Spring 2024

Saint Louis University
School of Education
EDR 5000-01: General Research Methods for Education (3 credits)
Thursdays 4:15 PM – 7:00 PM
Fitzgerald Hall 230

Instructor:	Jonathan Turk, Ph.D.(he/him/his)
	Assistant Professor of Higher Education
	School of Education
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Office Hours:	Tues/Thurs: 2:00-4:00 PM

Catalog Course Description

This course provides a survey of the techniques, methods, and tools of research in education. Included is general discussion of the research process followed by examination of several different study designs such as observational, experimental, descriptive, and sample survey. The course also provides an overview of different methods of sampling, data collection and analysis frequently used in research literature.

Expanded Course Description

This course is designed to familiarize students with a survey of research tools in the behavioral and social sciences with an emphasis on education. Students will learn to define research questions; map questions to appropriate research methods; assess evidence, quality, and thoroughness, and contribute to the design of research studies in a wide range of settings. The course will engage participants in overarching study and discussion of research processes followed by an examination of quantitative, qualitative, mixed methods, and survey methods to support future course taking in research methods.

Course Outcomes

Upon successful completion of this course, students will be able to:
- Formulate research questions and testable research hypotheses
- Identify quantitative and qualitative research methods and assess their appropriateness to address specific research questions
- Explain quantitative and qualitative approaches to data collection and analysis

- Understand and critique quantitative and qualitative research studies in education
- Design and structure basic research proposals using quantitative, qualitative, and/or mixed methods approaches

Required Text

Ary, D., Jacobs, L. C., Sorensen Irvine, C. K., & Walker, D. A. (2019). *Introduction to research in education (10th edition)*. Cengage.

Assignments

Assignment	Due Date	% of Grade
Quiz 1	Feb. 1	5%
Introduction, Purpose Statement, and Research Questions	Feb. 8	10%
Literature Review	Feb. 22	10%
Quiz 2	Feb. 29	5%
Quantitative Article Review	March 7	10%
Quiz 3	March 21	5%
Methods	April 4	10%
Qualitative Article Review	April 18	10%
Full Proposal	May 2	10%
Roundtable Presentation	May 2	5%
Online Citi Training	May 2	10%
Attendance and Participation	---	10%
Total	**---**	**100%**

Attendance and Participation (10%)

All students are expected to regularly attend class and engage actively, thoughtfully, and respectfully in each class session. This includes coming to class having completed all assigned readings, contributing to class discussions, and participating in in-class activities.

Online Citi Training (10%)—Due May 2

Institutional review boards (IRBs) are charged with protecting the welfare, rights, and privacy of human subjects. To receive federal grant dollars, colleges and universities must require all research that involves human subjects (e.g., medical, social, educational) be reviewed by an IRB before the research begins. In order to submit a research proposal to IRB, all members of the research team must first complete mandatory human subjects protection training. For this assignment, you will complete the basic Social/Behavioral Research online course through the Collaborative Institutional Review Board Training Initiative (CITI). You will need to create a CITI account using your SLUNet ID. Here is a link to complete instructions on how to create a CITI account and complete the Social/Behavioral Research online course: https://www.slu.edu/research/faculty-resources/research-integrity-safety/institutional-review-board-irb/training-education.php#hsr

<u>To receive full points for this assignment, you must turn in your completion certificate by the start of class on May 2.</u>

Quizzes (3 x 5% = 15%)—Due Feb 1, Feb 29, & March 21
Students will complete three short online quizzes covering course material. Quizzes will contain both selected and open-ended response questions. Each quiz is to be completed at home by the start of class the day it is due. All quizzes are open book/notes and are untimed. Students are not permitted to collaborate on quizzes. Quizzes will be made available one week in advance of their due date.

