the instructor relative to the writing of Chapter 4 Methods and Chapter 5 Discussion
2. Submission of a completed and acceptable final draft of Chapter 4: Results of the research report
3. Submission of a completed and acceptable final draft Chapter 5: Discussion of the research report
4. Participation in discussions of the selected readings and other class activities
5. Selected chapter quizzes from the readings (as deemed appropriate by the instructor)
6. Oral presentation of the entire research report utilizing the appropriate handouts and visuals necessary to enhance the presentation

Grading Guidelines

Completion of Chapter 4 Results/Findings	20%
Completion of Chapter 5 Conclusions/Discussion	20%
Oral Presentation of the Research Report	20%
Quizzes on Assigned Readings (2)	10%
Written Report on the Entire Study	20%
Class/Learning Team Participation	10%
Total	100%

Completion of Chapter 4 Results/Findings – 20%

This assignment pertains to the chapter relative to the findings/results of the research report. The chapter, which is to be 5 to 7 pages in length using 12 point Times New Roman font and adhering to APA style, should restate the research problem and the research questions, as well as provide a thorough explanation of the organization of the data as aligned with the research questions. The findings are to

be described within the context of the research questions and the field of educational administration and supervision. All visuals (tables, charts, graphs) are to be properly identified: self descriptive, informative, and directly related and referred to within the narrative of the text. The findings/results should be detailed and flow easily. The analysis of data should be appropriately analyzed and explained, in addition to being original, precisely focused, unambiguous, concise, well structured and well organized. There should be no unnecessary analyses or extraneous data, and the interpretations of the data should have been logically and systematically summarized and interpreted relative to their importance to the research questions. Additionally, the data interpretation should serve to analyze the underlying nature of the problem in a skillful fashion with the quality of logic and reasoning being of a high caliber. Possible alternate interpretation of the data should be considered. **Upload and submit to Chalk and Wire.**

Completion of Chapter 5 Conclusions/Discussion – 20%

This assignment pertains to the chapter relative to the conclusions/discussion of the research report. This chapter is to be 5 to 7 pages in length, using 12 point Times New Roman font, and adhering to APA style. The relationships between independent and dependent variables should be clearly identified. Whether these relationships apply to several or only a select few of the variables should be noted as well as discussion of any confounding variables. A thorough correlation between demographic variables and other variables should be identified. Alternative findings, if any, should be interpreted and presented. The results of the study should be compared with those found in the Review of Literature, and consideration given as to whether the results corroborate, clarify, or contradict past findings. An organized, thoughtful, and scholarly explanation should be given for what the project adds to previous research and how the research project may contribute to and extend the existing literature. Recommendations should be made and consideration given as to how this study might be continued and/or expanded along with a detailed discussion of the potential. Recommendations for action or change in practice based on the study's finding should be clearly articulated. **Upload and submit to Chalk and Wire.**

Oral Presentation of the Research Report – 20%

This assignment pertains to the oral presentation that the candidate will deliver to the cohort group. The presentation, similar to one which a researcher might deliver at a conference, should be 30 to 40 minutes in length, should be well organized, clearly and creatively introduced, and include smooth and effective transitions which serve to connect key points. The information should be presented in a logical and interesting manner which the audience can clearly follow. The presenter should provide an accurate and complete explanation of all key concepts and theories, drawing upon recent and relevant literature. All information should be completely accurate.

The graphics employed to augment the presentation should serve to reinforce the presentation thesis and maximize audience understanding. Media are to be prepared in a professional manner with details minimized so that main points stand out. Any visual aids are to be colorful and large enough to be seen by all. The presentation should have no misspellings or grammatical errors.

The speaker should be poised and employ the following: clear articulation; proper volume; steady speech rate; enthusiasm; confidence; correct and precise pronunciation of terms; varied words for context and correct grammar. The presentation should be like a planned conversation in which the speaker maintains eye contact and seldom has to return to notes.

Written Report on the Entire Study – 20%

This assignment pertains to the final manuscript that the student will submit to the instructor which should be 5 to 7 pages in length, using 12 point Times New Roman font, and following all requirements for a scholarly, professional manuscript as delineated in the Publication Manual of the American Psychological Association 6th edition. The submitted manuscript should consistently model the language

and conventions used in the scholarly/professional literature appropriate to the field of educational administration and meet manuscript submission guidelines for publication in a peer-reviewed journal.

The standards for style and format used in the final manuscript should be consistent throughout. The writing should demonstrate thoroughness and competence in the documenting of sources according to APA standards; as such, the reader would have little difficulty referring back to cited sources. The manuscript should excel in the organization and representation of ideas related to the topic, raise important issues or ideas, and possibly serve as a sound basis for further research on the topic.

