### Meeting Time
Thursdays 4:00-7:00 p.m./SOE 112

### Credit
3

### Instructor
Name: Dr. Mariann Tillery  
Office: SOE 239  
Telephone: 841-9286  
Email: mtillery@highpoint.edu

### Conceptual Framework
*The Reflective Decision Maker: Problem-Solver, Mentor, and Leader:* The graduate programs in education emphasize the knowledge and skills master educators will need to operate in an increasingly challenging, fast-paced, demanding and ever-changing environment. The programs embrace a vision that is focused on improving student learning outcomes in the real-world environment of today’s 21st century schools. Master teachers who support and improve educational opportunities for all children and youth in our nation’s schools will be tomorrow’s most effective mentors leaders and problem-solvers.

### Text
Manion, L. & Morrison, K.  
Reserved Readings to be Assigned  

### Course Description
An examination of the current research design methodologies which are relevant to the field of education. Exploration of quantitative and qualitative approaches will be presented as candidates learn how to evaluate published research for relevance, credibility, and generalization in informing school practice. Candidates are required to complete a research project proposal which is designed to provide an opportunity to learn about the IRB process, review literature related to a topic of interest and to conceptualize how data can be used in a meaningful manner to analyze,
inform, and generate recommendations to improve school leadership, school climate, instructional practices, community support, and other constructs.

| Learning Outcomes | Students will be able to explain the role of research in education and demonstrate an understanding of the various research methodologies widely used in education. Students will understand and engage in the IRB Process in order to gain approval for the implementation of their spring capstone projects. Students will understand and engage in the IRB Process in order to gain approval for the implementation of their spring capstone projects. Students will be able to design an in-depth research proposal based on the current literature that can be applied to teaching methodologies in STEM, Literacy or Educational Leadership. Students will demonstrate competency in using the SPSS predictive analytics software to create a data base and to analyze data related to a research project of interest. |

| Schedule | Thursday August 27\textsuperscript{th} | Introduction/Course Requirements  
The role of Research in Education  
What is the Research Process?  
Sources of Knowledge |
| --- | --- | --- |
| Thursday September 3\textsuperscript{rd} | The IRB Process: Dr. Kim Wear  
Quantitative vs. Qualitative Research  
Ethical Considerations in the Research Process  
Types of Research: Qualitative/Quantitative |
| Thursday September 10\textsuperscript{th} | Types of Research  
Identifying Independent/Dependent Variables  
Confounding/Extraneous Variables  
Methodological Flaws and Drawing Conclusions |
| Thursday September 17\textsuperscript{th} | Research Subjects and Sampling Procedures  
Identifying/Developing Problem Statements  
Reviewing the Literature |
| Thursday September 24\textsuperscript{th} | No Class: Begin IRB Procedures |
| Thursday October 1\textsuperscript{st} | Types of Educational Measures  
Tests/Observations/ Surveys/Questionnaires |
| Thursday October 8\textsuperscript{th} | Types of Educational Measures  
Single Subject/CBA/Classroom Research |
| Thursday October 15\textsuperscript{th} | Midterm Exam |
| Thursday October 22\textsuperscript{nd} | No Class: Fall Break |
| Thursday October 29\textsuperscript{th} | Descriptive Statistics: Measures of Central Tendency  
Variability, Range, Standard Deviation |
| Thursday  | SPSS and Data Files | November 5th
Meet in SOE 201 |
|-----------|---------------------|------------------|
| Thursday  | SPSS and Analyzing Data | November 12th
Meet in SOE 201 |
| Thursday  | SPSS and Preparing Research Report | November 19th
Meet in SOE 201 |
| Thursday  | No Class: Thanksgiving Break | November 26th |
| Thursday  | Product of Learning Discussion | December 3rd |
| Thursday  | No Class: Reading Day | December 10th |
| Thursday  | Final Exam Proposal Presentations | December 17th |

**Requirements**
The required research proposal project is designed to provide students with an opportunity to learn about the IRB process, review literature related to a topic of interest in literacy or STEM and to conceptualize how data can be used in a meaningful manner to analyze, inform, and generate recommendations regarding the implementation of strategies in the K-6 classroom. Sample methodology survey questions to assess pre and post impact of literacy or STEM strategies and a final proposal presentation will be part of this project.

**Total project is worth 100 points.**

**Honor Code**
Every student is honor-bound to refrain from conduct which is unbecoming of a High Point University student and which brings discredit to the student and/or the University. All students are expected to know and follow the University Honor and Conduct Code. The Codes of Conduct can be found on the High Point University website as well as in the 2015-2016 Graduate Education Handbook (accessed through the School of Education website).

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>90 – 100</td>
</tr>
</tbody>
</table>

**Exams:** 200 Points

<table>
<thead>
<tr>
<th>Project Proposal Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=270-300 points</td>
</tr>
<tr>
<td>B=240-269 points</td>
</tr>
<tr>
<td>C=210-239 points</td>
</tr>
<tr>
<td>F=Below 210 points</td>
</tr>
</tbody>
</table>
Directions For Research Proposal Project:

The purpose of this proposal project is to provide students with an opportunity to begin work on their Capstone project in Literacy or STEM (or other project of interest if the student is not enrolled in the BA to M.Ed. program). Students will be expected to complete the IRB process for approval of their project, demonstrate an appropriate Review of the Literature that supports implementation of the topic selected and a clear outline of the anticipated methodology and data analysis. The method of collecting the data from K-6 students (observations, tests, surveys, etc.) must be included in the proposed methodology. During the portion of the semester in which SPSS is introduced, students will begin to formulate a plan for how their anticipated data will be analyzed in order to analyze, inform and generate recommendations. A final presentation of the proposed project will be required during the final examination period.

The following components of the Research Project Proposal and corresponding points will be required:

1. **(20 points) Completion of Required IRB Paperwork**

2. **(20 points) Research/Review of Literature**: Review relevant research conducted in the field of the anticipated capstone topic for the last 5-10 years. For example, what does the research say about the reading strategies or program you are going to implement in the spring? The research should provide the framework or foundation of understanding for the rationale of the project proposal. Each final proposal should include a minimum of five research articles.

3. **(40 points) Written outline of the anticipated methodology and data analysis**: Two distinct sections (Introduction and Method) of the anticipated topic, review of literature (in APA style) and data collection procedures (with sample survey items) will be required. Using knowledge of SPSS and descriptive statistics, each student also should include information about the anticipated data analyses for the project.

4. **(20 points) Proposal Presentation**: Each team will be responsible for delivering a final report of their findings and recommendations at the end of the semester. The report should focus on (1) Research and Literature Review, (2) Data Analyses (Narrative, Tables, Charts, etc.), and (3) Clear specific recommendations based on the data analyses. All research reports must be written in APA (6th ed.) format.

**Total Project: 100 points**