Research Article Review (2 x 10% = 20%)—Quant Due March 7 & Qual Due April18
Regardless of specialization, it is important for educational researchers to be able to read, understand, and critique both quantitative and qualitative research. The purpose of this assignment is to practice your research reading and analysis skills. For this assignment you will select one quantitative and one qualitative journal article from the list provided at the end of this syllabus to read and analyze. Your written analysis should be 2-3 pages in length, excluding a title page and references. Your analyses should include an overall rating of the quality the article using five-point Likert scale and should address the questions below. Your analysis should justify your rating.

<u>Overall Rating:</u>
Please rate the quality of this article using the following scale:

1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent

<u>Questions to Guide the Analyses:</u>
- How well does the article state and justify its research purpose?
- How clear are the research questions and how well do they connect to the article's purpose?
- How well does the study use literature and theory to inform the research design and aid in the interpretation of the results?
- What methods are used and are they appropriate and rigorously applied?
- Are the findings reasonable given the results of analyses?
- What are the limitations of this study?

Final Project in Five Parts (45%)—Due Multiple Dates
The final project for this course is a 2,000-2,500 word (excluding title page, abstract, tables and figures, and references) quantitative or qualitative research proposal related to a topic of interest to you. The goal of this project is for you to begin developing a study that could be submitted to a professional conference. The proposal will be prepared in a series of stages throughout the semester with the following components due at the dates listed below.

I. Introduction, Purpose Statement, and Research Questions (10%)—Due Feb 8
    In 500-700 words, introduce your research study, state the purpose of your

study, and include at least one quantitative or qualitative research question. This portion of your proposal should clearly communicate (1) the research issue or problem you are hoping to address, along with some context to help your reader understand the importance of your proposed study, (2) the overarching goal or purpose of your proposed study, and (3) at least one empirically answerable research question.

II. Literature and Theory (10%)—Due Feb 22

In 600-800 words, compose a brief narrative literature review and description of your study's theoretical or conceptual framework. The goal of a narrative review is to summarize key themes in existing knowledge (i.e., the literature) related to your topic of study. Theoretical and/or conceptual frameworks guide research design and aid in interpretation of research findings. The use of theory in research often differs between quantitative and qualitative research designs. We will go over the use of theoretical/conceptual frameworks in much more detail in class to help guide you here.

III. Methods (10%)—Due April 4

In 900-1,000 words, describe the research design and specific methods you will use in your study. Be sure to cover the following topics: (1) will your study use quantitative or qualitative methods, (2) the population of interest and sampling, (3) data sources and/or data collection procedures, (4) data analysis techniques, and (5) limitations.

IV. Full Proposal (10%)—Due May 2

The full proposal should be 2,000-2,500 words in length (excluding title page, tables and figures, and references). The full proposal must include the following components: Title page, abstract (200-word max), and revised Parts I, II, and III, and references. You will largely be graded by how well you addressed my comments in revising Parts I-III.

V. Round Table Discussions (5%)—Due May 2

In small groups, you will take turns giving a brief "roundtable presentation" summarizing the key elements of your final project. Roundtables are a common presentation format at academic conferences that provide a venue for scholars to discuss a completed research project or a project in development. These presentations are informal and generally conducted in a more conversational style. Each member of your small group will have about 5 minutes to present their final project followed by a 5–10-minute question and answer session.

Course Policies

Inclusive Learning

One of my chief responsibilities as your instructor is to help create and facilitate a positive, welcoming, and inclusive learning environment. Together, we must work to create a space and culture of mutual respect, one where a variety of ideas and opinions can be expressed, understood, and tested. Remember, both speaking up and listening

are valuable tools for furthering thoughtful, enlightening dialogue. With that, racist, sexist, homophobic, ableist, or any language or actions that degrade, threaten, or attempt to silence others will not be tolerated.

Attendance
This is an in-person seminar. Students are expected to attend every class session or notify me in advance that they will be absent along with the reason for the absence. In emergency situations where advance notification is not possible, please try to reach out as soon as you are able. I understand that emergencies happen. *If you are feeling ill, please stay home.* Class lecture slides and recordings will be made available the day after class on Canvas. Students who miss two class sessions without approval from me will have their final grade reduced by a whole letter grade (e.g., A to B, B to C). Missing three class sessions without authorization may result in a grade of FQ. For more information, see the University Attendance Policy.

