A. COURSE DESCRIPTION

Students explore the role that research can play in solving important educational problems. The course is intended to serve as an advanced study of education research and different modes of inquiry. Course assignments are focused on providing students with opportunities to reflect and critically evaluate educational research, as well as to identity and study a problem of practice.

B. PREREQUISITES

SRM 602 and SRM 680

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE

The course is intended to serve as an advanced study of education research and different modes of inquiry, deepening students understanding of how to move theory into solving problems of practice. Typically, the course will be taken towards the end of the program in preparation for students to carry out their own research.

D. PROFESSIONAL STANDARDS MET

*American Educational Studies Association Standards (2012)*

**Standard I: Defining Social Foundations of Education**

Specifically, through the study of Social Foundations of Education educators are prepared to:

1. Understand and apply disciplinary knowledge from the humanities and social sciences to interpreting the meanings of education and schooling in diverse cultural contexts.
2. Understand and apply normative perspectives on education and schooling.
3. Understand and apply critical perspectives on education and schooling.
4. Understand how moral principles related to democratic institutions can inform and direct schooling practice, leadership, and governance.
5. Understands the full significance of diversity in a democratic society and how that bears on instruction, school leadership, and governance.
6. Understand how philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance.
Standard IV: Social Foundations of Education Commitments for P-12 Students, Professional Educators, Democratic Educational Practice, and Research, Policy, and Advocacy

Research, Policy, and Advocacy

Educators and students have historically been inundated with mandates from internal and external forces, many of which have not always been supportive of teaching or learning. Educators are subjected to demands they feel must be followed, even when they conflict with their personal or professional judgment. Whether out of lack of knowledge or an absence of agency, educators in turn subject their students to policies and practices they do not support. As a result, a climate of powerlessness is perpetuated as the two principal actors in educational environments (i.e., educators and students) remain as bystanders in policy and practices that influence them. The possibility of disrupting this trend is enhanced when educators have a deeper understanding of the basis for policies and their potential influence on the educational enterprise.

1. Critically analyzing educational policies within their historical and political contexts and advocate for positive change by:
   a. demonstrating an understanding of how policies and practices influence teaching and learning;
   b. using sound professional judgment in adapting policies and practices within their classrooms and schools.

2. Understanding, evaluating, and critiquing how research methods inform and improve educational practices by:
   a. applying critical and interdisciplinary inquiry into current research methods used in education;
   b. keeping current on evolving research;
   c. analyzing proposed educational policies and practices based on existing and evolving research.

E. COURSE GOALS AND OBJECTIVES

Goal: Students will gain a deeper understanding and appreciation of the role research plays in education policy and practice.

Objectives: Students will be able to:

1. Compare and contrast the different modes of inquiry in educational research and the assumptions that underlie these modes of inquiry.
2. Critically evaluate existing and new research designs.
3. Engage in debates involving theory and practice in educational research, including how perspectives on research influence democratic principles of schooling.
4. Describe how and why different types of research are carried out and toward what aims.
5. Analyze and apply frames of research used in policymaking and educational practice.
6. Develop a foundation for further study of educational research methods.
7. Describe how research can improve education policy, planning, and administration.
8. Identify a problem of practice and design various methods for describing, studying, and mediating the issue.
F. COURSE CONTENT

1. The nature of educational research
2. The quantitative research paradigm in education.
3. The qualitative research paradigm in education.
4. The reciprocal relationship between research and practice.
5. The role of evaluation research and policy analysis in education and schooling.

G. COURSE REQUIREMENTS

Class Participation
Participation in group discussions (written and oral) is essential to engaging in and learning the material presented in this class. As a result, a significant portion of students’ grade will be based on completing course readings and participating in group discussions. Your class participation grade is based on the following:

1. Discussion of readings and responses to other student’s work using written and audio responses twelve times during the semester. Canvas will assign you two peers to respond to for each discussion. See rubric below for specifics.
2. One online session on **August 21st from 6-7pm MST**. Then two sessions meeting face-to-face in Loveland from 1-5pm (September 29th and November 3).

Written Discussion Response Rubric

<table>
<thead>
<tr>
<th>Targeted Competency Level</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your original posting was clear and concise expanding the idea of educational research and important educational problems. Quotations and examples from research and your own teaching experiences are used to illustrate and lend support to your views on educational research.</td>
<td>2</td>
</tr>
<tr>
<td>Your two written replies to two other students were thoughtful by virtue of making substantive rather than trivial comments, extending and expanding on another teacher’s ideas and experiences, suggesting viable alternatives in educational research. Response postings reveal original thinking demonstrating insight, depth, &amp; understanding.</td>
<td>2</td>
</tr>
<tr>
<td>All postings (original and two replies) show respect for other participants’ rights to their own ideas and opinions. Constructive criticism of other posts/replies identifies and explains where the disagreement occurs and why there is disagreement in regard to a certain point.</td>
<td>2</td>
</tr>
<tr>
<td>All postings and replies demonstrate graduate-level writing, complete with correct grammar, punctuation, spelling, APA style citations, and 500 words or fewer.</td>
<td>2</td>
</tr>
<tr>
<td>Original posting is submitted by Midnight on Sundays (see course schedule); your two replies must be written and posted to two other teachers by Midnight on Tuesdays.</td>
<td>2</td>
</tr>
</tbody>
</table>

