



Fall 2017

EDUC 512-W1 & W3: Data Collection & Analysis

Instructor: Renée N. Jefferson, Ph.D.	Class Meetings: Asynchronous
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Email: renee.jefferson@citadel.edu	Credit Hours: 3

PREREQUISITES: None

REQUIRED TEXTBOOK

Mertler, C. A. (2014). *Action Research: Improving Schools and Empowering Educators* (4th ed.). Thousand Oaks, CA: Sage. The textbook is available as an e-book from the Citadel Bookstore (<http://thecitadel.bncollege.com/>).

ADDITIONAL REQUIRED RESOURCES AND MATERIALS

LiveText e-Portfolio System [Zucker Family School of Education Students Only]

*Available at the Citadel Bookstore (<http://thecitadel.bncollege.com/>) and LiveText’s website (www.livetext.com).

*Need to purchase the *Student Membership* and the *Field Experience* component.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Scholarly research in education requires the effective communication of findings and evaluation of the writings of others. An important aspect of this scholarly communication is demonstrating your understanding and facility with standard educational citation formatting. Further, when you report your research findings to an audience, you must use care that information that you have cited will be available to your reader. A style manual ensures that you have provided all the information necessary for your reader. For the School of Education, the established style manual will be the APA manual.

COURSE MANAGEMENT SYSTEM

The Citadel’s course management system, CitLearn (<http://citadel.blackboard.com>), will be used for all class activities, except the e-portfolio.

CATALOG DESCRIPTION

This is a three (3) unit course designed to prepare graduate students in education to become knowledgeable consumers of research. By completing a literature review/measurement project and reviewing reports of research, students will become conversant with research terminology and methodology. Ultimately, the focus is on the analysis, synthesis, and evaluation of empirical research that can be incorporated into professional decision-making in order to create learner-centered environments. Satisfactory completion of a **10-hour** in-school practicum of field experience activities is required.

Rationale for Catalog Description: *Data Collection & Analysis* is designed to provide students with information that will enable them to utilize the principles and concepts of educational research to address issues in school settings.

Conceptual Base: Developing Principled Educational Leaders for P-12 Schools—The Citadel’s Professional

Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed. The Citadel's Professional Education Unit has identified 17 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

Relationship of this course to the conceptual base

Students will have the opportunity to comprehend and apply the major theories, concepts, and principles of educational research. They will conduct a research study that focuses on an educational issue or problem. In addition, students will demonstrate knowledge of current practices in educational research by presenting their research study in written and oral formats. Students' performance in the course will be used to assess their level of research competence.

COURSE GOALS WITH EVALUATION METHODS

The overall goal of this course is to assist students with their acquisition and application of the knowledge, skills, and dispositions to effectively apply and conduct educational research. The specific goals are to:

Goal	Evaluation Method(s)
1. Foster an understanding of the role of research in education (CF 1, 4, 12).	Exercises, Research Portfolio
2. Assist the student in acquiring a basic understanding of the research process and of different research methods (CF 1, 4).	Exercises, Research Portfolio
3. Acquaint the student with the strengths and limitations of research in education (CF 10, 12).	Exercises, Research Portfolio
4. Prepare the student to analyze and evaluate critically educational research so that he or she will be an intelligent consumer of research throughout his or her professional career (CF 1, 4, 10, 12, 13, 15).	Exercises, Research Portfolio
5. Provide an opportunity to apply rigorous thinking and analytical methods to the solution of educational problems (CF 1, 4, 10, 15).	Exercises, Research Portfolio

Course Goals and Standards

EDUC 512 is a required course for graduate students enrolled in Teacher Education, Counselor Education, Educational Leadership, Literacy, and Health, Exercise and Sport Science programs. The course goals are designed to address research standards for each program area. Program areas and corresponding standards are listed in the following table.