The final manuscript should be carefully focused and clearly outline the major points related to the topic. The final manuscript should present a sound scholarly argument that is interesting and holds the reader's attention. The general ideas should be expanded upon in a logical manner, thereby extending the significance of the work presented beyond a restatement of known ideas. The final manuscript should present the current state of knowledge for the topic being addressed utilizing a diversity of opinions in the field. These various, and possibly conflicting, opinions should be presented in a balanced manner and should be seamlessly woven together to illustrate a complete grasp of the pertinent literature. Original sources are to be clearly identified and correctly cited in both the body of the text and the reference section.

Quizzes on Assigned Readings (2) – 10%

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:

Percentage Value	New Designation	Numeric value for GPA
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. (2009). *How to design and evaluate research in education*. (7th 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.

McEwan, E.K. & McEwan, P.J. (2003). *Making sense of research: What's good, what's not, and how to tell the difference*. Thousand Oaks, CA: Corwin Press.

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

*These texts were also used in EDAS 5803 Advanced Educational Research I.

Additional Materials

Membership in ASCD, Chalk and Wire account, and Jump drive

TECHNOLOGY REQUIREMENT

See requirements listed in "Additional Materials" above.

EDAS 5823 – SESSION ONE

Objectives	Assignments/Assessments
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Research is process-oriented as well as product-oriented. • Sound professional judgment is based upon data that has been gathered using valid and reliable procedures. <p>Essential Question How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><u>Prior to Session One, each candidate will</u> read in <i>How to Design and Evaluate Research in Education</i></p> <ul style="list-style-type: none"> • Chapter 10 - Descriptive Statistics • Chapter 11 - Inferential Statistics • Chapter 12 - Statistics in Perspective <p><u>During Session One, each candidate will</u></p> <ol style="list-style-type: none"> 1. introduce himself/herself to instructor and classmates. 2. review the syllabus and course requirements. 3. participate in a discussion of the assigned readings, especially related to statistics. 4. listen to individual students make brief presentations of their plans for analyzing the data that they have collected during the field experience portion of the project. <p><u>Assessments</u></p> <ol style="list-style-type: none"> 1. Student presentations on plans for data analysis 2. Quiz over the assigned readings (as deemed appropriate by the instructor)

EDAS 5823 – SESSION TWO

Objectives	Assignments/Assessments
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Research is process-oriented as well as product-oriented. • Sound professional judgment is based upon data that has been gathered using valid and reliable procedures. <p>Essential Question How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><u>Prior to Session Two, each candidate will</u></p> <ol style="list-style-type: none"> 1. read in <i>Making Sense of Research: What's Good, What's Not, and How to Tell the Difference</i>. <ul style="list-style-type: none"> • Chapter 5 The Process Question: How Does It Work? • Chapter 6 The Cost Question: Is It Worthwhile? 2. read in <i>How to Design and Evaluate Research in Education</i>. <ul style="list-style-type: none"> • Chapter 13 Experimental Research • Chapter 14 Single-Subject Research 3. continue writing preliminary draft of Chapter 4 Results/Findings of the research report. <p><u>During Session Two, each candidate will</u></p> <ol style="list-style-type: none"> 1. spend time in the computer lab for data analysis and drafting of Chapter 4. 2. participate in a discussion of the assigned readings. <p>Assessments</p> <ol style="list-style-type: none"> 1. Quiz over the assigned readings as deemed appropriate by the instructor 2. Observations (and formative assessment as deemed appropriate by the instructor) of individual student work during computer lab session

EDAS 5823 – SESSION THREE

Objectives	Assignments/Assessments
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • 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. <p>Essential Question How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><u>Prior to Session Three, each candidate will</u></p> <ol style="list-style-type: none"> 1. read in <i>How to Design and Evaluate Research in Education</i>. <ul style="list-style-type: none"> • Chapter 15 Correlational Research • Chapter 16 Casual-Comparative Research • Chapter 17 Survey Research 2. complete the preliminary draft of Chapter 4 Results/Findings for submission to the instructor. 3. begin the preliminary draft of Chapter 5 Conclusions/Findings of the research report. <p><u>During Session Three, each candidate will</u></p> <ol style="list-style-type: none"> 1. spend time in the computer lab to work on the preliminary draft of Chapter 5 Results/Findings. 2. participate in a discussion of the assigned readings. 3. submit a preliminary draft of Chapter 4 Results/Findings to the instructor for assessment and feedback. <p>Assessments</p> <ol style="list-style-type: none"> 1. Quiz over the assigned readings (as deemed appropriate by the instructor) 2. Observations (and formative assessment as deemed appropriate by the instructor) of individual student work during computer lab session 3. Submission of the preliminary draft of Chapter 4 Results/Findings to the instructor