| Total Points | = 10 |
## Audio Discussion Responses Rubric

<table>
<thead>
<tr>
<th>Targeted Competency Level</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your original posting was clear and concise expanding the idea of educational research and important educational problems. Quotations and examples from your readings and your own teaching/administrative/educational experiences are orally used to illustrate and lend support to your views on educational research.</td>
<td>2</td>
</tr>
<tr>
<td>Your two oral replies to two other students were thoughtful by virtue of making substantive rather than trivial comments, extending and expanding on another’s ideas and experiences, suggesting viable alternatives in educational research. Response postings reveal original thinking demonstrating insight, depth, &amp; understanding.</td>
<td>2</td>
</tr>
<tr>
<td>All postings (original and two replies) show respect for other participants’ rights to their own ideas and opinions. Constructive criticism of other posts/replies identifies and explains where the disagreement occurs and why there is disagreement in regard to a certain point.</td>
<td>2</td>
</tr>
<tr>
<td>All postings and replies demonstrate an oral response using proper English and are concise being 3-5 minutes in length. (Not longer than 5 minutes total).</td>
<td>2</td>
</tr>
<tr>
<td>Original posting is submitted by midnight on Sundays (see course schedule); your two replies must be audio recorded and posted to two other teachers by midnight on Tuesdays.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**Netiquette:** The same standards of behavior that you would follow in a face-to-face course also apply to this online course. There is zero tolerance for unacceptable behavior or cyber bullying. Class netiquette mandates that you debate ideas with civility, showing respect for others’ perspectives. Thus try to disagree with other’s viewpoints without being disagreeable. Toward that end, please ensure that all postings:

- show respect for every participant's right to his or her own ideas. Constructive criticism of other posts and replies should explain where disagreement occurs and why there is a disagreement by evaluating the pros and cons of competing ideas and arguments.
- are brief but thoughtful responses demonstrating that you have read carefully and synthesized information critically, including information from the presentations.
- demonstrate graduate level writing that includes correct grammar, punctuation, spelling, and APA Style citations, see [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

Please refer to the **Course Schedule** on Canvas for weekly reading assignments, assignments, and due dates for posting your reading responses on Canvas.

**Conceptual Memos**

Conceptual memos represent theoretical insights that emerge from your engagement with your data and your readings. Conceptual memos help you focus your study, bringing your background research and data collection in line with your research interests and concerns (there will be no data collection this semester). Writing conceptual memos amounts to a kind of dialogue with other researchers/authors and with your data sources, sifting out ideas, weighing new notions or approaches to ones you are already
familiar with. Conceptual memos develop possibilities, connections, questions, and hypothesis about potential relationships between different research articles, books, and chapters. Each week students will submit a 1-2 page (double space) conceptual memo (with a specific focus to educational topic, quantitative research, qualitative research, and research methodology). Your conceptual memo should include, in addition to your own reflections and theoretical insights, the specific items are in the rubric below. These conceptual memos will contribute to your writing of the Problem of Practice Paper.

**Conceptual Memos Rubric**

<table>
<thead>
<tr>
<th>Targeted Competency Level</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate APA citation(s).</td>
<td>1</td>
</tr>
<tr>
<td>Research question/idea of paper is articulated with brief description of research methodology, tradition, and/or genre.</td>
<td>1</td>
</tr>
<tr>
<td>Professional level writing with correct grammar and spelling.</td>
<td>1</td>
</tr>
<tr>
<td>Reflections in terms of what article is about, its impact on educational research, and connections to other research.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

**Article Presentation and Discussion Facilitation**

Each student will prepare a twelve-minute oral presentation for a quantitative and qualitative or mixed methods article. The presentation will cover the “problem space” addressed by the article, aspects of the article that demonstrate the research tradition/genre that was used, a critique of the article, and connections to, and usefulness for your own future research. Presentations will be given when we meet face-to-face. While each student is critiquing only one article, students are required to read all articles submitted in order to participate in the discussion. A one-page handout of your critique will be prepared for your instructor prior to presenting.

**Article Presentation and Discussion Facilitation Rubric**

<table>
<thead>
<tr>
<th>Targeted Competency Level</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-page handout answers the questions of quantitative, qualitative, or mixed methods research (McMillian, 2015, p. 435-438).</td>
<td>15</td>
</tr>
<tr>
<td>Twelve-minute discussion is facilitated effectively with questions for discussion about quality of research article and content of research topic. Are the results of the article credible based on the research design? What research knowledge was learned?</td>
<td>15</td>
</tr>
<tr>
<td>Appropriate graduate-level writing, complete with correct grammar, punctuation, spelling, and APA citations. Professional presentation.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

