



**California State University, Long Beach
Single Subject Credential Program**

EDP 400 Section 6: Introduction to Educational Research
Fall 2016—Wednesday 7-9:45 pm LA1-314

Instructor Information

Instructor: Betina Hsieh, Ph. D

Office: ED 2-183 Office Hours: Tues 2:30-3:30; W 1:30-3:30 & by appointment

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*Note: E-mail & twitter are the most reliable ways to reach me as I am often out of the office.

College of Education Mission Statement

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Course Description

Explores a wide range of research methods used in education. Topics include traditions, theories, approaches, and applications of qualitative and quantitative research methods. Letter grade only (A-F).

Course Objectives/ Student Learning Objectives (SLOs)

Following instruction, students will be able to:

1. Demonstrate an understanding of both quantitative and qualitative approaches to research
2. Formulate appropriate and investigable action research questions
3. Demonstrate basic skills in analyzing and interpreting qualitative and quantitative data
4. Design and conduct an action research study, using appropriate data gathering and analysis techniques.
5. Collect and analyze data appropriate for their action research questions and goals, utilizing academic research that informs the study.
6. Draw connections between action research and improved practice.

Required Readings:

Lochmiller, C.R. & Lester, J.N. (2017) *An Introduction to Educational Research: Connecting Methods to Practice*. Thousand Oaks, CA: Sage. ISBN: 978-1-4833-1950-6

Additional readings, resources and weblinks may be posted on Beachboard

Course Policies and Requirements

Class Attendance and Participation

This course is intended to be highly participatory and interactive. Your participation is critical to our collective success and because we will not be meeting in person every week, you should make every effort to attend each on campus session. Successful participation includes:

- Attending all class meetings on time and in their entirety.
- Being prepared for each class meeting
- Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas.
- Being sensitive to your level of participation and to the engagement of your colleagues.
- Be professional in your conduct and the way you address colleagues, topics and the instructor
- Timely participation in all online sessions and online activities, including discussion board posts

You should come to class *on time and prepared* to engage in activities related to the topics for the session. Expect to share your work and your ideas with other students and me on a regular basis. I encourage you to ask questions and contribute to the content of the course. However, I recognize that we all engage with the material and participate in different ways. Therefore, there will be multiple ways to participate in the course (via twitter, exit slips, etc.) and you will have the opportunity to reflect on your participation in your final reflection for the course.

I realize there are always emergencies, and you may not be able to attend class. Attendance at certain school-mandated events; bereavement related absences and illnesses that can be substantiated by a medical professional will be considered excused absences. All other absences will be considered unexcused. After one unexcused absence, your final grade will be reduced by one full grade. If you cannot attend class, please notify me as soon as you possibly can. Make-up of work will be at my discretion and it is your responsibility to get notes from your peers and the lecture notes from Beachboard.

Timeliness is also crucial to full participation. Arrival to class after I have begun the session will be noted as follows: tardiness within the first 15 minutes of the class session will be counted as 1/3 absence; tardiness between 15-30 minutes of the class section will be counted as 1/2 absence and tardiness 30 minutes or more after the class session has started will be counted as a full absence.

Technology Policies and Requirements

Electronic Devices

Please be professional with your use of electronic devices during the course. Silence cell phones during class time. Leave class if there is an emergency and you MUST take a call during class. Please limit texting during class; however, you are encouraged to use twitter during course lecture to communicate any confusion, course questions, or observations that you may have as things come up. I will be monitoring questions during lecture so that I can clarify questions during specific times during lecture. Please reserve the use of laptops for note-taking for this course, accessing Beachboard for documents/lectures and/or presenting in class.

Twitter

If you do not already have a twitter account or do not feel comfortable using your current twitter account for the purposes of this course, please establish a new (professional) twitter account at www.twitter.com using your e-mail address. Please follow me @ProfHsieh and I will follow you back. You should also follow other students in the course. Twitter is intended to be both a communication & a professional development tool in the course, but the only REQUIREMENT for your use is that you establish an account, follow me & follow others in the course. Please indicate all relevant questions by directing them to me using @ProfHsieh as well as using #edp400 which will allow me to track comments and respond to them in a timely manner.

