Course Description:
This course provides an overview of the expectations of an advanced degree program and an opportunity to acquire the necessary skills and knowledge to complete the program successfully.

Texts:

Objective of the Course:
- Explore and set the expectation of graduate study as both an opportunity to consume and to create research.
- Explore various types of academic research and guide students in beginning to think about options for their own research in the program.
- Identify at least three current outstanding researchers in elementary education and explain why their work is significant.
- Use an inquiry-based framework for identifying and critiquing quality research studies.
- Explore issues such as dispositions, ethics, social justice, and diversity as these pertain to the field of education and educational research.
- Examine information on pedagogy, assessment, and evaluation as well as procedures used, and implications.
- Engage in a scholarly writing exercise and investigate options for publishing.
- Participate with colleagues in research-based group projects concerning current issues in education.

Assessment:
Students will be assessed on in-class assignments, critiques of research articles, a research paper (suggested 7-10 pages), as well as reports, class projects, journals, presentations involving group problem solving and examinations.

Specific Course Assignments:
- Research Paper (7-10 pages long) written in APA 5th edition. At least 10 sources are required. Please use only primary sources (no digests) and read the entire article, not only the abstract. Use of the APA Manual is necessary to make sure appropriate format is used. A Power Point presentation is required to highlight the main focus and ideas of the paper.
  Include the following components:
  - Research question (primary and secondary, if applicable)
  - Purpose of study
  - Planned action(s)
  - Evaluation techniques--triangulation
  - Review of the literature
- Journal Article Reviews: Select two journal articles to report to the class. Use the suggested format.
- SPSS practice in class/ Turn-It-In practice in class
- Class participation/attendance is required.
- Group work/projects in class/group/partner questions to answer as exams (2)

**Class Schedule: Tentative schedule—may change if necessary**

**January 9**
Discuss syllabus, expectations of graduate level study, resources within the department and the university, ethics, social justice, equality and diversity
Chapter 1: Research Methods in Education

**January 16**
Library night—Booth Library—meet in the Teacher’s Center at 4:15
Chapter 2: Generating Research Ideas through Reflection
Read Action Research Studies (2)
Describe the problem that was identified by the researcher.
Describe the actions that were taken by the researcher during the study.
Describe the evaluation techniques used—type of data/how analyzed.
Describe the researcher’s reflections at the conclusion of the study.
Which studies can impact school improvement and lead to teacher empowerment?

**January 23**
Chapter 3: Connecting Theory and Action: Reviewing the Literature

**January 30**
Chapter 4: Initial Planning of the Action Research Study
Begin Lit Review—Initiating questions
What was learned from the literature review?
Paragraph on the Purpose of the Study

**February 6**
SPSS Training and Practice—Dr. Bower

**February 13**
Chapter 5: Strategies for Collecting Data
Look at rubrics (pg. 78)
Who will be in the study?
What you want to observe and/or change?
Who you want to observe?
Your role in the observation

**February 20**
Turn-it-in Training, Individual reports on progress of research papers

**February 27**
Partner/Group Exam #1 (Chapters 1-5)

**March 13**
No class—Spring Break (March 12-16)

**March 20**
Chapter 6: Final Planning Before Implementation of the Study
Types of validity
Timeline
Informed Consent Form
IRB

**March 27**
Chapter 7: Strategies for Data Analysis—SPSS
Chapter 8: Writing and Disseminating the Action Research Report
April 3  Review of all chapters for exam
     Qualitative, Quantitative, and Action Research
     Key elements in scholarly writing
     Journal Article Reviews (2) orally given by students—relate to your topic

April 10  Presentation of research papers (1/2 the class)

April 17  Partner/Group Exam #2 (Chapters 6-8)

April 24  Presentation of research papers (1/2 the class)
          Class response sheet about this class—Purdues

May 1    Last night

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GRADING:
94-100 = A
86-93 = B
76-85 = C

Attendance/participation  75 pts. (5 pts. awarded for each night of attendance)
SPSS                    25
Turn-It-In              25
Article Reviews         20
Research Paper          100
Power Point (explaining research paper)  25
Group work in class     40
Group/partner exams in class (2)  100
                                      410 pts.

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