EDAS 5823 – SESSION FOUR

Objectives	Assignments/Assessments
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Qualitative and quantitative research differs in the philosophic assumptions that underlie the two approaches. • Sound professional research can be grounded in the scientific method. <p>Essential Question How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><u>Prior to Session Four, each candidate will</u></p> <ol style="list-style-type: none"> 1. read in <i>How to Design and Evaluate Research in Education</i>. <ul style="list-style-type: none"> • Chapter 18 The Nature of Qualitative Research • Chapter 19 Observation and Interviewing • Chapter 20 Content Analysis 2. continue writing the preliminary draft of Chapter 5 Discussion/Conclusions of the research report for submission to the instructor. <p><u>During Session Four, each candidate will</u></p> <ol style="list-style-type: none"> 1. spend time in the computer lab to finish writing the preliminary draft of Chapter 5 Results/Findings. 2. begin to develop the PowerPoint and/or handouts for the oral presentation that will be given in either Session Six or Session Seven. 3. participate in a discussion of the assigned readings. <p>Assessments</p> <ol style="list-style-type: none"> 1. Quiz over the assigned readings (as deemed appropriate by the instructor) 2. Observations (and formative assessment as deemed appropriate by the instructor) of individual student work during computer lab session 3. Submission of the preliminary draft of Chapter 5 Conclusions/Discussion to the instructor

EDAS 5823 – SESSION FIVE

Objectives	Assignments/Assessments
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Experimental designs are some of the strongest designs available for educational researchers to use in determining cause and effect. • Identifying relationships among variables enhances understanding. <p>Essential Question How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><u>Prior to Session Five, each candidate will</u></p> <ol style="list-style-type: none"> 1. read in <i>How to Design and Evaluate Research in Education</i>. <ul style="list-style-type: none"> • Chapter 21 Ethnographic Research • Chapter 22 Historical Research • Chapter 23 Mixed-Methods Research 2. revise Chapter 4 Results/Findings of the research report, incorporating feedback from the instructor. 3. continue to develop the PowerPoint and/or handouts for the oral presentation that will be made in either Session Six or Session Seven. <p><u>During Session Five, each candidate will</u></p> <ol style="list-style-type: none"> 1. spend time in the computer lab incorporating revisions of Chapter 5 Discussion/Conclusions based upon feedback from the instructor. 2. participate in a discussion of the assigned readings. 3. continue developing the PowerPoint for the oral presentation that will be made in either Session Six or Session Seven. <p>Assessments</p> <ol style="list-style-type: none"> 1. Quiz over the assigned readings (as deemed appropriate by the instructor) 2. Observations (and formative assessment as deemed appropriate by the instructor) of individual student work during computer lab session

EDAS 5823 – SESSION SIX

Objectives	Assignments/Assessments
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Ethical behavior is of utmost consideration when dealing with study participants. • Qualitative and quantitative research differs in the philosophic assumptions that underlie the two approaches. <p>Essential Question How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><u>Prior to Session Six, each candidate will</u></p> <ol style="list-style-type: none"> 1. complete the final draft of the research report. 2. complete the PowerPoint and/or handouts for the oral presentation that will be made in either Session Six or Session Seven. <p><u>During Session Six, each candidate will</u></p> <ol style="list-style-type: none"> 1. observe formal presentations made by each student concerning his/her research project's purpose, methods, findings, conclusions and recommendations for action and further study. 2. rate each student's presentation. 3. submit the final draft of the research report. <p>Assessments</p> <ol style="list-style-type: none"> 1. Individual student presentations 2. Peer evaluations of student presentations 3. Finalized written research reports submitted

EDAS 5823 – SESSION SEVEN

Objectives	Assignments/Assessments
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Ethical behavior is of utmost consideration when dealing with study participants. • Qualitative and quantitative research differs in the philosophic assumptions that underlie the two approaches. <p>Essential Question How can the research process be useful in understanding and addressing problems in educational administration?</p>	<p><u>Prior to Session Seven, each candidate will</u> (for those students who did not present during Session Six) finalize the PowerPoint and/or handouts and prepare for his/her presentation.</p> <p><u>During Session Seven, each candidate will</u></p> <ol style="list-style-type: none"> 1. observe formal presentation made by each student concerning his/her research project's purpose, methods, findings, conclusions and recommendations for action and further study. 2. rate each student's presentation. 3. receive the research report back from the instructor. <p>Assessments</p> <ol style="list-style-type: none"> 1. Individual student presentations 2. Peer evaluations of student presentations 3. Finalized written research reports submitted

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), Coordinator of Student Learning Services for Southern Wesleyan University.

Session One Candidate Notes

School administrators are called upon to investigate concerns relevant to the multi-faceted nature of school administration. Consequently, it behooves the prudent school administrator to be able to collect, analyze, apply, and report on data for the appropriate development of school and/or district policy as well as for public dissemination.

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 14 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, in its entirety, 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.

EDAS 5823 Advanced Educational Research II requires that the candidates complete chapters 4 and 5 of the research report, as well as all back matter that is appropriate for professional, scholarly research. The course culminates with the candidate developing and delivering a 20- to 30-minute oral presentation on the research study. The presentation should include all appropriate visual aids and handouts to enhance the presentation.

