

Eastern Illinois University
Early Childhood, Elementary and Middle Level Education
EDU 5200: Introduction to Educational Research

Semester: Spring 2018

Instructor: Dr. Sham'ah Md-Yunus

Office Hours: M & T: 9-12 pm

Class Meetings: On-line

Credit hours: 3

Office: 2203 Buzzard Hall

Phone: 217-581-5728 (Messages only)

Prerequisites: Admission to graduate school

E-mail: smdyunus@eiu.edu

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating Diverse Students, Subject, Strategies, Societies, and Technologies.

Graduate Mission Statement: The Graduate Program in Elementary Education advances scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

Outcomes for all Graduate Students at Eastern Illinois University:

Graduate students will:

1. possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. engage in critical thinking and problem solving;
3. exhibit effective oral and written communication skills;
4. engage in advanced scholarship through research and/or creative activity;
5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. collaborate and create positive relations within the school, community and profession in which they work.

Information Processing Models:

Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp. 10-13)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson.

Course Description: (3-0-3) Provides experiences in defining problems and in using research techniques in writing, interpreting, and evaluating research in elementary education.

Purpose of the Course: This course covers introductory material as critical consumers of research in preparation for being creators of research. It will serve as an overview of trends and issues, terminology, methods, approaches, and techniques for research. The thesis (ELE 5950) or applied/action research (ELE 5900) will be the culminating application of research concepts learned within this course.

Course Outcomes:

- Explore various types of academic research as to their usefulness for best practice in the field.
- Use an inquiry-based framework for identifying, synthesizing and critiquing quality research studies including meta-analyses.
- Explore issues such as dispositions, ethics, social justice, and diversity as these pertain to educational research.
- Examine information on pedagogy, assessment, and evaluation as well as current issues in education through a research lens.
- Engage in scholarly writing.

- Articulate and define one's own philosophical, sociological, and psychological perspectives in light of research.
- Interpret psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors and correlations, etc.

Textbooks:

1. Patten, M.L. (2014). *Understanding Research Methods* (9th ed.). Glendale, CA: Pycszak Publishing.
2. American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Supplemental Materials:

Action Research Handbook (Available at <http://www.eiu.edu/elegrad/Action%20Research%20Handbook%20-%20March%2027%202015%20Final%20Version.pdf>)

Thesis Manual (Available at http://www.eiu.edu/graduate/pdf/thesisresearch_manual.pdf)

Research in Action (Online Department Journal available at <http://www.eiu.edu/researchinaction/index.php>)

Course (Core) Requirement	Demonstrated Competencies	Graduate Standards
IRB Human Subjects Training	<p>The student will:</p> <ul style="list-style-type: none"> • know the guidelines for human subject protection and ethical issues <p>The student will:</p> <ul style="list-style-type: none"> • complete the EIU on-line training for IRB (Human Subjects) • review IRB Form B to ensure that planned research falls under exempt category 	<p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>4.a. an understanding of the role of research in the discipline</p>
Research concepts and type of Research	Students will demonstrate the ability to synthesize and present key research concepts to peers.	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>3.c. effective, fair and honest communication considering not only the message, but the audience</p>
APA Exercises	Students will demonstrate the ability to use the APA style format in their writing.	<p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity and professionalism</p>

<p>Understanding data-driven decision making and interpretation in education</p>	<p>Students will demonstrate the ability to critically examine and interpret education-related data. Students will be required to use the most current APA manual.</p>	<ul style="list-style-type: none"> 1.b. effective use of technology as appropriate 1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through their honesty, integrity and professionalism 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.b. effective written communication skills 3.c. effective, fair and honest communication considering not only the message, but the audience 4.a. an understanding of the role of research in the discipline
<p>Review of Relevant Literature</p>	<p>Student will demonstrate the ability to use on-line resources to search for research studies and synthesize relevant information related to a specific topic. Research articles need to include quantitative, qualitative, and action research studies. Students will be required to use the most current APA manual.</p>	<ul style="list-style-type: none"> 1.a. a depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 1.c. the ability to apply content knowledge to practice 2.a. critical thinking and problem solving 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline
<p>Autobiographical Reflection on Research Connections to One’s Own Practice by developing a prospectus for Action Research or Thesis</p>	<p>Students will write a prospectus paper analyzing how their educational and experiential background might direct their line of research which will inform their practice.</p>	<ul style="list-style-type: none"> 1.c. the ability to apply content knowledge to practice 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.a. effective oral communication skills 3.b. effective written communication skills 3.c. effective, fair and honest communication considering not only the message, but the audience 4.a. an understanding of the role of research in the discipline
<p>Quiz and Final Exam</p>	<p>Performance includes response to the following requirements: 1. Chapter quizzes</p>	<ul style="list-style-type: none"> 1.d. an understanding and respect for professional ethics in the discipline

