

Inquiry II 15:255:602
3 Credits
Spring 2016
Tuesdays 4:50-7:30pm
Scott Hall Room 119

Instructors: Sharon Ryan Drew Gitomer	Sharon.ryan@gse.rutgers.edu drew.gitomer@gse.rutgers.edu
Phone Number (848) 932-0808 (848) 932-0642	10 Seminary Pl Rm 239 10 Seminary Pl Rm 9
Office Hours: by appointment	Prerequisites or other limitations: A student must be admitted to the Ed.D. program and have completed all requirements for 255:603 Inquiry I
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Learning Goals

The goal of the Rutgers Ed.D. program is to create educational leaders who are agents of change. Inquiry II specifically addresses the Ed.D. program goal of helping students to produce and use research efficiently and effectively to solve problems of practice.

To achieve this goal, students will:

- a) deepen their understanding of research designs to investigate problems of practice;
- b) develop their skills at framing a problem of practice by reviewing literature and using theory;

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- c) learn and practice quantitative and qualitative approaches to data analysis;
 - d) become familiar with different software packages used for data analysis;
 - e) practice writing and presenting research to stakeholder groups; and
 - f) continue to revise and deepen their own research designs.

Course Description

Education leaders are constantly trying to produce better results by improving policies, programs, and practices. This requires that they understand what is working for whom and why, as well as what kinds of processes might be contributing to various problems of practice. This course builds on Inquiry I where students learned about quantitative, qualitative, and mixed methods research designs to inform problems of practice. In this class students will continue to deepen their understandings of the components of research design, particularly data analysis, writing, and presentation of findings. Students will learn about the various phases of data analysis by conducting quantitative and qualitative analysis of a data set. Students will also continue to revise and deepen their own research designs by adding in data analysis and validity and reliability procedures.

Class Materials

Required Books

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Online Readings

Readings are posted in “resources” by week on the Sakai course webpage. These are:

Creswell, J. W., & Plano-Clark, V. L. (2007). Analyzing data in mixed methods research. In J. W. Creswell & V. L. Plano-Clark (Eds.), *Designing and conducting mixed methods research* (pp. 128–135). Thousand Oaks, CA: Sage.

Hays, D. G., & Singh, A. A. (2012). The basics of qualitative data management and analysis. In D. G. Hays & A. A. Singh (Eds.), *Qualitative inquiry in clinical and educational settings* (pp. 292–336). New York, NY: Guilford.

Lauer, P. (2004). *A policymakers' primer on educational research: How to understand, evaluate and use it*. Honolulu, HI: Mid-continent Research for Education and Learning. Retrieved from <http://files.eric.ed.gov/fulltext/ED518626.pdf>

Merriam S. (2009). Dealing with validity, reliability and ethics. In S. Merriam (Ed.), *Qualitative research: A guide to design and implementation* (pp. 209–235). San Francisco, CA: Jossey-Bass.

Merriam, S. (2009). Qualitative data analysis. In S. Merriam (Ed.), *Qualitative research: A guide to design and implementation* (pp. 169–208). San Francisco, CA: Jossey-Bass.

Peshkin, A. (2000). The nature of interpretation in qualitative research. *Educational Researcher*, 29(9), 5–9. Retrieved from <http://edr.sagepub.com/content/29/9/5.full.pdf+html>

Statistical Analysis Software Package

All students must obtain SPSS and Dedoose, programs that help with analysis of data. SPSS is available at apps.rutgers.edu. The GSE will set you all up with Dedoose accounts.

Grading and Activities

Your course final grade will be based on:

Activity	Total points
Attendance, participation	10 points
Research article critique	25 points
Collecting, analyzing, and presenting evaluation data	35 points
Revised research design	<u>30 points</u>
	100 points

Evaluation of Written Work

These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
 - Clarity and organization of writing
 - Conciseness: Try to write in a non-repetitious way.
 - Completeness and depth: Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
 - Independent judgment: Don't simply repeat information presented by others. Critically evaluate strengths and weaknesses, and support opinions with your own reasons.
 - Relevance: Connections between your work and the content and organization of this class should be clear.
 - Attention to professional style: Papers must be typed and are required to follow APA format.
 - Timeliness: All work is due on the date assigned. We understand the demands of working professionals so if you need an extension of time on an assignment, please contact one of us in advance of the due date to discuss a possible extension.
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Letter Grade Equivalents

93–100	A
88–92	B+
83–87	B
78–82	C+
73–77	C
68–72	D+
60–67	D
Below 60	F

Description of Activities

Class Participation (10%)

Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings and to participate in class activities. You will be graded on your individual contributions. We understand that you are busy professionals but encourage you to try and attend every class session. If you must miss a class please make sure that you talk to a fellow student or reach out to one of us to help you catch up on what was discussed in your absence. If you miss more than one class during the semester without a bona fide reason your grade for the course will automatically be reduced by 2 points per class.