**Annotated Bibliography**

Students will submit an annotated bibliography with ten entries. These are based off of peer-reviewed articles, chapters, and books related to the topic or concept you plan to research as well as the research tradition/genre/methodology you plan to use in your Problem of Practice Paper. The annotated bibliography consists of 1) correct citation, 2) the article abstract copied and pasted, 3) a few sentences describing the connection to your Problem of Practice Paper, and 4) articulating how all of these research studies fit together to guide your thinking about your research topic and methodology.
Problem of Practice Paper

Using a variety of theoretical and methodological literature, students will identify a problem of practice and apply their new understandings to critically analyze a set of existing studies in regards to the appropriateness of their research design, methods, presentation of findings, and conclusions. The purpose of this project is to identify multiple methodologies that have been used to address a given educational problem. In addition to the critical analysis of existing studies, the project will involve discussion of research designs and methodologies that would be best suited to addressing a problem of practice that will be the focus of your dissertation. The final paper should be 10 pages long and should include:

1. Introduction (approximately one page)
   a. Establish the “problem space” in practice and research, which includes the rationale for selecting educational problem that you propose to address and a brief introduction to the gap in the research on the topic.
   b. State the purpose of your proposed research (in one sentence) and your research question(s)

2. Literature Review of the existing theoretical/methodological approaches to the topic research tradition/genre that you intend to use (approximately 5 pages)

3. Discussion of how you would draw on the existing literature in formulating your own research project, including theory-method and any innovations you would make to existing approaches. Your approach may combine more than one research tradition and methodology. (approximately 4 pages)

Your final paper should be 10-pages, double-spaced paper not including references, using correct APA formatting. Papers that exceed the page-limit will not be accepted.
Methodology. Research design and reason why this design is the best way to analyze your research question(s) is clearly articulated. 5

Methodology. Data analysis and data collection methods including instrumentation, participants, sampling, measurement, data collection, etc. is clearly laid out. 5

Methodology. Reliability, validity, and/or credibility is established for your proposed research study. 5

Appropriate graduate-level writing, complete with correct grammar, punctuation, spelling, and APA citations. 5

Problem of Practice Paper follows guidelines of 10 total pages: approximately 1 page Introduction, approximately 4 pages Literature Review, and approximately 5 pages Methodology (cover page and APA citations can be added for additional pages after the 10). 5

Total 50

H. METHOD OF EVALUATION

<table>
<thead>
<tr>
<th>Grades Earned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>&gt;59%</td>
</tr>
</tbody>
</table>

I. REQUIRED READINGS

Required Texts:


*Articles, Reports, and Book Chapters Available in Canvas Modules*


**J. SUGGESTED READINGS**


Donmoyer, R. (2012). Two (very) different worlds: The cultures of policy making and qualitative research. *Qualitative Inquiry. 18:*798.


**Major surveys online:**
NCES listing of Surveys and Programs: [http://nces.ed.gov/surveys/](http://nces.ed.gov/surveys/)
NAEP: [http://nces.ed.gov/nationsreportcard/about/](http://nces.ed.gov/nationsreportcard/about/)
HS&B: [http://nces.ed.gov/surveys/hsb/](http://nces.ed.gov/surveys/hsb/)
SSOCS: [http://nces.ed.gov/surveys/ssocs/](http://nces.ed.gov/surveys/ssocs/)
SLDS: [http://nces.ed.gov/Programs/SLDS/](http://nces.ed.gov/Programs/SLDS/)

**K. DISABILITY ACCESS**

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or visit [www.unco.edu/dss](http://www.unco.edu/dss) to certify documentation of disability and to ensure that accommodations are implemented in a timely fashion.

**L. INCLUSIVITY IN THE CLASSROOM AND UNC COMMUNITY**

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity ([http://www.unco.edu/cebs/diversity/framework.html](http://www.unco.edu/cebs/diversity/framework.html)).

**M. INCOMPLETE POLICY**

An “I” is assigned due to unanticipated circumstances during the last week of the term that make the student unable to complete course requirements within the allotted time (e.g., he/she missed the final examination due to sickness or an emergency in the family). The instructor must submit to the
school director a written notice of the specific coursework to be completed before the final grade is determined; a copy is kept in the school and one is provided to the student. To amend the grade of “I” with an earned grade on the student’s transcript, the student must complete all incomplete course work by the last day of the next semester. If the course requirements are not completed within the time limitation and the grade received in the Registrar’s Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

N. POLICY ON PLAGIARISM:
Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully incorporated websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further.

O. POLICY ON ORIGINALITY OF PRODUCTS Policy:
You are encouraged to build on your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes for this class, with appropriate referencing. However, projects from other classes are not to be duplicated and turned in to fulfill requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. In other words, you are expected to do original work for each project and assignment completed for this class.

N. COURSE SCHEDULE

3 Required Meetings:

Zoom Conference Session: Tuesday, 8/24, 6:00-7:00pm MST
Face-to-Face Meeting in Loveland: Saturday, 9/29, 1-5pm MST
Face-to-Face Meeting in Loveland: Saturday, 11/3, 1-5pm MST

Specific schedule of readings, assignments, and due dates may be found in Canvas Calendar.