	2. Final exam	<p>1.e a respect for the professional environment through their honesty, integrity and professionalism</p> <p>5.a an understanding of individual differences in clientele</p> <p>5.b a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</p> <p>6.a the ability to collaborate with other professionals to promote success of their clientele</p>
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Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a “spiral curriculum”. The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

Course (Core) Requirement	Brief Description [Details of the assignments are describe in the Course Assignment]	Point Values (Approximate Weight)	Due Dates
Understanding data-driven decision making in education	Students will demonstrate the ability to critically examine and interpret education-related data.	20 pts. (10%)	1/28/18
APA Exercises	Students will be engaged in practice exercises to develop competency in APA style format.	20 pts. (10%)	2/11/18
Data Analysis	Analyze statistical analysis for the quantitative data and qualitative data.	25 pts. (25%)	3/25/18
Review of Relevant Literature	Students will write a literature review on topic they plan to write for Action Research or Thesis based on a minimum of ten (from peer-reviewed research journals) to interpret, summarize and reflect upon. Articles must include both quantitative and qualitative studies. Students will be required to use the most current APA manual.	20 pts. (10%)	4/22/18
IRB Human Subjects Training	Student will complete the EIU on-line training for IRB (Human Subjects) and review IRB Form B to ensure that planned research falls under the exempt category.	10 pts. (5%)	4/15/18
Quiz	Student will answer quiz on the assigned chapters	40 pts. (20 %)	1/21 2/11 2/18

			2/25 3/4
Final Exam: Action Research or Thesis Prospectus	Students will write a prospectus for Action Research or Thesis. Components include title, purpose/objectives, research questions, hypotheses, theoretical framework, and methods (sample, instrument, data collection procedures, data analysis, and reference list).	50 pts. (25%)	4/29

Instructor's Policies for the Course (i.e., attendance and late assignments):

Late Assignment Policy: This class utilized the D2L. All assignments are due on the date indicated in the D2L and must submit in D2L. **NO LATE WORK WILL BE ACCEPTED**

Grading Scale: 93% or above = A 85-92% = B 77-84% = C 69-76% = D Below 68% = F

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

Students with Disabilities- If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Course Outline

Class Session	Topic(s)	Readings & Assignments
Week/Module 1 1/8/18	Course Introduction Characteristics of Research Type of Research Rationale for the Use of Research Use of Research in American Schools and Classrooms How research has informed practice in education: Review of What Works Clearing House: http://ies.ed.gov/ncee/wwc/ Interpreting Public Data Reports Practice: research studies from http://ies.ed.gov/ncee/wwc/ Action Research OR Thesis	APA Chapter 1 Patten -U.R.M. topics 1-4 Patten -U.R.M. topics 41-46 Patten -U.R.M: Appendix A
Week/Module 2 1/16/18	Begin discussion about American Psychological Association (APA) format Rationale for using APA style Review of the APA Manual Identify elements of professional writing Practice APA style	APA Chapter 2 Patten -U.R.M. topics 5-8 Patten -U.R.M. Appendix I Quiz 1:Type of Research
Week/Module 3	Searching for Research Publications Online Technology tools and services for Research	APA Chapter 3 Patten -U.R.M. topics 9-13

