Research Design and Analysis
Chadron State College
Spring 2024
Online

Instructor Information

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Course Description

Credit hours: 3

Develop competencies in producing and utilizing research to improve professional practice. Quantitative, qualitative, and mixed methods will be presented. Students will produce a research plan and literature review (*Chadron State College 2019-2021 Graduate Catalog*)

Prerequisite: Graduate Status

Required Text

Educational Research: Competencies for Analysis and Applications

By Mills, Geoffrey E.
12th Edition (2019)
Pearson
ISBN13: 978-0-13-478422-9

Publication Manual of the American Psychological Association (Hardback)

By American Psychological Association
7th Edition (2020)
American Psychological Association - APA
ISBN13: 978-1-4338-3215-4

Please have your own copies of the text and the APA Style Manual. You may not share these resources during the final exam.

Methods of Instruction

Online: A combination of guided reading, discussion of assigned readings and topics, mastery quizzes, research article analysis, small group interactions, participation in

writing and data analysis tasks, and development of research project (research question(s)/hypothesis, literature review and research plan).

Feedback and Response Time

Official policy for feedback will be a 48-hour response time. Most replies will occur within 24 hours, including weekends. An announcement post will be made any time the instructing faculty member will be away longer than 48-hours. Please use the **Messages** tool for correspondence.

Course Requirements

Read, study, and evaluate the assigned text chapters. Chapter quizzes will be completed online and the results automatically entered into the online grade book. Quizzes may be re-taken until the score is perfect. The textbook website and companion materials have additional practice quizzes and learning aids.

Please complete reading assignments and the online quiz for the assigned chapter(s) before Thursday at 11:55 PM of the scheduled week. Quizzes are mastery quizzes; they should be repeated until all of the points are obtained.

Assignments will be submitted as Microsoft Word attachments using the **Assignments** tool in CSC Online prior to 11:55 PM on their respective due dates.

Forums are to be completed in the **Forums** tool. Original response posts to forum prompts are due by Friday at 11:55 PM of the week they occur in. Response posts to 2 classmates are due by Sunday at 11:55 PM of the week the forum occurs in.

Complete individual written assignments (Task 1, Library Assignment, and Topic Statement). As individuals or as part of a self-selected small group, read and analyze 5 research articles (available in the text, and in the weekly materials in Sakai). Each article analysis is designed to aid students in understanding specific research designs and in applying concepts learned in class. **Please submit all assignments with the following format: firstinitiallastname-assignmentname.docx** (example: jdoe-task1.docx).

Select and define an appropriate research problem. Conduct a rigorous review of literature (Paper #1). Develop a research plan for conducting an empirical study based on the research question(s) (Paper #2).

Submit two graduate quality papers for grading. "The Literature Review" (paper #1) will define the research problem and describe the results of the literature review. Components of this paper will include (1) title page; (2) abstract; (3) table of contents; (4) introduction; (5) statement of the problem (6) review of literature; (7) statement of hypothesis or research question(s); and (9) references.

Course Requirements, continued…

"The Research Proposal/Plan" (Paper #2) will propose a research design appropriate to the problem stated in the first paper. Components of the second paper will build on the Literature Review (Paper #1) and will include sections: (1) *title page (repeated)*; (2) *abstract (updated)*; (3) *table of contents (updated)*; (7) *statement of hypothesis or research question(s) (repeated)*; (9) methodology; (10) data analysis plan; (11) proposed time line for conducting the study; (8) *references (repeated/updated)*; and (13) completed CSC IRB documents—application for review, and IRB certificate, subject consent and ascent forms, letters to district and principal. **Completed documents for the CSC Institutional Review Board must be attached if proposed study involves human subjects, including surveys.**

All written work will be consistent with the *Publication Manual of the American Psychological Association* (7th ed.).

Program Learning Outcomes

Education Administration Program Outcomes: This course is a required core course in both the Education Administration and Curriculum and Instruction master's programs. The Program Outcomes are cross-referenced with Chadron State College's Conceptual Framework for the Education Unit. Intended Program Outcomes for both programs follow:

- Lead and organize the collaborative development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (Communication, Thinking Skills, Inclusive Learning Environments)
- Lead and promote a positive school culture, providing an effective standard based instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff based on identified needs. (Methodology, Professionalism, Assessment, Thinking Skills, Inclusive Learning Environments)
- Lead and promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (Communication, Thinking Skills, Methodology, Professionalism)
- Demonstrate the knowledge, ability and dispositions to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (Communication, Methodology, Inclusive Learning Environments)
- Demonstrate the skill, knowledge, and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. (Inclusive Learning Environments, Communication, Professionalism)
- Demonstrate the skill, knowledge, and ability to respond to, and influence the larger political, social, economic, legal, and cultural context. (Professionalism, Thinking Skills, Inclusive Learning Environments)

- Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (Communication, Thinking Skills, Methodology, Professionalism, Assessment, and Inclusive Learning Environments)

Counseling (CACREP) Learning Outcomes:

- Design and facilitate a learning environment that encourages individual and group motivation, positive social interaction, and active engagement in learning. (*Methodology, Professionalism, Assessment*)
- Demonstrate cultural awareness, gender sensitivity, and racial and ethnic appreciation in fostering an inclusive learning environment. (*Inclusive Learning Environments, Methodology*)
- Communicate clearly using listening, writing, speaking, and media skills in a manner that is consistent with and responsive to the specific audience. (*Communication, Professionalism*)
- Foster relationships with school colleagues, parents, and agencies of the larger community based on an understanding of the impacts of philosophy, sociology, political and legal forces on public education. (*Professionalism, Communication, Inclusive Learning Environments*)
- Design a research plan aimed at gaining further knowledge into improving education for all students by considering the confidentiality of all participants involved (*Methodology*) – CACREP F.8.g
- Identify areas of growth in school programs through evaluation to better the needs of students through research-based methods (*Literature Review*) – CACREP F.8.g
- Utilize statistical methods in conducting research and program evaluation (*Literature Review, Methodology*) – CACREP F.8.h

Curriculum and Instruction Program Outcomes:

- Develop and implement curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches; diverse learner needs and abilities; cognitive and developmental levels; and community and curricular goals. (*Methodology, Inclusive Learning Environments*)
- Develop and implement curriculum using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (*Methodology, Thinking Skills*)
- Design and facilitate a learning environment that encourages individual and group motivation, positive social interaction, and active engagement in learning. (*Methodology, Professionalism, Assessment*)
- Demonstrate cultural awareness, gender sensitivity, and racial and ethnic appreciation in fostering an inclusive learning environment. (*Inclusive Learning Environments, Methodology*)
- Communicate clearly using listening, writing, speaking, and media skills in a manner that is consistent with and responsive to the specific audience. (*Communication, Professionalism*)

- Utilize assessment strategies and data to improve student learning and social development at the individual and program level. (*Assessment, Methodology*)
- Improve instruction based on reflective practice and research-based "best practices." The candidate will continuously seek to grow as a professional educator. (*Professionalism, Methodology*)
- Foster relationships with school colleagues, parents, and agencies of the larger community based on an understanding of the impacts of philosophy, sociology, political and legal forces on public education. (*Professionalism, Communication, Inclusive Learning Environments*)

Visionary Leader Conceptual Framework

Components and Activity

Leadership: Develop positive, professional associations with class members in order to complete group tasks.

Thinking Skills: Analyze research literature to identify design components, appropriateness of statistical procedures, and worthiness of findings. Select, define, and describe steps of a research problem.

Inclusive Learning Environments: Work with group members to develop research skills through problem solving tasks. Learn to critique group members' research efforts in a positive and constructive manner.

Visionary Leader Conceptual Framework, continued…

Assessment: Review professional literature; collect and interpret data; draw valid conclusions based on data.

Communication: Prepare research manuscript that reflects the APA style and is understandable to the reader.

Methodology: Demonstrate knowledge of various types, methods, and purposes of research; and statistical, as well as qualitative and mixed methods procedures used in research problems.

Professionalism: Interpret the ethical and moral issues involved in research design and project completion.

Topics:

- Introduction to educational research
- Selecting and defining a research topic
- Reviewing the literature
- Preparing and evaluating a research plan
- Selecting a sample
- Selecting measuring instruments
- Descriptive/survey research
- Correlational research
- Causal-comparative research
- Experimental research
- Single subject experimental designs
- Descriptive statistics
- Inferential statistics
- Overview of qualitative research
- Qualitative data collection
- Narrative research
- Ethnographic research
- Case study research
- Historical research
- Qualitative research: Data analysis and interpretation
- Mixed methods research
- Action research
- Preparing a research report
- Evaluating a research report

Grading Procedures

Grades will be based on a weighted scale, with final grades determined by the following percentages:

Grade letter of A is 90% to 100%
Grade letter of B is 80% to 89.9%
Grade letter of C is 70% to 79.9%
Grade letter of D is 60% to 69.9%
Grade letter of F is 0% to 59.9%

Approximate assignment category values will be as follows:

Item	Percentage
Chapter Quizzes and Final	15%
Forums	20%
Article Analysis	10%
Integrated Literature Review & Tasks	35%
Research Proposal/Plan	20%
Total	**100%**

Late Work Policy

To ensure your success in learning, you are responsible for completing all assigned work as high-quality submissions in the time frame allowed for each unit. You are also responsible for prioritizing your time accordingly to ensure timely completion of assigned course work and activities. **Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes or late work accepted without a serious and compelling reason and instructor approval.** It is expected that students will complete all assigned work, with high quality, in the time provided during each unit. Students are also expected to prioritize time accordingly to ensure timely completion of assigned work.