In this session, each candidate will briefly discuss his/her plans for analyzing the data he/she has gathered during the field experience portion of the research study. While this presentation may or may not be *exactly* how the candidate plans to proceed, it should reflect the thought and effort commensurate with graduate level work for those pursuing a career in school administration. Additionally, it should provide insight into the study and its relevance to the field of educational administration. The following guide will be used to assess the presentation:

Data Collection

- Identify the methodology employed to collect the data.
- Was ethical protocol maintained throughout the field experience?
- Identify (as far as practical) the participants of the study.
- Identify (as far as practical) the research site of the study.

Data Analysis

- Identify the format of the research study (quantitative/qualitative).
- Discuss your plans for analyzing data that has been gathered.

Presentation

- Keep the presentation within the allotted time limit.
- Are visuals, if any, incorporated into the presentation?
- Be prepared to respond to questions from cohort members and the instructor relative to the field experience of the study.

Session Two Candidate Notes

Common Errors in Chapter 4 Findings/Results

1. Chapter 4 lacks any kind of introduction or it lacks an adequate introduction that serves as a bridge from Chapter 3 Methods/Procedures. An example of an adequate introduction appears below:

"In this chapter, the findings of a 15-week qualitative study of middle school students' ability to factor algebraic polynomials are presented. The data is presented in the form of tables followed by a narrative presentation of the same data. Specifically, this study addressed three separate and distinct research questions: 1) What were middle school students' perceptions of factoring algebraic polynomials? 2) How did the methodology employed by the teacher impact students' ability to learn factoring skills? 3) How successful were these middle school students on the math portion of the South Carolina Palmetto Achievement Challenge Test?"

2. Chapter 4 lacks any kind of a conclusion or it lacks an adequate conclusion that will serve as a bridge from Chapter 4 Results/Findings to Chapter 5 Discussion/Conclusions. An example of an adequate conclusion is below:

"The finding of this study and the data presented will be further developed and discussed in Chapter 5 Discussion/Conclusions. Additionally, conclusions will be drawn and recommendations for action and further study will be offered."

3. Vagueness – using phrases such as "an overwhelming number", "a significant number", "a large number", "a very high amount", "slightly more" and "Group A did better." These are all subjective and cannot be quantified. Remember to be specific.
4. Absence of data in the body of the text in Chapter 4. Tables in the body of the text "embolden the text with visual representations of the data."
5. Absence of a narrative presentation of the data in Chapter 4. Don't just show the data to your reader; tell them about it as well.
6. Being verbose – using 10 words when one word will suffice.
7. Including conclusions in the Results/Findings chapter - just the facts, please.
8. Graphs, charts, and diagrams in the body of Chapter 4. These items are to be relegated to the appendices and entered as back matter. When numbering back matter, continue with the numerical sequence. No Roman numerals in back matter; this form of numbering pertains only to front matter, which includes Acknowledgement, Foreword, Dedication, Abstract, Table of Contents.
9. Including an abundance of personal pronouns (I, me, my, mine) in the narrative. This is scholarly, technically writing, and personal pronouns should be kept to a minimum (except case studies where the researcher is part of the study).
10. It is expected that students will critically review and revise their Chapter 4 in which constructive feedback from the instructor is incorporated into the final draft. Practice makes perfect.

Session Four Candidate Notes

Common Errors in Chapter 5 Discussion/Conclusions

1. Lack of an introduction or lack of an adequate introduction. An appropriate introduction to Chapter 5 might be as follows:

"The purpose of this study was to..."

"The findings of this study were used to develop a descriptive analysis of..."

"This chapter deals with an interpretation of the data presented in Chapter 4 Findings and the conclusions drawn from that data. In addition, Recommendations for Action and Recommendation for Further Study are presented and developed."

2. Hesitance on the part of the researcher to *draw conclusions* from the data. Meaning, after doing all of this work and gathering all of this data, the researcher does not draw *any or all* of the conclusions that are possible from the data. An appropriate example might be as follows;

"Extrinsic rewards did not motivate students a great deal to score high on math test but what might have their grades have been if there had been no extrinsic rewards."

"There may actually be an adverse affect on students that possess a learning style similar to their teacher's learning style, such as a regression in academic performance."

"Participating in an Academy setting does not necessarily mean that students will be able to progress at a more accelerated rate of learning than those who have not been in an Academy setting."

3. Use of one sentence paragraphs. Remember that this is an exercise in scholarly, professional writing.
4. Lack of a concluding paragraph or lack of an adequate concluding paragraph that sufficiently summarizes the chapter and brings a suitable ending to the paper. It is appropriate to use Recommendations for Further Study as your concluding paragraph as long as you have adequately summarized the findings.
5. Regardless of the grade that you received on this exercise, everyone's Chapter 5 could benefit from a critical review and a rewrite before submitting the final draft.

Session Five Candidate Notes

Common Errors on the Final Research Paper

1. There are no page numbers on the Table of Contents page.
2. Handwritten entries on appendices. Hint: Use a cover page titled Appendix A "Letter Requesting Permission to Conduct the Study" followed a copy of the actual letter.
3. Lack of consistency throughout the report. For example,
 - a. Paragraphs are indented in one chapter but are blocked in another chapter.
 - b. One chapter will have a heading, and another chapter will not have a heading (Adhere to proper APA style regarding headings of chapters).
 - c. Studies and articles are cited in the body of the text but are not cited in the Works Cited section or vice versa.
4. Over reliance on Spell Checker.