Program	Standard
Teacher Education	CAEP 1.2; INTASC.9.H; NCTE 3.7.1; NCTM 5-8.2.8; NSTA 8.a & 8.b; NCSS.2.1.d, 2.5.j, 2.5.k, & 2.5.l
Counselor Education	CACREP Section II.8.e & II.8.f
Educational Leadership	ELCC 1.2
Literacy	ILA 3.3
Health, Exercise and Sport Science	AAHE.1.A.3 & A.4, 1.C.1, 4.B.2, & 4.B.3

INSTRUCTIONAL UNITS AND ASSESSMENTS

Course Schedule: The schedule represents an overview of the topics that will be covered. The schedule is subject to change based on class needs. The majority of the assignments are due on Saturday at 11:59pm.

Dates	Topics	Activities/Assignments
Unit 1 8/21 – 8/26	Getting to Know Your Classmates Course Overview CitLearn Basics	Due: Introduction Exercise-Part 1 (8/23) Due: Introduction Exercise-Part 2 (8/26) Due: Research Competency Pretest (8/26)
Unit 2 8/27 – 9/2	Creating Action Research Study Groups	Due: Action Research Group Formed (9/2)
Unit 3 9/3 – 9/9	Labor Day, No Class Overview of the Action Research Process Planning for Action Research Developing a Research Plan Research Activity Log Entry	Readings: Mertler, Chapters 1, 2, 3 (pp. 52-60), & 4 Due: Research Exercise 1 (9/9)
Unit 4 9/10 – 9/16	Protecting Human Research Subjects	Due: Protecting Human Research Subjects Certification (9/16)
Unit 5 9/17 – 9/23	Collecting Data Data Collection Instrument Draft	Readings: Mertler, Chapter 5 Due: Research Exercise 2 (9/23)
Unit 6 9/24 – 9/30	Work on Data Collection Instrument Revisions	
Unit 7 10/1 – 10/7	Citadel Institutional Review Board Proposal	Due: Research Exercise 3 (10/7)
Unit 8 10/8 – 10/14	Writing the Literature Review	Reading: Mertler, Chapter 3 (pp. 60-84)
Unit 9 10/15 – 10/21	Literature Review Draft 1	Due: Research Exercise 4 (10/21)
Unit 10 10/22 – 10/28	Work on Literature Review Draft 1 Revisions	
Unit 11 10/29 – 11/4	Literature Review Draft 2 Creating LiveText Portfolio	Due: Research Exercise 5 (11/4)
Unit 12 11/5 – 11/11	Analyzing Data	Reading: Mertler, Chapter 6 Due: Data Analysis Quiz (11/11)
Unit 13 11/12 – 11/18	Results Draft	Readings: Mertler, Chapters 7 & 8 Due: Research Exercise 6 (11/18)
Unit 14 11/19 – 11/25	Fall Break, No Classes	
Unit 15 11/26 – 12/2	Group Work	Due: Research Competency Posttest (12/2) Due: Research Activity Log & Forum (12/2)
Unit 16 12/4	Last Day of Fall Term	Due: Action Research Study Portfolio (12/4)

Assessment Process: Grades for EDUC 512 are based on a variety of assignments. The relative weights used for calculating the final course grade are as follow:

Assignment	Points	Percent of Final Grade
Introduction Exercise	5	5%
Research Exercises	20	20%
Data Analysis Quiz	10	10%
Protecting Human Subjects Certification	5	5%
Research Activity Log & Forum	20	20%
ZFSOE Unit Assessment - Research Competency Pretest & Posttest	--	--
Action Research Study Portfolio	40	40%
Total	100	100%

Assignment Descriptions

Introduction Exercise (CF 4): Students are required to share personal, educational, and professional information with classmates by posting to a discussion board.

Research Exercises (CF 1, 4, 10, 12, 13, and 15): Students will be given the opportunity to demonstrate comprehension, knowledge, and application of research methods and concepts by submitting drafts of the action research study.