1/22/18	<p>Resources available at EIU Library</p> <p>http://ies.ed.gov/ncee/wwc http://nces.ed.gov/surveys/sass http://www.library.eiu.edu/welcome.php</p> <p>Selecting articles for reviews Explore individually to select articles for review</p> <p>Differentiating between kinds of research Differentiating between kinds of professional writing</p>	<p>& Appendix A</p> <p>Refine topic of interest</p> <p>Patten -U.R.M: Appendix A</p> <p>Patten -U.R.M. topics 2-4</p>
<p>Week/Module 4</p> <p>1/29/18</p>	<p>Research publications</p> <ul style="list-style-type: none"> -Overview of elements of research reports -Selecting articles for reviews <p>Identify type & approach of research Abstract for research Developing purpose and rationale for the research Developing questions for research Identifying the research methodology based on the questions Characteristics of good research</p> <p>Practice: Develop rationale, purpose of research and formulate research questions for Action Research or Thesis</p>	<p>Patten -U.R.M. topics 5-13</p>
<p>Week/Module 5</p> <p>2/5/18</p>	<p>Literature Review</p> <ul style="list-style-type: none"> -Reviewing and analyzing component of literature -APA considerations for literature review <p>Practice: Developing theoretical framework or conceptual framework for Action Research or Thesis</p>	<p>APA Chapter 4</p> <p>Patten -U.R.M. topics 14-19 Patten -U.R.M. topics 20-23</p> <p>Patten -U.R.M: Appendix C</p> <p>Quiz 2 : APA</p>
<p>Week/Module 6</p> <p>2/12/18</p>	<p>Quantitative Approach of Research:</p> <ul style="list-style-type: none"> -Reliability & Validity of quantitative approach -Rationale, purpose, research questions, & hypotheses <p>Practice: checking the reliability and validity of instruments will be used for Action Research or Thesis</p>	<p>Patten -U.R.M. topics 31-40</p> <p>Quiz 3: Reliability & Validity</p>
<p>Week/Module 7</p> <p>2/19/18</p>	<p>Quantitative Approach of Research: continued</p> <p>Methods:</p> <ul style="list-style-type: none"> -Sampling procedures -Different kinds of sampling methods -Rationale for selecting samples -Instruments -Data Source and data collection procedures -Results -Considerations when reporting results, implications, limitations and recommendations <p>Practice: Writing; 1. Methods-sample and instrument</p>	<p>Patten -U.R.M. topics 24-30 64-70 Patten -U.R.M. topics 24-30</p> <p>Patten -U.R.M. topics 75-82</p> <p>Quiz 4: sampling</p>

	Thesis Manual: http://www.eiu.edu/graduate/pdf/thesisresearch_manual.pdf and http://www.eiu.edu/graduate/students_thesisresearch.php	
	Lit review final draft due Prospectus for Action Research or Thesis -first draft due	
Week/Module 13 4/9/18	Ethics of Research & Institutional Review Board (IRB) IRB training: https://about.citiprogram.org/en/homepage/ 3 Modules: 1.Assessing Risk 2.Informed Consent 3.Privacy and Confidentiality Prospectus for Action Research or Thesis – second draft due	APA Chapters 5 & 6 Patten- Topics 71-78 Prospectus second draft due
Week/Module 14 4/16/18	Literature Review due on 4/22/18	APA check sheets
Week/Module 15 4/23/18	Prospectus for Action Research or Thesis due on 4/29/18	

The Professor reserves the right to modify and or adjust the assignments and /or lecture schedules as deemed necessary or appropriate in order to maximize learning. The Professor will inform students of any changes.

Bibliography

*Denotes Unit Conceptual Framework References

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Recommended Peer-Reviewed Journals:

- American Educational Research Journal - AERA
- Educational Action Research - CARN (Collaborative Action Research Network)
- Educational Researchers - AERA
- Mixed Methods International Research Association <http://mmira.wildapricot.org>
- Association for Qualitative Research <http://aqr.org.au>
- AERA Qualitative SIG <http://aeraqrsig.org>
- Review of Educational Research – AERA (American Education Research Association)

ELE 5200-Spring 2018: Course Assignments: Guideline, Instruction, and Rubric

General Guideline

- All assignments must adhere to the APA 6th edition
- All assignments must have cover page except IRB
- All assignments must be submitted in d2l.