One author wrote "carline" referring to the line of students waiting in the afternoon for their parents; however, it should have been "car line". Spell Checker did not recognize "carline" as being an incorrect spelling because "carline" is a real 14th century Scottish word that means "hag" or "crone." It can reasonably be deducted that the author did not mean to say that the students were waiting for their old hag parent to come and get them. Have someone proofread your work.
5. Lack of formal, professional, scholarly tone in the writing. Remember this is a master's thesis-like exercise, and it should reflect that level of scholarly attainment.

Informal tone - "The students might try to mess up the data so they were not told they were part of a study."

Formal tone – "The data was collected through a blind study so as to avoid students deliberately skewing the data."

The use of jargon – Examples: instead of "college prep," use "college preparatory"; instead of "K5," use "five year old kindergarten"; instead of "kid," use "child" or "student" or "study participant."
6. "Putting it on cruise control" and not incorporating revisions into the final version of the research study report.

Session Six/Session Seven Candidate Notes

Directions for Peer Evaluation

On the following page you will find the Peer Evaluation matrix on which you are to evaluate the research study presentation of each candidate.

1. Record the name of each presenter under the heading of *Presenter*.
2. Score each presenter's oral presentation with either a 1, 2, 3, or 4 according to the rubric.
4. At the end of the presentation, add together all points awarded and record under the heading of *Total*.
5. Your scoring of each presentation will assist the instructor by providing insight from an audience member's perspective.

Distinguished Introduction is evidenced by a clear explanation of what the study covered and serves to draw the audience into the presentation.

Distinguished Poise is evidenced by the demonstration of strong, positive feelings about the topic during presentation with proper stage presence and eye contact.

Distinguished Elocution is evidenced by the use of a clear voice and correct, precise pronunciation of terms so that all audience members can hear the presentation.

Distinguished Conclusion is evidenced by summarizing all major points, providing the audience with a full understanding of the presenter's position.

Distinguished Topic Knowledge is evidenced by demonstrating full knowledge by providing explanations and elaboration.

Distinguished Supporting Evidence is evidenced by the presentation, thorough explanation and interpretation, and application of the data produced.

Distinguished Relevant Literature is evidenced by the citation of the seminal works on the topic researched and reported on.

Distinguished Fielding of Questions is evidenced by answering questions coherently, confidently, and completely that demonstrates extensive topic knowledge.

Distinguished Visual Layout is evidenced by visuals that contribute to the overall message with appropriate use of headings, subheadings and white space.

Distinguished Text Elements are evidenced by fonts that are easy-to-read, varied point size appropriate for headings and text, the use of italics, bold, indentations that enhances readability, and text that is appropriate in length and to the point.

APPENDIX A

Scoring Rubric for Chapter 4 – Findings/Results

The candidate's Findings/Results chapter on the research topic which they have proposed in conjunction with EDAS 5823 Advanced Educational Research II is to be evaluated according to the standards that appear below.

Assessment Criteria	Below Basic Score: 1.0	Basic Score: 2.0	Proficient Score: 3.0	Advanced Score: 4.0
I. Introduction Elements of advanced work: 1. The research problem has been restated. 2. The research question has been restated. 3. A preview of the contents of the chapter has been provided. 4. A thorough explanation of the organization of the data, as they align with the research questions, is provided. 5. Subsections are incorporated to provide the reader. 6. With indications as to what is coming next.	The Introduction fails to address three of the elements necessary to be considered "Advanced."	The Introduction adequately addresses three or four of the elements necessary to be considered "Advanced."	The Introduction competently addresses five of the elements necessary to be considered "Advanced."	The Introduction competently addresses all of the elements necessary to be considered "Advanced."
II. Data Presentation Elements of advanced work: 1. The findings are described within the context of the research questions. 2. The findings are described within the context of the field of education. 3. Visuals are properly identified, self descriptive, and informative. 4. Visuals are directly related to and referred to within the narrative of text and immediately adjacent comments are provided. 5. The findings are detailed and flow easily.	The data presentation fails to address three of the five elements necessary to be considered "Advanced."	The data presentation adequately addresses three of the elements necessary to be considered "Advanced."	The data presentation competently addresses four of the elements necessary to be considered "Advanced."	The data presentation competently addresses all of the elements necessary to be considered "Advanced."
III. Data Analysis Elements of advanced work: 1. The analysis of data is appropriately analyzed. 2. The analysis of data is appropriately explained. 3. The analyses are well structured and well organized. 4. There are no unnecessary analyses or extraneous data included. 5. The analysis is original, precisely focused, unambiguous, and concise.	The analysis of data fails to address three of the elements necessary to be considered "Advanced."	The analysis of data adequately addresses three of the elements necessary to be considered "Advanced."	The analysis of data competently addresses four of the elements necessary to be considered "Advanced."	The analysis of data competently addresses all of the elements necessary to be considered "Advanced."