Zoom
All class sessions will be recorded using Zoom and made available to students on Canvas the day after class. In rare situations, students may be granted permission to join a class session via Zoom due to illness, work travel, or for other similar reasons. Requests to join class via Zoom are subject to my discretion.

Canvas
Students will be able to access the course syllabus, articles, resources, and lecture slides and recordings on Canvas. Lecture slides and recordings will be posted the day after class. All assignments must be submitted through Canvas.

Deadlines
Assignments must be submitted through Canvas by the start of class on the day they are due unless otherwise noted or prior arrangements are made with me. Students should email me as quickly as possible about any special circumstances that may prevent them from submitting their assignment on time. I reserve the right to penalize late assignments by 10%. Assignments may be penalized an additional 5% per week past due.

Writing Format & Expectations
Unless otherwise specified, all written assignments should adhere to a uniform style. For students in the School of Education, I expect you to use the 7th edition of APA style. For all other students, you are free to use the style most commonly used in your discipline (e.g., MLA, Chicago, ASA). If you do not have a copy of the latest APA or other style manual, I would strongly encourage you to become familiar with the Purdue University OWL website: https://owl.purdue.edu/owl/purdue_owl.html.

Unless otherwise noted, papers should be double-spaced, utilize in-text citations as appropriate and include a title page, reference list, page numbers, have one-inch margins, and be in a 12-point standard font (e.g., Arial, Times New Roman, Calibri). Please note that all page-length requirements for assignments are reflective of the

above formatting requirements and exclude the title page, references, and any tables or figures.

As a graduate-level course, graduate-level writing is expected. Excessive errors in grammar, punctuation, spelling, and clarity of expression will result in a lower grade. Any papers using sexist, racist or otherwise inappropriate language will be returned without a grade.

Grading Scale
The grading/evaluation policy for this course is consistent with the standard grading system of Saint Louis University.

100-94	A	4.00	76-73	C	2.00
93-90	A-	3.70	72-70	C-	1.70
89-87	B+	3.30	69-65	D	1.00
86-83	B	3.00	Below 65	F	0.00
82-80	B-	2.70		FQ	0.00
79-77	C+	2.30			

https://catalog.slu.edu/academic-policies/academic-policies-procedures/grading-system/

Academic Integrity
Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Student Support & Resources

Office/Student Hours
The office/student hours listed at the beginning of the syllabus (Thursdays 2:00-4:00 PM) are a time I specifically set aside to be available for students. This means, unless otherwise announced, you will find me in my office or available via Zoom. Office hours are a great time to talk about your progress in the class, ask additional questions about assignments, or discuss research ideas. If you have a conflict with my scheduled office hours, please do not hesitate to let me know. I am more than happy to schedule another time, either in-person or virtually, that works for us both.

Basic Needs
Balancing work, life, and education can be especially challenging at times. If you find yourself in personal or academic distress and/or experiencing challenges such as securing food or difficulty navigating campus resources, please contact the Dean of

Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify me if you are comfortable in doing so, as this will enable me to assist you with finding the resources you may need.

Well-Being

All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

- For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.
- Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on the Well-being page of the SLU website.

If you or someone you know is experiencing a crisis: please consult the Crisis Support and Warning Signs on the University Counseling Center website.

In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

University Counseling Center

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall. For after-hours needs, please press #9 after dialing the clinic number.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center (SSC) supports students in reaching their goals in and out of the classroom. Providing a variety of resources, the Student Success Center houses both the Center for Accessibility and Disability Resources (CADR) and Academic Support, which includes Tutoring, Supplemental Instruction, University Writing Services, and Student Success Coaching. The Student Success Center is located in the Busch Student Center, Suite 331, and students can make an appointment with any SSC resource via EAB Navigate. To learn more about the Student Success Center and its resources, please visit: https://www.slu.edu/life-at-slu/student-success-center/index.php.

