Course Description:

Education 695 is designed to serve as a first introduction to the design and practice of educational research. The course readings and lectures will examine fundamental issues of research design and practice from a variety of methodological perspectives — qualitative, experimental, and non-experimental multivariate methods.

Upon completion of this course you will be able to

- Appreciate the complexity of the issues that are faced by educational researchers, and understand how different methodological traditions approach these issues;
- Critically analyze research literature and evaluate the evidence on which generalizations are made in the published literature; and,
- Use appropriate reasoning to synthesize a body of literature.

We will, by necessity, use some basic math along the way in order to better understand the statistical concepts we will be studying, but please note that our primary focus will be on developing a conceptual understanding of qualitative and quantitative research methods. Since educational research is usually a group activity, there will be some group work during the course. You will be encouraged to collaborate during and outside of class periods on course projects described in detail below.

Course Requirements:

*Class Participation.* As in any graduate course, students and faculty need to be co-owners of the class and collectively responsible for its quality and outcomes. I will take responsibility for the overall design and direction of the course and for the academic requirements, but the course will be facilitated as an inquiry in which all participants hold themselves and each other accountable for a strong and rich intellectual enterprise and dialogue.

Your attendance is essential to a successful collective experience. The format of the class requires that each person come prepared to take an active role in class. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings, to utilize your knowledge and professional experiences in addressing the readings and any class activities. Class
participation also involves opening oneself to challenge and to be challenged by the ideas and topics of the session. Students who miss four class sessions will need to withdraw from the course. The quality of your class participation is worth 20% of your final grade.

*Article/Paper Critiques.* You will be asked to provide two critical evaluations of published articles in your area of interest, and two of a fellow student’s literature review. The first of the articles will be based on research conducted with qualitative methods, while the second will be a review of a statistical piece of research. Descriptions of how to conduct the critique will be distributed in class. Each will be about 4-5 pages. These will be worth 30% of your grade.

*Literature Review.* The intent of this assignment is to give you a chance to prepare your own analysis of a research issue in postsecondary education. This paper must consist of a review of the literature on an *empirical* research question in the field, on the topic of your choice. This paper should be approximately 20-25 pages (double-spaced). I will provide you with feedback throughout the process.

1. A brief description of the topic will be due in class **October 13th.**
2. The final paper will be due **November 24th.** Copies will be provided for other students in the course to read prior to the presentations (40% of grade).

*Presentation.* Each student will make a formal presentation to the class about the paper they have written and the major analytical issues that the paper addresses. These will be approximately 10 minutes each, with 10 minutes for questions and comments, similar to an academic conference. Presentations will be **December 1st & December 8th.** (10% of grade)

*Citations*

I despise APA (American Psychological Association) citation format, but it dominates the field and needs to be learned. All papers must be submitted using APA (5th edition) citations. You may buy the APA Publication Manual, or use one of many internet resources, such as [http://apaguide.net](http://apaguide.net).

*Course Texts*


Additional Readings

Journal articles and book chapters are available in a coursepack from Excel. If you have any questions prior to class, please talk to Margaret Hopkins in the CSHPE office.

Course Schedule

Part I: Understanding Quantitative Research

September 8: Introduction to the Course

September 15: Conceptual Issues in Quantitative Research

Jaeger, Chapters 5-6


September 22: Statistics Review

Jaeger, Chapters 1-4


September 29: Statistical Inference and Estimation

Jaeger, Chapters 7-9


FAQ: [http://www.stanford.edu/group/diversity/faq.htm](http://www.stanford.edu/group/diversity/faq.htm)

October 6: Library Research and Literature Reviews

MEETING: New Media Classroom, Room 3010

Hart, Chapters 1-5
October 13: Testing Hypotheses

Jaeger, Chapters 10-12


*Topic Description Due*

October 20: Analysis of Variance (ANOVA)

Jaeger, Chapters 13-14


*Article Critique Due*

October 27: Linear Regression & Factor Analysis

Jaeger, Chapter 15


Part II: Understanding Qualitative Research

November 3: Qualitative Research Designs
Creswell, Chapters 1-4

November 10: Interpreting Qualitative Research
Creswell, Chapters 9-10, Appendix F

November 17: Advanced Topics in Qualitative Research
Creswell, Chapter 5

November 24: THANKSGIVING BREAK

December 1 & 8: Paper Presentations

Qualitative Article Critique Due December 8th

*Two page critiques due each week to other members of your group*