Research Article Critique (25%)

Write a critique of a recently published (last 5–10 years) **refereed** research article on an educational topic related to your proposed study. Your 5 to 8 page **critique** of the research study will first identify the topic and argument of the study (that is, the question or problem it addresses). In addition, your critique will **explain** and **evaluate**: the literature review and theoretical framework, the methods used by the authors to conduct the study, and the key findings and conclusions. Please note you are not reiterating what is reported in the research study but explaining its strengths and weaknesses. Questions you should be asking yourself as you read and write your critique include: Do the author(s) provide enough support for their argument? Do they explore the topic in enough depth? Are the research questions in keeping with the stated purposes? Is the literature review organized in a way that makes sense to the reader and supportive of the argument being made? Is the research reviewed of adequate quality? Is there a body of literature that could be reviewed that hasn't been, and why? What is the research design and methodological approach? Do the design and methods make sense given the research purposes? How were data analyzed, and what were the primary findings? To what extent are the findings in the research supported by the data analysis? Do the authors explain the strengths and weaknesses of the study? Are the conclusions drawn and recommendations for future research grounded in the literature reviewed and findings of the study?

Throughout the critique you should use class readings to support your argument, and you are to conclude the study critique with how it might be improved to be informative to your problem of practice.

Due: February 19, 2016

Analyzing Data and Presenting Research Task (35% total - paper 25%, presentation 10%)

This assignment is an extension of the interviewing and survey data collection assignment from the Inquiry I course. You will work in groups to analyze the interview and survey data collected from CEELO users using both qualitative and quantitative procedures. This analytic work will be done in class. After analyses are completed, each student is to write a research report that includes:

- the study's purposes and research questions;
- methodology: design, sample, data collection, data analysis, and steps taken to ensure validity supported by methodological literature;
- appropriate presentation of data in tables, figures, and text;
- a summary of the main findings with data to support these findings; and
- recommendations based on the findings for the CEELO leadership team.

Please note: Take the papers you wrote for the Inquiry I course and revise the first three sections (take out the reflections piece) before adding what is required for this assignment.

Each group is to prepare a presentation of their substantive findings for the class and CEELO stakeholders. You should support this presentation with a PowerPoint or other multimedia presentation. In developing the presentation, you must concisely, clearly, and convincingly convey the most important things the audience should learn.

Presentations of findings will be scheduled for weeks 14 and 15

Individual CEELO research reports due: April 22, 2016

Revised Research Plan (30%)

You are to revise and add to your research plan from the Inquiry I course. The final research plan should be approximately 25 pages (excluding reference list) and include the following sections:

A. Problem Statement and Research Questions

- State the purpose of your study by describing the problem in relation to research literature and the context in which you work to show why it is a problem that needs to be addressed.
 - Identify the research questions that will guide your study. Research questions should reflect the methodological orientation you are using. Qualitative research questions are usually stated as *what* or *how* questions; quantitative questions tend to be stated as hypotheses. Mixed methods will have a blend of question types.
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- Make sure to operationalize or define any constructs/variables.

B. Literature Review

- Write your review as a survey and **synthesis** of relevant literature (at least 25 empirical studies) informing your problem. It should be clear how all of the studies you identify for review are connected to the question or topic addressed in your problem statement.
- Group the studies into categories.
- Describe each theme or subgroup of studies that synthesizes the information they provide. This description should look across studies, not just list them, and should consider the theoretical perspectives and empirical methodologies employed, strengths and weaknesses, findings, agreements and disagreements, and implications for your study.
- Provide a concluding section that summarizes what the research as a whole leads you to believe about where there is agreement and disagreement around your problem of practice. What are the strengths and weaknesses of the literature as whole? How does the literature inform your study?

C. Theory-based Logic Model

- Explain the theoretical framework that guides your study. This theory may be a formal theory, like Vygotsky's theory of human development, or it may be a blending of concepts and theories that you put together to help frame how you are theorizing the problem. Often the theoretical framework comes from one or more prior studies that provide the springboard for your proposed study. The key assumptions underpinning your theory and the relations between these key assumptions should be explained. This theory helps tease apart the many different variables and/or factors related to the problem and inform the methodology to be used.

D. Methodology

- **Research Design**

Specify the research design, including a justification and overview of the methods you will use to evaluate the process and outcomes of this program. How does your design reflect the goals or purposes of your study? How does the design operationalize important components of the logic model?

- What are the specifics of your research design? Don't just name general categories (e.g., qualitative, mixed-methods), but be sure to explain clearly what you will be doing so that a reader has a clear sense of what you are doing and why. How does your research design approach support the ability to answer your research questions?
- If you are using multiple methodological approaches (e.g., a mixed-methods design), explain how different methods contribute to addressing the research questions.

Remember to link the design to your research purposes.