<p>IV. Interpretation Elements of advanced work:</p> <ol style="list-style-type: none"> 1. The interpretations of the data are logical. 2. The interpretations of the data have been systematically summarized. 3. The interpretations of the data have been interpreted in relation to their importance to the research questions. 4. The data interpretations serve to analyze the underlying nature of the problem in a skillful fashion. 5. The quality of logic and reasoning is of a high caliber. 6. Inconsistent findings and possible alternate interpretation of the data are included. 	<p>The interpretations of the study's findings fail to address three of the six elements necessary to be considered "Advanced."</p>	<p>The interpretations of the study's findings adequately address three or four of the elements necessary to be considered "Advanced."</p>	<p>The interpretations of the study's findings competently address five of the elements necessary to be considered "Advanced."</p>	<p>The interpretations of the study's findings competently address all of the elements necessary to be considered "Advanced."</p>
<p>V. Organization and Development, Chapter 4</p>	<p>Moderately organized and developed. Some incoherence and lack of unity of ideas.</p>	<p>Reasonably well organized and developed. Generally coherent and unified.</p>	<p>Well organized and developed. Coherent and unified flow of ideas.</p>	<p>Meticulously organized and thoroughly developed. Coherent and unified flow of ideas.</p>
<p>VI. Writing and Grammar, Chapter 4</p>	<p>Moderately dull. Errors in grammar. Demonstrates fair command of English and some writing competence.</p>	<p>Demonstrates good command of English. Demonstrates writing competence. Somewhat interesting. Some minor errors in grammar.</p>	<p>Demonstrates good command of English. Excellent demonstration of writing competence. Interesting and effective use of grammar. A few errors.</p>	<p>Excellent command of English usage. Outstanding writing competence. Interesting and effective use of grammar. Error free.</p>
<p>VII. Adherence to APA Formatting and Style, Chapter 4</p>	<p>Major errors in layout, citations, and reference pages with respect to APA style.</p>	<p>Errors in layout of assignments, citations, and reference pages with respect to APA style</p>	<p>Overall layout, citations, and reference pages adhere to APA style with occasional minor errors.</p>	<p>Overall layout, citations, and reference pages adhere to APA style.</p>

APPENDIX B

Rubric for Chapter 5 Conclusions/Discussion

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
<p>I. Summary Elements of advanced work:</p> <ol style="list-style-type: none"> 1. Relationships between independent and dependent variables are clearly identified. 2. It is made clear whether the relationships apply to several or only a select few. 3. Any confounding variables are discussed. 4. Any alternative findings are interpreted and presented. 	Section fails to address most of the elements necessary to be considered "Advanced."	Section inadequately addresses two or three of the elements necessary to be considered "Advanced."	Section competently addresses three of the elements necessary to be considered "Advanced."	Section competently addresses all of the elements necessary to be considered "Advanced."
<p>II. Conclusions Elements of advanced work:</p> <ol style="list-style-type: none"> 1. The results of the study are compared with those found in the Review of Literature. 2. Consideration is given to whether the results corroborate. 3. Consideration is given to whether the results clarify or contradict past findings. 4. A rationale is included. 5. A thorough correlation between demographic variables and other variables is identified. 	The results of the study fail to address four or five of the elements necessary to be considered "Advanced."	The results of the study inadequately address two or three of the elements necessary to be considered "Advanced."	The results of the study address four of the elements necessary to be considered "Advanced."	The results of the study address all of the elements necessary to be considered "Advanced."
<p>III. Implications Elements of advanced work:</p> <ol style="list-style-type: none"> 1. An organized and thoughtful explanation is given for what the project adds to previous research. 2. Scholarly explanation is given for what the project adds to previous research. 3. A reflection on how the research may contribute to the existing literature is included. 4. A reflection on how the research may 	The chapter fails to address most of the elements necessary to be considered "Advanced."	The chapter inadequately addresses two or three of the elements necessary to be considered "Advanced."	The chapter competently addresses three of the elements necessary to be considered "Advanced."	The chapter competently addresses all of the elements necessary to be considered "Advanced."

extend the existing literature is included.				
IV. Recommendations Elements of advanced work: 1. Recommendations are made and consideration given as to how this study might be continued and/or expanded. 2. A detailed discussion of the potential use of the study is included. 3. Specific examples of its potential use have been provided. 4. Recommendations for action or change in practice based on the study's finding have been clearly articulated.	The section fails to address most of the elements necessary to be considered "Advanced."	The section inadequately addresses two or three of the elements necessary to be considered "Advanced."	The section competently addresses three of the elements necessary to be considered "Advanced."	The section competently addresses all of the elements necessary to be considered "Advanced."
V. Organization and Development, Chapter 5	Moderately organized and developed. Some incoherence and lack of unity of ideas.	Reasonably well organized and developed. Generally coherent and unified.	Well organized and developed. Coherent and unified flow of ideas.	Meticulously organized and thoroughly developed. Coherent and unified flow of ideas.
VI. Writing and Grammar, Chapter 5	Moderately dull. Errors in grammar. Demonstrates fair command of English and some writing competence.	Demonstrates good command of English. Demonstration of writing competence. Somewhat interesting. Some minor errors in grammar.	Demonstrates good command of English. Excellent demonstration of writing competence. Interesting and effective use of grammar. A few errors.	Excellent command of English usage. Outstanding writing competence. Interesting and effective use of grammar. Error free.