1. Data Driven Decision Making, 20 points

- **Title of the Study: Revisiting The Widget Effect: Teacher Evaluation Reforms and the Distribution of Teacher Effectiveness. The study posted on d2l**
- Students will demonstrate the ability to critically examine and interpret an education-related data based on the following items:

	Item	Emerging	Developing	Exemplary
1	Explain what are the rationales of the study? Explain why the topic is being discuss? Explain how is the topic related/relevant to your teaching	1	2	3
2	Explain what are the intent/purpose of the study?	0	1	2
3	Interpret the data from the figures 1 and 2. What do the scores, numbers, percentage in the figures mean?	2	6	10

4	Discuss are TWO findings of the study	1	3	5
	Total			20

- Write the answers in the report format. Use question items as heading of the report.

2. American Psychological Association (APA), 20 points

Instruction: Review a study titled, Examination of the Effectiveness of Close Reading of Nonfiction Text and answer the questions in the figure below. Write the correct answers in column 3. The study posted on d21

#	Question	Correct APA	Point
1	Find two errors in the abstract section, p.2		4
2	Find two errors in the in citations in the part of Literature Review Section Nonfiction Text: “A Shift in the Standards” (limit pages 4 – 7).		4
3	On the Reference page, page # 31, find two APA errors		4
4	Find two errors on Figure 2 and Table 1		4
5	Find two errors on the Findings section, p, 27.		4
	Total		20

3. Data Analysis, 50 points

Question:

- Analyze statistical analysis for the quantitative data and coding analysis for qualitative data.

Instruction

- Analyze two statistical analysis for the quantitative data and two data analysis for qualitative data.
- This assignment is consisted of two exercises (one from each research approach)
- Example of statistical analyses: find percentage, frequencies, mean, mean range, standard deviation, create coding level 1, coding level 2, themes, etc)
- Create tables for quantitative research and coding analysis for qualitative
- Interpret the data from one table and one coding/theme

A. Quantitative Data- (10 points)

Below is the raw scores from math test.

48 44 48 49 40 37 32 34 45 31

Find:

- a. n =total
- b. f =frequency
- c. % =percentage

\bar{X} = mean

SD = standard deviation

Create table based on the above data using APA format. Refer to APA book the elements and format of creating table, p. 129-132 – (20 points):

- a. Put title and table number
- b. Create graph (bar/pie chart/ line graphs) based on the above data using Excel (6 points):
 - Put title
 - Label Axis X and Axis Y
 - Put key
- c. Interpret THREE information of the data from the TABLE you created (9 points):

B. Qualitative Data:

Title: School District Educational Infrastructure and Change at Scale: Teacher Peer Interactions and Their Beliefs About Mathematics Instruction. James P. Spillane, Megan Hopkins, Tracy M. Sweet First Published December 12, 2017, American Educational Research Journal

District leaders intentionally selected teachers to serve on the mathematics leadership committee who were known as informal math leaders in their schools. District leaders supported teachers' capacity to take up this work by providing opportunities to learn about reform-oriented approaches to teaching mathematics. Mary, a teacher who served on the committee and later became a math coach, noted how influential these supports were, which were based on the principles and practices supported by the NCTM: "We studied NCTM's principles, and that was when [the committee's] philosophy began to change to focus on their five practices—reasoning, representing, communication [*sic*]." As the committee's philosophy changed to a more reform-based approach, district leaders offered members the opportunity to participate in the master's program at the local university, which Mary noted both supported and extended the committee's work:

Then the master's program came at a perfect time because the district wanted to shift in that direction. We began that process together, knowing that math was much more than just showing kids what to do. We began to make that shift. Then we went through the program and continued to deepen our understanding and philosophical change.

District leaders intended committee members to serve as boundary spanners connecting the curriculum they selected to schools: “The curriculum will be pushed out as a district, and when I say district it will come from the leadership committee, [including] math coaches, and then pushed out into the buildings” (Georgia, elementary curriculum director). Committee members understood their boundary spanning role as one member described it, “to come back and . . . be the math leaders in our building” (Emily, committee member and math coach). Part of their work as math leaders included developing teachers’ capacity to implement the new curriculum via professional development as well as participation in PLCs. As Jodie, a special education teacher and committee member, shared:

We’re given a lot of training in the committee that we’re expected to bring back to the buildings, and so we hear about a lot of things . . . in committee meetings . . . I think that deepens the understanding and kind of the light bulb goes on of, “These are things I need to be doing.”

