



QATAR UNIVERSITY

COLLEGE OF EDUCATION

EDUC 606: Educational Research Methodologies (3CHS)

SEMESTER AND YEAR: Spring 2013

INSTRUCTORS: Dr. Maha Al-Hendawi

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OFFICE NUMBER: CED 218

CLASS MEETING TIME/LOCATION: Tuesdays, 3:30-6:00, CED 202

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES (Checked if addressed in this course)

Teaching

- 1. Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
- 2. Pedagogy:** Plan effective instruction to maximize student learning.
- 3. Technology:** Use current and emerging technologies in instructionally powerful ways.
- 4. Diversity:** Foster successful learning experiences for all students by addressing individual differences.

Scholarship

- 5. Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
- 6. Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources..

Leadership

- 7. Ethical Values:** Apply professional ethics in all educational contexts.
- 8. Initiative:** Lead positive change in education.

COURSE DESCRIPTION

This course provides an overview of research methods, designs, and techniques. Course content will include applying public information and research-based knowledge of issues and trends and use appropriate assessment strategies and research methodologies to address authentic issues in education. Students will also explore the use of action research as a means to improve teaching and learning.

COURSE OBJECTIVES

The objectives of this course are to enable candidates to:

1. Know how different research methodologies may be applied to educational research and the uses and limitations of such methodologies.
2. Reflect on the ethical principles of research.
3. Know how to use technology to gather and analyze data.
4. Review and critique educational research.
5. Understand the steps involved in conducting an action research project.

COURSE LEARNING OUTCOMES

By the end of this course, candidates will:

1. Design a qualitative and a quantitative research study.
2. Use public information and research-based knowledge of issues and trends to develop a research plan.
3. Analyze a set of data, using standard procedures of qualitative and quantitative research.
4. Use standard technology tools to develop instruments, organize and store data, conduct data analysis, and prepare research reports.
5. Read and critique published educational research.
6. Design an action research project.
7. Apply ethical principles in critiquing and in planning educational research.

USE OF BLACKBOARD

The course Blackboard site will be used for announcements, course resources, and assignments. Students will be expected to access the Blackboard site at least once per week.

WRITING HELP

The instructor has initiated a procedure to help students paraphrasing and using their own words which can be challenging especially when it is a second language. Students will be able to view the SafeAssignment Report (SR) which will help them to view the problems they might have in their papers. By viewing the SR, students will have the opportunity to correct and reduce the matching percentages to an acceptable/appropriate level. The procedure is, as follows. All assignments will be submitted on Blackboard, using SafeAssignment feature. Each assignment will have two submissions on SafeAssignment. The first one will be to check plagiarism/matching percentage. The students will upload their assignment to SafeAssignment, they will have the opportunity to view the SafeAssignment Reports. The students, then, must make all the necessary changes to minimize the matching percentage in their papers. Students then upload the final version of their work on SafeAssignment. The second submission is the final submission.

COURSE CONTENT AND CALENDAR

Week	Topics	Readings
1 February 12	Introduction to the course Special education research literature	Odom et al. (2005) Mastropieri et al. (2009) McLeskey (2004)
2 February 19	Single-subject designs	Horner et al. (2005) Ross & Horner (2009)
3 February 26	NO CLASS FIND A POTENTIAL ARTICLE FOR YOUR FIRST ASSIGNMENT AND IDENTIFY AN AREA OF RESEARCH FOR YOUR REVIEW AND PROJECT DESIGN	
4 March 5	Group experimental and quasi-experimental designs	Creighton, chapter 6 Gersten et al. (2005) Browder et al. (2008)
5 March 12	Non-experimental quantitative research	Creighton, chapters 4 and 5 Chapter from McMillan Study to be assigned
6 March 29	Qualitative research	Creighton, chapter 12 Brantlinger et al. (2005) Giangreco et al. (1993)
7 March 26	Action research Literature reviews	Mills, chapter 1 Cook et al. (2009)
April 2	NO CLASS	
8 April 9	Literature reviews Deciding on an area of focus Article critique assignment due	Mills, chapter 3
9 April 16	Data collection Ethics of research	Mills, chapters 2 and 4
10 April 23	Introduction to SPSS Data entry and analysis Literature review due	Creighton, chapters 2 and 3
11 April 30	Data analysis and interpretation	Mills, chapter 6 Creighton, chapter 7
12 May 7	Writing up research Data analysis assignment due	Mills, chapter 8
13 May 14	Supporting and disseminating research: grant proposals, presentation proposals, and submitting for publication	
14 May 21	Presentations of action research project designs Presentation assignment due	
May 28	Final Exam Week Action research project design due	

PLEASE NOTE: The class schedule and readings are subject to change for the improvement of the course.

TEXTBOOKS

- Creighton, T.B. (2007). *Schools and data: The educator's guide for using data to improve decision making* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Mills, G. E. (2011). *Action research: A guide for the teacher researcher* (3rd ed.). Upper Saddle River, NJ: Pearson.