You must establish your twitter account and follow me by the 2nd session of the course or you will lose 5 “in-class activities” points

Beachboard

If you have not already done so, please familiarize yourself with Beachboard. This syllabus, announcements, course lectures, supplementary readings and other relevant material will be posted there. You will also be required to turn in all assignments and complete a course blog via Beachboard.

Email

Please make sure that your BeachBoard account has the most up-to-date email address available for you – the one that you check and use without fail. I intend to use these addresses as one of my main ways to communicate with you outside of class. Please check your email regularly and to keep your email address current.

Other Important Course Considerations

Special Needs

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, s/he should seek the assistance of the Director of Disabled Student Services on campus.

Withdrawals

It is a student's responsibility to register and withdraw from classes. Instructors may give permits to students who petition enrollment; instructors have no obligation to withdraw students

who do not attend courses. Withdrawals during the final 3 weeks of class are not permitted except in cases such as an accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control.

Incompletes

Incompletes are strongly discouraged. Because of the difficulty in making up work after the fact, it is not in the best interest of students. In order for an incomplete to be granted, a minimum of 2/3 of the course assignments must be completed with a satisfactory grade.

Academic Dishonesty Policy

Academic dishonesty includes plagiarism, cheating, inventing false information or citations, and helping someone else commit an act of academic dishonesty. ANY misrepresentation of another's work as your own is considered plagiarism. This includes a lack of citation for any materials used from another source (including internet-based lesson plans). Serious consequences including forced withdrawal from the course and removal from the university may result from academic dishonesty. Please refer to the catalog and student handbook for a full description of academic dishonesty policy. CSULB Student Honor Pledge is assumed.

Course Assignments, Grading & Missed/Late Work Policy

Course Assignment	Points
Weekly Reflective Journal (10 entries) Due:	10
Problem Statement/ Preliminary Research Question Due:	10
Literature Review Annotated Bibliography Due:	15
Data Plan & Rationale Due:	15
In-Class Activities	20
Full Action Research Proposal Due:	30
Total Points in Class	100

Grading

Total points earned for the assignments listed above will be calculated and divided by the total points possible, with the course grade based on the following scale:

- A: 89.5-100 points;
- B: 79.5-89.4 points;
- C: 69.5-79.4 points;
- D: 59.5-69.4 points;
- F: 59.4 points and below

Missed/Late Work Policy

In-class assignments missed because of unexcused absences cannot be made up. Missed assignments due to excused absences may be made up at the discretion of the professor. No late work will be accepted for this course without prior consent from the professor.

Tentative Schedule of Topics, Readings and Assignments

Date	Topics	Readings*	Assignments
	Introduction: Course Overview Studying Education Practice with Research: Becoming a Practitioner-Scholar – Why do Research?	Course Text: Chapter 1	Establish Twitter account & respond to the syllabus agreement by 9/2 Brainstorming Problems of Practice/ Finding a Focus Activity (in class)
	Designing an Action Research Study: Identifying Problems of Practice & Research Questions—What do you want to know?	Course Text: Chapters 2 & 11	Weekly Reflective Journal due: Problem Statement/ Preliminary Research Question Due:
	Literature Reviews: What do we already know?	Course Text: Chapter 3	Literature Review Annotated Bibliography Due:
	Qualitative, Quantitative & Mixed Research Methods as related to Action Research: How will you find out?	Course Text: Chapters 5, 6 & 10 (pp. 212-224)	Which Method Is Best? Activity (in class)
	Data Collection/ Intervention Design: What data is important and how will you collect it?	Course Text: Chapter 4 & 7	Inquiry Action Plan & Rationale Due:
	Data Analysis: What does the data tell you?	Course Text: Chapter 8-10 (pp. 225-230)	Data Analysis Activity (in class)
	Writing, Using & Sharing your Research: Why is your study important? How will it impact your practice and the practice of others?	Course Text: Chapters 12-13	Who Is My Audience? Activity (in class)
Full Action Research Proposal Due:			

* Note: Readings are designed to support the lecture the week that they are due