The committee also facilitated bidirectional coordination between teachers and district leaders. An explicit aspect of committee members’ work in schools was to gather feedback from teachers about curriculum implementation and bring it back to the committee to address. Katie, a Grade 6 teacher, explained how her grade-level peer who served on the committee was her “lifeline” to get information about mathematics instruction to the district office:

I talk to . . . the other sixth grade teacher because she is on the committee . . . that’s who I go to because she’s kind of the lifeline to the curriculum department at central office. I’ll tell her that I really struggled with [the curriculum unit].

Based on the data above:

- a. Create coding level 1(open coding) , coding level 2 (axial coding) [10 points]
- b. Create TWO themes for the study [10 points]

4. Literature Review, 20 points

- Student will demonstrate the ability to use on-line resources to search for research studies/ articles from peer-reviewed journals.
- Research articles need to include quantitative, qualitative and/or action research studies
- Students will write a research paper to analyze educational literature by interpreting and synthesizing research results to demonstrate understanding of research studies related to specific topic
- A minimum of 10 studies in the last 7 years except landmark studies
- A minimum of 3,500 words including reference list
- Reference: a minimum of 10 current references
- Must have title page on a separate page.
- Use headings and sub-heading to guide readers.

Literature Review Rubric, 20 points

Aspect	Developing	Emerging	Exemplary
Introduction (2 pts): Clear overview of paper, demonstrates importance of topic	1	2	3
Body (10 pts): <ul style="list-style-type: none"> - Balanced Viewpoint: Objective, balanced view from various perspectives - Coherent Theme: Each cited study related to the topic and to other studies - Depth and Breadth of Research: Variety of Studies and attention to detail about the topic - Analysis and Synthesis: Collection of Studies analyzed for differences and commonalities about the topic 	2-5	6-9	10
Conclusion (1 pt.): Information brought to a logical conclusion	0	1	2
Mechanics/APA (2 pts): <ul style="list-style-type: none"> - Correct Spelling, punctuation, sentence structure, word usage - Correct use of APA in body and in title page - References correctly made as per APA style; correct number of references 	1	2-4	5
Total	4-7	11-19	20

5. Institutional Review Board (IRB)-CITI Training, 10 points

Complete the EIU on-line training for IRB (Human Subjects):

- a. The link will take you directly to the CITI Program home page, where you will find a Register button in the upper right hand corner. The students will need to start their training by **registering** for an account:

<https://about.citiprogram.org/en/homepage/>

- b. After you log in, go to CITI Course Enrollment Procedures. Then go to Course Enrollment Question.
- c. Go to Question 1: Protection of Human Research Subject. Take training and quiz on 3 modules :
 - i. Assessing Risk
 - ii. Informed Consent
 - iii. Privacy and Confidentiality
- d. Submit, check your scores, and print the certificate.

6. Quiz, 40 points

- A total of 5 quizzes will be given throughout the course
- Type of questions: multiple choice

# of Quiz	Topic	Due Date	Total Question	Point
1	The Nature of Educational Research	1/21	5	5
2	APA format	2/11	12	12
3	Reliability and Validity	2/18	4	4
4	Sampling/Participant	2/25	12	12
5	Statistical Technique	3/4	7	7
Total			40	40

7. Action Research or Thesis Prospectus, 50 points

- Students will write a prospectus for Action Research or Thesis.
- Components include title, purpose/objectives, research questions, hypotheses, theoretical framework, and methods (sample, instrument, data collection procedures, data analysis, and reference list).
- Samples of quantitative and qualitative approaches for Thesis and Action Research are posted on d21 under Module #
- Instruction and direction of the module are as follow:

Action Research/ Thesis Prospectus Rubric

Component	Point	Developing	Emerging	Exemplary
Title	2	1	2-4	5
Purpose/Objective/Intent	3	1	2-4	5
Rationale Or Hypotheses (if your study requires this)	5	1	2-4	5
Research Questions	5	1-2	3-4	5
Theoretical Framework for Quantitative Approach Or Conceptual Framework for Qualitative Approach	10	1-2	3-3	5
Methods: <ul style="list-style-type: none"> • Sample selection and setting • Instrument • Data collection procedures • Data analysis 	20	4-8	9-17	18-20
Reference list	5	1-2	3-4	5
Total	50	10-17	24-40	48-50