COURSE GRADING SYSTEM

Critique of a Research Article	15 points
Literature Review	25 points
Quantitative Data Analysis	20 points
Presentation	10 points
Action Research Project Design	30 points

ASSIGNMENTS/ASSESSMENTS

1. **Critique of a research article.** You will choose a special education research article in your area of interest. You will then critique the research using the quality indicators for the study's design.
2. **Literature review.** Possibly as part of the action research project, you will conduct a review of pertinent literature relative to your area of research interest, with a particular focus on literature addressing the topic in the Arab world if available. Apply the Council for Exceptional Children's criteria for determining evidence-based practices if appropriate.
3. **Quantitative data analysis.** For this assignment you will analyze a small set of data and interpret the results.
4. **Presentation of the action research project design.** You will prepare and deliver a Powerpoint presentation on your action research project, simulating a presentation at a research conference.
5. **Action research project design.** This substantive paper on the action research project design will be in the form of the initial sections of a journal article—introduction to provide the rationale for conducting such a study, review of the literature, and methodology.

GRADING SYSTEM

A	=	100 - 90
B+	=	89.99 - 85
B	=	84.99 - 80
C+	=	79.99 - 75
C	=	74.99 - 70
D+	=	69.99 - 65
D	=	64.99 - 60
F	=	59.99 - 0

STUDENT POLICIES

ATTENDANCE

Each candidate is expected to attend class regularly, read all assigned materials and to contribute to class discussions. In case of missing a class, it is the candidate responsibility to find out what was missed and follow deadlines for handing any assignments. It is highly advised that candidates notify lecturer in advance of a possible absence. However, regulations of Qatar will be applied concerning absence for several occasions.

SPECIAL NEEDS

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University seeks to ensure fair and appropriate access to programs, services, facilities, and activities for students with special needs. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services to coordinate reasonable accommodations for students with documented disabilities.

Special Needs Section

Student Activities building

Men's Campus: 44033854, Fax: 44838925; Women's Campus: 44033843, Fax: 44839802; Email: specialneeds@qu.edu.qa; Office hours: 7:30 AM – 2:30 PM

STUDENT COMPLAINTS POLICY

Students at Qatar University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

ACADEMIC HONESTY

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. Academic dishonesty and plagiarism are described on **page 37 in the Qatar University Student Handbook**.

LEARNING SUPPORT

Qatar University operates Learning Support Centers on each campus to provide services to students to supplement their in-class instruction and ability to meet course requirements. These services include tutoring, acquiring efficient learning skills and strategies, academic and learning assessment (in conjunction with the Counseling Center), and writing labs and workshops. Information about the Learning Center may be found at <http://www.qu.edu.qa/students/services/slsc/>

COURSE MATRIX

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/Artifacts)
Content	7, 9	1, 4	5	Article Critique
Pedagogy	2	4	2, 5	Literature Review Action Project Research Design
Diversity	8	5	4, 5	Presentation
Problem Solving	3	3, 5	1, 2, 3, 4, 5, 6	Data Analysis Assignment Action Research Project Design
Ethical Values	12	2	7	Action Research Project Design

ADDITIONAL READINGS

- Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children, 71*(2), 195-207.
- Browder, D. M., Ahlgrim-Delzell, L., Courtade, G., Gibbs, S. L., & Flowers, C. (2008). Evaluation of the effectiveness of an early literacy program for students with significant developmental disabilities. *Exceptional Children, 75*(1), 33-52.
- Cook, B. G., Tankersley, M., & Landrum, T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children, 75*(3), 365-383.
- Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*(2), 149-164.
- Giangreco, M. F., Dennis, R., Cloninger, C., Edelman, S., & Schattman, R. (1993). "I've counted Jon": Transformational experiences of teachers educating students with disabilities. *Exceptional Children, 59*(4), 359-372.
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*(2), 165-179.
- Mastropieri, M. A., Berkeley, S., McDuffie, K. A., Graff, H., Marshak, L., Conners, N. A., Diamond, C. M., Simpkins, P., Bowdey, F. R., Fulcher, A., Scruggs, T. E., & Cuenca-Sanchez, Y. (2009). What is published in the field of special education? An analysis of 11 prominent journals. *Exceptional Children, 76*(1), 95-109.
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*(2), 137-148.
- Ross, S. W., & Horner, R. H. (2009). Bully prevention in positive behavior support. *Journal of Applied Behavior Analysis, 42*(4), 747-759.

Appendix

Professional Standards for School Leaders

1. Lead and manage learning and teaching in the school community.
2. Develop, communicate, and report on strategic vision and aims of the school and community.
3. Lead and manage change.
4. Lead and develop people and teams.
5. Develop and manage school-community relations.
6. Develop and manage resources.
7. Reflect on, evaluate, and improve leadership and management.

Qatar National Professional Standards for Teachers

1. Structure innovative and flexible learning experiences for individuals and groups of students.
2. Use teaching strategies and resources to engage students in effective learning.
3. Foster language literacy and numeracy development.
4. Create safe, supportive, and challenging learning environments.
5. Construct learning experiences that connect with the world beyond school.
6. Apply information and communication technology in managing student learning.
7. Assess and report on student learning.
8. Apply knowledge of students and how they learn to support student learning and development.
9. Apply teaching/subject area knowledge to support student learning.
10. Work as a member of professional teams.
11. Build partnerships with families and the community.
12. Reflect on, evaluate, and improve professional practice.