University Writing Services

University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources, revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate – Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php or send an email to writing@slu.edu.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify me that they wish to use their approved accommodations in the course. Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, *that faculty member must notify SLU's Title IX Coordinator that you shared an experience relating to Title IX*. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at http://www.lighthouse-services.com/slu. To view SLU's policies, and for resources, please visit the following web addresses: https://www.slu.edu/about/safety/sexual-assault-resources/index.php.

Course Schedule

Week 1 (Jan. 18): Class Introduction

Week 2 (Jan. 25): Intro to Educational Research
Ch 1: The Nature of Research in Education

Ch 2: The Research Problem

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage. Read Ch 7: Research Questions and Hypotheses.

Week 3 (Feb. 1): Using Literature and Theory
Ch 3: Reviewing the Literature

Creswell, J. W. (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson. Read Ch 3: Reviewing the Literature

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage. Read Ch 3: The Use of Theory

Due: Quiz 1

Week 4 (Feb. 8): Descriptive Statistics
Ch 7: Descriptive Statistics

Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017). Descriptive analysis in education: A guide for researchers. NCEE 2017-4023. *National Center for Education Evaluation and Regional Assistance*.

Due: Final Project Part 1. Introduction, Purpose Statement, and Research Questions

Week 5 (Feb. 15): Sampling and Inferential Statistics
Ch 8: Sampling and Inferential Statistics

Week 6 (Feb. 22): Correlational Methods
Ch 12: Correlational Research

Crisp, G., Potter, C., & Taggart, A. (2022). Characteristics and predictors of transfer and withdrawal among students who begin college at bachelor's granting institutions. *Research in Higher Education*, *63*, 481-513.

Due: Final Project Part 2. Literature Review

Week 7 (Feb. 29): Experimental and Quasi-Experimental Research
Ch 9: Experimental Research

Ch 10: Experimental Research Design

Due: Quiz 2

Week 8 (March 7): Qualitative Designs
Ch 15: Defining and Designing Qualitative Research

Ch 16: Types of Qualitative Research

Due: Quantitative Article Review

Week 9 (March 14): SPRING BREAK NO CLASS

Week 10 (March 21): Qualitative Data Collection and Analysis
Ch 17: Data-Collection Tools in Qualitative Research

Ch 19: Analyzing and Reporting Qualitative Research

Due: Quiz 3

Week 11 (March 28): EASTER BREAK NO CLASS

Week 12 (April 4): Quality
Ch 6: Validity and Reliability

Ch 18: Rigor and Ethics in Qualitative Research

Castro, A. J. (2023). Managing competing demands in a teacher shortage context: The

impact of teacher shortages on principal leadership practices. *Educational Administration Quarterly*, *59*(1), 218-250.

Due: Final Project Part 3. Methods

Week 13 (April 11): Mixed and Multi-Method Approaches
Ch 21: Mixed Methods Research

Week 14 (April 18): 2024 CSCC ANNUAL MEETING NO CLASS
Due: Qualitative Article Review

Week 15 (April 25): Intro to Survey Research
Ch 13: Survey Research

Week 16 (May 2): Final Project
Due: Online CITI Training
Due: Final Project Part 4. Full Proposal
Due: Final Project Part 5. Round Table Discussions

Article Review Options

Quantitative

Higher Education/Student Affairs

Collier, D. A., Fitzpatrick, D., Houston, D. A., & Archer, E. (2020). Bridge of promise: Comparing the academic outcomes of Kalamazoo Promise to public school students in a 4-year institution. *Journal of College Student Retention*, *24*(3), 676-702.

Duran, A., Dahl, L. S., Stipeck, C., & Mayhew, M. J. (2020). A critical quantitative analysis of students' sense of belonging: Perspectives on race, generation status, and collegiate environments. *Journal of College Student Development*, *61*(2), 133-153.

