

St. John's University
Center for Educational Leadership and Accountability
Oakdale Campus

EDU 7901 Advanced Educational Research Design
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Office Hours: By Appointment

Course Objective: The purpose of this course is to extend students understanding of the research process and to sharpen their ability to design either a quantitative or qualitative study as a possible research strategy focused on a question of educational importance.

In addition to a careful study of text materials, a workshop on the use of the library/internet as research tool, critical class discussions of alternative approaches to research, a practical assignment to engage students in the production of a research proposal, we anticipate that there will also be opportunities to exchange with several individuals who have recently conducted or are in the process of conducting educational research.

Required Text for Class Sessions: Text Only

Jack R. Fraenkel and Norman E. Wallen, How to Design and Evaluate Research in Education, **sixth edition**, Boston: McGraw-Hill

References and resources for class discussions:

Robert K. Yin, Case Study Research: Design and Methods. Sage Publications. Various editions.

Michael Quinn Patton, How to Use Qualitative Methods in Evaluation. Sage Publications

J. Amos Hatch, Doing Qualitative Research in Education Settings. Albany, University of New York Press. 2002

John W. Best and James V. Kahn, *Research in Education*. Sixth edition. Englewood Cliffs, NJ. 1989

Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*. Eighth edition. Upper Saddle River, NJ.: Pearson Prentice Hall, 2005.

Course Calendar with Topics –
Organized in terms of the Chapters of a Dissertation

Session 1: Friday Evening, December 8

The Nature of Research: From Leedy
Paradigms of Research: From Hatch
Orientations to Truth and Knowledge
Distinctions Between Quantitative and Qualitative Research
The Nature of Educational Research: Fraenkel/Wallen Chapter 1
The Research Problem: Fraenkel/Wallen Chapter 2
Questions Worth Asking: The End of Chapter I
Initial Statements from Cohort Members: Please, come prepared to present the research question that will be the focus of your dissertation.

Session 2: Saturday Morning, December 9

Review of the Research Report: Its Sections and Functions

Focus of the Session: What does your research question mean? How does it relate to professional knowledge? How do you want another professional to interpret it?

Converting Good Question into Variables/ Key Concepts
Fraenkel/Wallen Chapter 3
Relationships: Independent and Dependent and Others
Search for Meaning: Literature
Possible Frames of Reference
Bolman and Deal 4 Frames
Carlson's Frames and Key Questions
Deborah Stone's Political Policy Paradox
Clarence Stone's Civic Capacity
Popkewitz's Types of Culture
Coleman's Functional Community and Putnam's Social Capital

Sergiovanni's Community Building
Ron Ferguson's Tri-Pod Theory
Bryk and Schneider's Trust
Other Frames Identified by the Cohort

Sources: Review of the Relevant Literature
Fraenkel/Wallen, Chapter 5
Use of The Internet and the University Library
Workshop conducted by University eBrarian Charles Livermore

Session 3: Saturday Afternoon, December 9

Explaining how the question works.
Summary of Library Search for Concepts in Your Question
Construction of Visual Model of Concepts and Relationships for Chapter II
Presentation of Individual Models/Frameworks for Research

Session 4: Sunday Morning, December 10

How will you answer the question? Why should we trust the answer?
Chapter III for Quantitative Approaches to Questions
Basics: Fraenkel/Wallen Chapters 6,7,8 and 9
Experimental Designs: Fraenkel/Wallen Chapter 13
Characteristics and Requirements
Weak and True
Single Subject Research (Fraenkel/Wallen Chapter14)
Correlational Research (Fraenkel/Wallen Chapter15)
Prof. Hughes Almanac and MapInfo
Tim Hearn's Research
Causal-Comparative Research (Fraenkel/Wallen Chapter 16)
Survey Research (Fraenkel/Wallen Chapter 17)

Session 5: Sunday Afternoon, December 10

Data Analysis: Fraenkel/Wallen
Descriptive Statistics Chapter 10
Inferential Statistics Chapter11
Statistics in Perspective Chapter 12

Session 1: Friday Evening, January 12

Chapter III for Qualitative Approaches to Questions
Nature of Qualitative Research: Fraenkel/Wallen Chapter 18
Doing “Bins” as Inductive Research and as Typological
Applying and Presenting a Coding System

Session 2: Saturday Morning, January 13

20 Kinds of Qualitative Studies: Hatch et al.

See copy for definitions [C= Cresswell Traditions] {FW} = Fraenkel/Wallen}
(BK) = Best/Kahn

1. Ethnographies[C] {FW} (BK)
2. Micro ethnographies
3. Ethnomethodology
4. Participant Observation Studies{FW}
5. Interview Studies{FW}
6. Focus Group Studies
7. Artifact Analysis
8. Historical Studies and Historiography {FW}
9. Grounded Theory Studies [C]
10. Naturalistic Inquiry
11. Symbolic Interaction Studies
12. Narrative Studies
13. Educational Criticism
14. Phenomenological Studies [C]
15. Case Studies [C] (BK)
16. Action Research Projects {FW}
17. Collaborative Studies
18. [C] Biography
19. {FW} Content Analysis (BK)
20. (BK) Assessment and Evaluative

Session 3: Saturday Afternoon, January 13

Continuation of Qualitative Models

Session 4: Sunday Morning, January 14

Formal Presentations and Critiques of Proposals

Session 5: Sunday Afternoon, January 14

Continuation: Formal Presentations and Critiques of Proposals