- **Sampling Strategy, Sample Selection, and Recruitment**

- How and why will you select your participants? What criteria will you use? What is the sample designed to be a sample of? *All sampling decisions need to be justified in terms of usefulness (including ability to generalize to the population of interest).*
- How will you recruit and secure their participation?
- What are the characteristics of the sample: how many individuals/classrooms/schools/sites? Are there different groups/characteristics deliberately sampled in your design? What is the justification for those choices?
- How will you minimize factors that might influence the interpretation of your results (e.g., attrition, self-selection into the study)? Be sure to describe such potential issues in your study design.

- **Detailed Description of Data Collection Procedures.**

How will you collect your data? Describe your procedures in sufficient detail so that someone else can follow your recipe. Pilot testing is always a good idea.

- What is your approach(es) to data collection? Describe your procedures in detail (e.g., surveys, interviews, focus groups, tests, observations, document review).
- Will you use particular instruments (e.g., tests, surveys)? If yes, describe them and include them in an appendix. Report information available about the reliability and validity of the instruments.
- Will you follow some type of protocol (e.g., observations, interviews, focus groups)? If so, describe and include in an appendix.
- Describe procedures for developing and piloting any study instruments or protocols.
- How will you ensure confidentiality of participants?
- Are there risks to the participants, and, if so, how will you minimize them?

- **Description of Data Analysis Procedures**

Identify the specific steps you will take in conducting your analysis (use Creswell and Plano-Clark or Lauer to guide you). Try and outline what each step will entail and describe the “product” that you think will emerge from each step. Be sure to address how the steps move you toward addressing your research questions. If employing a quantitative design, what statistical analysis procedures might you use? If using qualitative procedures, how will you go about coding and then analyzing data for larger patterns?

- **Validity**

Describe how you will ensure validity throughout your research design. Here you must talk about specific procedures that are in keeping with quantitative, qualitative, or mixed methods designs.

Throughout your discussion of methodology please reference methodological literature to support your decisions.

Research plans due: May 6, 2016

Academic Integrity Policy

- All students must follow the RU Code of Student Conduct which can be accessed at: <http://studentconduct.rutgers.edu/university-code-of-student-conduct/>
- For information on the academic integrity policy and plagiarism, please go to: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Related regulations may also be found in the Rutgers Graduate School of Education Catalog. **Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through Sakai email.

Topic Outline/Schedule & Assignments

Class	Topic	Readings	Activities/ Assignments
1 1/19/2016	Individual feedback sessions on final research plans		Getting back into the inquiry groove
2 1/26/2016	Overview of the semester and syllabus Recapping where we have been and what we have learned Evaluating and critiquing a research study - what to pay attention to		Bring in research studies you have found to critique
3 2/2/2016	Different types of analyses Assessing strengths and weaknesses of methods Drawing conclusions from analysis: validity and rival explanations Conferring with client: what do they want to know?	<ul style="list-style-type: none"> Cresswell (2014) pp. 155-181 	Conferring with client about what they want to know
4 2/9/2016	General introduction to data analysis Qualitative analysis 1 Data organization and management	<ul style="list-style-type: none"> Creswell & Plano-Clark (2009) 	
5 2/16/2016	Qualitative analysis 2 - coding and category construction	<ul style="list-style-type: none"> Merriam (2009) Qualitative data analysis 	In-class work on CEELO data Research study critique is due at end of the week.
6 2/23/2016	Qualitative data analysis 3 Refining categories and using data displays	<ul style="list-style-type: none"> Hayes & Singh (2012) 	In-class work on CEELO data
7 3/1/2016	Qualitative part 4 Theory building and interpretation	<ul style="list-style-type: none"> Peshkin (2000) 	In-class work on CEELO data
8 3/8/2016	Validating the findings Writing up a qualitative study Conferring with client and getting feedback	<ul style="list-style-type: none"> Merriam (2009) Dealing with validity, reliability & ethics 	In-class work on CEELO data
9 3/22/2016	Analyzing quantitative data Building and cleaning a data set for analysis Conferring with client about what they want to know	<ul style="list-style-type: none"> Lauer (2004) pp. 37-38 	In-class work on CEELO data
10 3/29/2016	Analyzing quantitative data Simple descriptive statistics	<ul style="list-style-type: none"> Lauer (2004) pp. 37-39 	In-class work on CEELO data

Class	Topic	Readings	Activities/ Assignments
11 4/5/2016	Analyzing quantitative data Correlation and cross-tabs	<ul style="list-style-type: none"> Lauer (2004) pp. 39–45 	In-class work on CEELO data
12 4/12/2016	Analyzing quantitative data Regression Analysis	<ul style="list-style-type: none"> Lauer (2004) pp. 45–49 	In-class work on CEELO data
13 4/19/2016	Conferring with client and getting feedback Writing forms to present to different stakeholder groups.		Research reports from analyzing data task is due by end of week.
14 4/26/2016	Presenting results		In-class presentations
15 5/3/2016	Presenting results Presenting and communicating findings		In class presentations Research plans are due 5/6/2016.