Garvey, J. C., Mobley Jr., S. D., Summerville, K. S., & Moore, G. T. (2019). Queer and trans* students of color: Navigating identity disclosure and college contexts. *The Journal of Higher Education*, *90*(1), 150-178.

Jones, W. A. (2022). Can NCAA policy effect student costs? Evidence from the 2015 adoption of student-athlete cost of attendance stipends. *The Journal of Higher Education*, *93*(1), 56-79.

Schudde, L., Bradley, D., & Absher, C. (2020). Navigating vertical transfer online: Access to and usefulness of transfer information on community college websites. *Community College Review*, *48*(1), 3-30.

Educational Leadership

Jang, S. T., & Alexander, N. A. (2022). Black women principals in American secondary schools: Quantitative evidence of the link between their leadership and student achievement. *Educational Administration Quarterly*, *58*(3), 450-486.

Kearney, C., Garza, A. N., Perez, L., Renzulli, L., & Domina, T. (2023). Offer it and they will come? An investigation of the factors associated with the uptake of school-sponsored resources. *American Educational Research Journal.* Published first online.

Mitchell, R. M., Mendiola, B. J., Schumacker, R., & Lowery, X. (2016). Creating a school context of success. The role of enabling school structure & academic optimism in an urban elementary & middle school setting. *Journal of Educational Administration*, *54*(6), 626-646.

Redding, C. & Smith, T. M. (2016). Easy in, easy out: Are alternatively certified teachers turning over at increased rates? *American Educational Research Journal*, *53*(4), 1086-1125.

Yan, R. (2019). The influence of working conditions on principal turnover in K-12 public schools. *Educational Administration Quarterly*, *56*(1), 89-122.

Qualitative

Higher Education/Student Affairs
Boss, G. J., Linder C., Martin, J. A., Dean, S. R., & Fitzer, J. R. (2018). Conscientious practice: Post-master's student affairs professionals' perspectives on engaging social justice. *Journal of Student Affairs Research and Practice*, *55*(4), 373-385.

Posselt, J. R., & Nuñez, A.-M. (2022). Learning in the wild: Fieldwork, gender, and the social construction of discplinary culture. *The Journal of Higher Education*, *93*(2), 163-194.

Shotton, H. J., Oosahwe, E. S. L., & Cintrón, R. (2007). Stories of success: Experiences of American Indian students in a peer-mentoring retention program. *The Review of Higher Education*, *31*(1), 81-107.

Stewart, T. J., & Linder, C. (2023). Choices we disagree with: A critical discourse analysis of sex work within a higher education and student affairs context. *Journal of Student Affairs Research and Practice*. Published online first.

Wofford, A. M., & Blaney, J. M. (2021). (Re)Shaping the socialization of scientific labs: Understanding women's doctoral experiences in STEM lab rotations. *The Review of Higher Education*, *44*(3)*, 357-386.*

Educational Leadership
Green, T. L., Castro, A., Germain, E., Horne, J., Sikes, C., & Sanchez, J. (2023). "They don't feel like this is their place anymore": School leaders' understanding of the impacts of gentrification on schools. *American Educational Research Journal, 60*(6), 1059-1094.

Park, V. (2018). Leading data conversation moves: Toward data-informed leadership for equity and learning. *Educational Administration Quarterly, 54*(4), 617-647.

Potterton, A. U. (2018). Leader's experiences in Arizona's mature education market. *Journal of Educational Administration*, *57*(1), 21-35.

Singer, J., Marsh, J. A., Meneee-Libey, D., Alonso, J., Bradley, D., & Tracy, H. (2023). The politics of school reopening during COVID-19: A multiple case study of five urban districts in the 2020-2021 school year. *Educational Administration Quarterly, 59*(3), 542-593.

Stone-Johnson, C., & Weiner, J. (2022). Theorizing school leadership as a profession: A qualitative exploration of the work of school leaders. *Journal of Educational Administration*, *60*(4), 386-402.