VII. Adherence to APA Formatting and Style, Chapter 5	Major errors in layout, citations, and reference pages with respect to APA style.	Errors in layout of assignments, citations, and reference pages with respect to APA style	Overall layout, citations, and reference pages adhere to APA style with occasional minor errors.	Overall layout, citations, and reference pages adhere to APA style.
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APPENDIX C

Rubric for Chapter 5 Oral Presentation

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
Organization	Somewhat organized. Introduces the purpose of the presentation. Includes some transitions to connect key points but there is difficulty in following presentation. Student jumps from topic to topic. Several points are confusing. Ends with a summary or conclusion; little evidence of evaluating content based on evidence.	Organized for the most part. Introduces the purpose of the presentation. Includes some transitions to connect key points. There is only minor difficulty in following presentation. Some of the information was presented in logical sequence; some points are confusing. Ends with a limited summary of the main points showing limited evaluation of the evidence presented.	Generally well organized. Introduces the purpose of the presentation clearly. Includes transitions to connect key points but better transitions from idea to idea are noted. Most information was presented in logical sequence; a few minor points may be confusing. Ends with adequate summary of main points showing some evaluation of the evidence presented.	Extremely well organized. The purpose of the presentation is clearly and creatively introduced. Effectively includes smooth, clever transitions which are succinct but not choppy in order to connect key points. Candidate presents information in logical, interesting sequence which the audience can clearly follow. Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented.
Depth and Accuracy of the Content	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation thesis. Presents evidence of research with a few sources. Combines existing ideas. Enough errors are made to	Explanations of concepts and theories are somewhat accurate and complete. A limited amount of helpful applications of theory are included. Presents evidence of research with a limited but adequate number of sources. Some significant errors are made with a number of inconsistencies or errors	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included. Presents evidence of valid research with multiple sources. Combines existing ideas to form new insights. No significant errors are made; a few	Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues. Provides evidence of extensive and valid research with multiple and varied sources. Combines and evaluates

	distract a knowledgeable listener, but some information is accurate. Portions of presentation are too elementary or too sophisticated for audience.	in information, but not to significantly distract a knowledgeable listener Level of presentation is generally appropriate.	inconsistencies or errors in information. Level of presentation is generally appropriate.	existing ideas to form new insights. Information completely accurate; all names and facts are precise and explicit. Level of presentation is appropriate for the audience.
Research Effort	Used the material provided in an unacceptable manner and did not consult any additional resources.	Used the material provided in an acceptable manner, but did not consult any additional resources.	Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school.	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; utilized more than eight types of resources to make project effective.
Use of Communication Aids (e.g., Transparencies, Slides, Posters, Handouts, Computer-Generated Materials)	Student uses superfluous graphics, no graphics, or graphics that are so poorly prepared that they detract from the presentation. The font used is too small to be easily seen.	The graphics aid in the presentation and support of the thesis in only a limited manner. The graphics are not as varied and are not as colorful or attractive as they could have been. The font utilized, while it can be read, is not always clear. For the most part, the information included is appropriate.	While graphics relate to and aid presentation thesis, these media are not as varied and not as well connected to presentation thesis. Font size is appropriate for reading. Appropriate information is prepared. Some material is not supported by visual aids.	Graphics served to reinforce the presentation thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use. Visual aids were colorful and large enough to be seen by all, even those in back of the class. Media are prepared in a professional manner. Details are minimized so that main points stand out.

<p>Language and Eye Contact Grammar, Word Choice, Voice as well as Eye Contact</p>	<p>The audience has trouble hearing the presentation a majority of the time. Words are used inappropriately and/or out of context. There are numerous misspellings and/or grammatical errors. The presentation is difficult to follow. The presenter makes only limited eye contact, but it is not maintained. At least ¾ of the time, the presenter reads the report.</p>	<p>Audience occasionally has trouble hearing the presentation; presenter seems uncomfortable. Incorrectly pronounces terms. Selects words inappropriate for context; uses incorrect grammar. Presentation has three misspellings and/or grammatical errors. Can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/ halting, and/or vocabulary is somewhat limited or inappropriate. Some eye contact, but not maintained, and at least half the time reads most of report.</p>	<p>Clear articulation but not as polished; slightly uncomfortable at times. Most can hear the presentation. Presenter pronounces most words correctly. Selects words appropriate for context and uses correct grammar. Presentation has no more than two misspellings and/or grammatical errors. For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning. Candidate maintains eye contact most of the time but frequently returns to notes.</p>	<p>Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group. Correct, precise pronunciation of terms. Selects rich and varied words for context and uses correct grammar. Presentation has no misspellings or grammatical errors. Sentences are complete, and they flow together easily. Words are chosen for their precise meaning. Maintains eye contact, seldom returning to notes; presentation is like a planned conversation.</p>
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APPENDIX D