Viewing Grades in CSC Online

Grade feedback will be available within 10 business days of the assignment due date.

Board Policy 4141 Credit Hour Defined Modality

For a 1-credit hour course, [Nebraska State College Board Policy 4141](#) suggests that you spend at least 45 hours per credit hour in learning activities. Since **EDCI 631-7901** is a 3-credit hour course, you should plan to spend a **minimum** of 135 hours in learning activities. A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Board Policy 4141 Credit Hour Defined Modality Chart

Learning Activity	Hours Per Week	Total for Course
Reading & Interactive Multimedia (14 Weeks)	2 Hours Per Week	28 Total for Course
Study Notes (14 Weeks)	2 Hours Per Week	28 Total for Course
Article Analysis Assignments (4 Weeks)	3 Hours Per Week	12 Total for Course
Library Assignment (2 Weeks)	4 Hours Per Week	8 Total for Course
Research-Based Learning (14 Weeks)	5 Hours Per Week	70 Total for Course
Forum Discussions (11 Weeks)	2 Hours Per Week	22 Total for Course
Assessments (14 Weeks)	1 Hours Per Week	14 Total for Course
Assessments (Final)	8 Hours	8 Total for Course
Total	12-15 Hours Per Week	190 Hours Total

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

**Disclaimer: Grades are not determined according to time spent on task – although research indicates this is very important. The work you turn in must meet established criteria to pass the course. Completing minimum time requirements will not automatically result in a passing grade.

Student Behavior

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

Self-Plagiarism

Self-plagiarism is defined as using your own work in a different context without citing that it was used previously. This includes when a student submits the same paper to two different instructors in separate classes for credit, or using parts of a paper from a previous class in a different class without acknowledging its' origin. Students are expected to produce original work and self-plagiarism is not permitted without the express permission of the instructor. Self-plagiarism may result in no credit for the affected assignment.

Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences and arranging potential make-up rests with the students. In courses that utilize an online format, students are expected to participate appropriately and frequently, as determined by the course instructor.

Civility/Netiquette

Civil behavior enhances the learning environment and is expected at all times. Courtesy and respect for others are essential elements to the learning process. Courses offered through Chadron State College welcome a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussions, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly to avoid the appearance of shouting.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully-humor can be misread as criticism or personal attack.
7. Compose posts with complete sentences and proper paragraphs following Standard English grammar.
8. Review work before submission.

Equal Educational Opportunities Policy

Chadron State College is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided.

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

Personal Emergency & Academic Attendance

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence *(3 or more consecutive class days)*, you may contact the Dean of Student Affairs at studentaffairs@csc.edu for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.

If a student's situation is such they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs who will communicate this to all instructors and if appropriate, the Disability Services office.

Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within the instructor's professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

CSC Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:
- People – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- Purpose – Student Learning and Growth Pedagogy, Support Services, Wellness
- Place – Community Engagement Social Infrastructure and Third Places, Generational Transitions, Building Bridges

Selected Bibliography

Creswell, J.W. (1994). Research design: *Qualitative and quantitative approaches. Thousand Oaks, CA: Sage Publications.*

Creswell, J.W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson.

Drew, C.J., Hardman, M.L., & Hosp, J.L. (2008). *Designing and conducting research in education*. Los Angeles, CA: Sage Publications.

Girden, E.R. (1996). *Evaluating research articles: From start to finish*. Thousand Oaks, CA: Sage Publications.

Merriam, S.B. (1989). *Case study research in education: A qualitative approach*. San Francisco: Josey-Bass.

Pan, M.L. (2003). Preparing literature reviews: Quantitative and qualitative approaches. Los Angeles, CA: Pyrczak Publishing.

Yin, R.K. (1994). Case study research: *Design and methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Course Schedule/Outline

Week 1

Read Introduction, Chapter 01, and Chapter 02
Week 1 – Statement of Understanding: Due by 11:55 on Wednesday of Week 1
Chapter 01 Quiz: Due by 11:55 PM on Sunday of Week 1
Chapter 02 Quiz: Due by 11:55 PM on Sunday of Week 1
Introduction Forum: Original post due by 11:55 PM on Friday of Week 1
Introduction Forum: Response due y 11:55 PM on Sunday of Week 1
Week 1 – Research Interests: Due by 11:55 on Friday of Week 1
Week 1 Forum: Original post due by 11:55 PM on Friday of Week 1
Week 1 Forum: Response posts due by 11:55 PM on Sunday of Week 1
Complete IRB Training and Certification (instructions available in the assignment & Course Navigation