Data Analysis Quiz (CF 1, 4, 10, 12, 13, and 15): Students will be given the opportunity to demonstrate comprehension, knowledge, and application of statistical methods and concepts.

Protecting Human Subjects Certification (CF 12): Students will complete the National Institute of Health’s IRB Computer-Based Training Course. The course is located at <http://phrp.nihtraining.com> and will take approximately 2-3 hours to complete. Students will receive a certificate upon completion of the course.

Research Activity Log & Forum (CF 1, 4, 10, 12, 13, and 15): Students will document and discuss research activities related to the steps involved in completing the Action Research Study. Ten (**10**) hours of activities are required.

Action Research Study Portfolio (CF 1, 4, 10, 12, 13, 15): Students will perform the following activities: (1) select a topic, (2) conduct a review of the literature related to the topic, (3) collect data using interview, observation, or survey, (4) analyze data, (5) present results, and (6) discuss findings.

- Student enrolled in Zucker Family School of Education programs must enter their report into a LiveText portfolio.
- Students enrolled in other programs must enter their report into PortfolioGen (www.portfoliogen.com) or a similar portfolio program.

Research Competency Pretest & Posttest (CF 1, 10): The Research Competency Pretest and Posttest is designed to assess students’ knowledge, skills, and abilities prior to enrolling in and after completing a research course in the School of Education. All students enrolled in School of Education Programs are required to take the test.

Grades

The grading scale used is: A (90-100), B+ (85-89.9), B (80-84.9), C+ (75-79.9), C (70-74.9), and F (< 70).

Preparation

Students are expected to read and study the course textbook(s) and all additional readings as assigned. All material submitted for evaluation must be the original, creative works of the student whose name appears on the document. Students are expected to remain knowledgeable at all times of The Citadel's academic dishonesty policy as explained in the graduate catalog.

Submission

Students are expected to complete all examinations, course assignments and requirements, and to complete them on time. Assignment submitted after specified due date and time, without the permission of the instructor, will have its total score reduced by 5% for each day that it is late. **Any assignment submitted MORE THAN ONE WEEK after the deadline will not be accepted for grading, and a failing grade will be recorded;** that is, unless a student has received an extension from the instructor. This is only fair to students who submit their assignments on time.

Incomplete Grade

A grade of *Incomplete* (**I**) will be assigned only in those rare instances when course requirements have been very nearly met, but for authorized reasons (illness, injuries, family emergency, etc.) cannot be completed by the end of the semester. To be eligible for an **I**, a student's work must be satisfactory at the time he/she is forced to terminate participation in the course. Unsatisfactory work in a course should result in the failing grade of **F**. It is the student's responsibility to present the *authorized reason* for failing to complete all course requirements. When this reason has not been presented or when the reason presented does not meet the requirements of the instructor, the final grade will reflect the grade of zero on all missing work.

Disability Disclosure Statement

If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Academic Support Center located in room 117 Thompson Hall or call 953-5305 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

Honor Statement

As a professional educator, integrity is an expectation. Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code. Available at:

<http://citadel.edu/r3/honor/manual.shtml>.

Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question.

This class will follow The Citadel Honor Manual regarding plagiarism.

- Plagiarism is the act of using someone else's words or ideas as our own without giving proper credit to the sources.
- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).

- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number.

Writing Formal (APA) Papers

Students may encounter problems with writing collegiate-level papers and theses. Should the professor deem that the student's work does not meet minimum program requirements; the student will be required to seek the services of The Academic Support Center at the Citadel. The Academic Support Center has as its primary focus the enhancement of writing skills in the Citadel community. All students identified encountering writing problems are eligible to attend individual tutorials and group workshops. Because of the interdependence of writing, reading, and study skills; the Academic Support Center has parallel but subsidiary responsibilities to assist students in the development of reading comprehension and learning strategies. To schedule an appointment, go to Room 117 Thompson Hall, call 953-5305, or email ascenter@citadel.edu. Additional information is located on their web page, <http://www.my.citadel.edu/root/asc>.