Final Report Scoring Rubric

The candidate's final written report on the research topic which they have proposed, researched, and conducted in conjunction with EDAS 5803 Advanced Educational Research I and EDAS 5823 Advanced Educational Research II is to be evaluated according to the standards of professional, scholarly writing as appears 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
Style and Format	While some principles of writing style are followed, others are not. The report lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper.	The style and format are, for the most part, followed, but inconsistencies are apparent. There is selection and inclusion of less suitable sources (non-peer reviewed literature, web information). Weak transitions and apparent gaps in logic occur between topics being addressed. The style may be difficult to follow and, as such, serves to detract from the comprehensibility of the manuscript.	While there may be minor errors, standards for style and format are, for the most part, used consistently throughout the paper. The writing demonstrates thoroughness and competence in documenting sources according to APA format; the reader would have little difficulty referring back to cited sources. Style and format contribute to the articulateness of the paper.	In addition to meeting the requirement for a "3," the paper consistently models the language and conventions used in the scholarly/ professional literature appropriate to the field of educational research. The final written report would meet manuscript submission guidelines for publication in a peer reviewed journal.

<p>Mechanics</p>	<p>Frequent errors in spelling, grammar (such as subject/verb agreement and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of scientific and educational terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking.</p>	<p>Grammatical conventions are, for the most part, employed; however, inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor or improper use of headings and related features to keep the reader on track within the topic. Scientific and educational vocabulary is used properly and effectively.</p>	<p>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures such as subheadings are effectively used which help the reader move from one point to another.</p>	<p>In addition to meeting the requirements for a "3," the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic.</p>
<p>Content and Organization ELCC Standard 4.16.2, 6.3 SWU LO 3</p>	<p>The paper is logically and thematically coherent but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.</p>	<p>Ideas presented closely follow conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the topic may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the candidate's topic of study is obvious.</p>	<p>Follows all requirements for the paper as delineated in the Publication Manual of the American Psychological Association 6th edition. The topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. The written report is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner, thereby extending the significance of the work presented beyond a restatement of known ideas.</p>	<p>In addition to meeting the requirements for a "3," excels in the organization and presentation of ideas related to the topic. Original sources are clearly identified and correctly cited in both the body of the text and the reference section. Organizationally, smooth and effective transitions between topics lead the reader through an orderly discussion of the topic being addressed. Raises important issues or ideas, which may not have been represented in the literature cited. Consequently, the written report of the study would serve as a sound basis for further research on the topic.</p>

<p>Integration and Critical Analysis</p> <p>ELCC Standard 4.1, 6.1</p> <p>SWU LO 4</p> <p>PADEPP 2</p>	<p>Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly developed synthesis of results. The analysis is characterized by the categorizing and summarizing of topics (i.e. "a laundry list approach"). The resulting written research report is ambiguous, disjointed, and confusing.</p>	<p>Identification of key topics or uncertainties in the field may be incomplete. New concepts resulting from a synthetic presentation of ideas are poorly developed or lacking. Complex topics and related concepts are awkwardly presented, and linkages among topics may be unclear.</p>	<p>There are inconsistencies in the organization and logic of the presentation, but still clear analysis of the presented materials. While synthesis of all aspects of the topic may show varying degrees of development, the overall consistency, thoroughness, and analysis result in a well-crafted document.</p>	<p>The document presents the current state of knowledge for the topic being addressed utilizing a diversity of opinions in the field. These various, and possibly conflicting, opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the pertinent literature across multiple research approaches utilizing appropriate national and international peer-reviewed journals. Essential findings of multiple sources are accurately and concisely paraphrased, analyzed, and integrated. The gaps in current knowledge are clearly identified, and significant directions and approaches that fill these gaps are identified.</p>
<p>Impact on Educational Practice</p> <p>ELCC Standard 1.2, 1.4, 1.5</p> <p>SWU LO 2</p> <p>PADEPP 1</p>	<p>Though the document reports analysis of an educational topic, the analysis does not promote organizational effectiveness or improvement of educational practice.</p>	<p>The document has minimal impact in the areas of organizational effectiveness and improvement of educational practice.</p>	<p>The document positively impacts organizational effectiveness and promotes continuous and sustainable improvement of the educational environment and practice.</p>	<p>In addition to meeting the requirements for a "3," there is an evaluation of educational progress reported in the document that resulted in revision of educational plans and/or programs.</p>

Appendix E

Welcome to Rickman Library

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



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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



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[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.

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- ▶ [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 anytime!

Updated January 2012

Appendix F

Instructions for Using Smarthinking

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.

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 or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5036.

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Appendix G

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.
- 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 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**.

February 2011