Week 2

Read Chapter 03 and Chapter 17
Chapter 03 Quiz: Due by 11:55 PM on Sunday of Week 2
Chapter 17 Quiz: Due by 110:00 PM on Sunday of Week 2
Week 2 Forum: Original post due by 11:55 PM on Friday of Week 2
Week 2 Forum: Response posts due by 11:55 PM on Sunday of Week 2
Begin working on Task 3A (for Week 5) -- the introduction to the Literature Review

Week 3

Read Chapter 04 and Chapter 05
Skim Chapter 22 and Chapter 23
Week 3 Forum: Original post due by 11:55 PM on Friday of Week 3
Week 3 Forum: Response posts due by 11:55 PM on Sunday of Week 3
Complete Library Assignment: Due by 11:55 PM on Sunday of Week 3

Week 4

Read Chapter 06
Chapter 05 Quiz: Due by 11:55 PM on Sunday of Week 4
Week 4 Forum: Original post due by 11:55 PM on Friday of Week 4
Week 4 Forum: Response posts due by 11:55 PM on Sunday of Week 4

Week 5

Read Chapter 07
Chapter 07 Quiz: Due by 11:55 PM on Sunday of Week 5
Week 5 Forum: Original post due by 11:55 PM on Friday of Week 5
Week 5 Forum: Response posts due by 11:55 PM on Sunday of Week 5
Complete Task 3A: Due by 11:55 PM on Sunday of Week 5

Week 6

Read Chapter 08
Chapter 08 Quiz: Due by 11:55 PM on Sunday of Week 6
Week 6 Forum: Original post due by 11:55 PM on Friday of Week 6
Week 6 Forum: Response posts due by 11:55 PM on Sunday of Week 6
Complete Survey/Descriptive GROUP Article Analysis: Due by 11:55 PM on Sunday of Week 6

Week 7

Read Chapter 09

Chapter 09 Quiz: Due by 11:55 PM on Sunday of Week 7
Week 7 Forum: Original post due by 11:55 PM on Friday of Week 7
Week 7 Forum: Response posts due by 11:55 PM on Sunday of Week 7
Complete Correlational Article Analysis: Due by 11:55 PM on Sunday of Week 7

Week 8

Read Chapter 18
Chapter 18 Quiz: Due by 11:55 PM on Thursday of Week 8
Week 8 Forum: Original post due by 11:55 PM on Friday of Week 8
Week 8 Forum: Response posts due by 11:55 PM on Sunday of Week 8

Week 9

Read Chapter 10 and Chapter 19
Chapter 10 Quiz: Due by 11:55 PM on Sunday of Week 9
Chapter 19 Quiz: Due by 11:55 PM on Sunday of Week 9
Complete Causal-Comparative GROUP Article Analysis: Due by 11:55 PM on Sunday of Week 9

Week 10

Read Chapter 11 and Chapter 12
Week 10 Forum: Original post due by 11:55 PM on Friday of Week 10
Chapter 11 Quiz: Due by 11:55 PM on Sunday of Week 10
Chapter 12 Quiz: Due by 11:55 PM on Sunday of Week 10
Complete Experimental GROUP Article Analysis: Due by 11:55 PM on Sunday of Week 10
Week 10 Forum: Response posts due by 11:55 PM on Sunday of Week 10

Week 11

Read Chapter 13, Chapter 14, and Chapter 15

Chapter 13, 14, and 15 Quiz: Due by 11:55 PM on Sunday of Week 11

Peer Review – Literature Review: Due in the **Forums** by 11:55 PM on Friday of Week 11

Peer Review – Literature Review: Response posts due by 11:55 PM on Sunday of Week 11

Week 12

Read Chapter 16
Chapter 16 Quiz: Due by 11:55 PM on Sunday of Week 12
Paper 1: Literature Review: Due by 11:55 PM on **FRIDAY** of Week 12

Week 13

Read Chapter 20 and Chapter 21
Chapter 20 Quiz: Due by 11:55 PM on Sunday of Week 13
Week 13 Forum: Original post due by 11:55 PM on Friday of Week 13
Week 13 Forum: Response posts due by 11:55 PM on Sunday of Week 13
Complete Qualitative GROUP Article Analysis: Due by 11:55 PM on Sunday of Week 13

Week 14

Chapter 21 Quiz: Due by 11:55 PM on Sunday of Week 13

Week 15

Paper 2: Research Proposal Forum: Due by 11:55 PM on Friday of Week 14
Paper 2: Research Proposal Forum: Response due by 11:55 PM on Sunday of Week 14

Week 16

Research Proposal (Methodology): Due by 11:55 PM on **THURSDAY** of Week 16