

**Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs**

**On-Ground
Techniques for Research
EDD 821
Fall 2021**

Instructor: Dr. Sue Hines

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Note: Email is my preferred method for contacting me. I will respond to your email within 12-24 hours.

Course Dates/Hours

Tuesdays 5:00-10:00pm

August 31 through October 19, 2021

Prerequisites or Concurrent Courses:

EDD 809 – Advanced Research Writing

Course Description

This course introduces the basic techniques needed to conduct organizational research. Fundamental elements such as research topic formulation, design validity and reliability, sampling, basic data analysis techniques of qualitative and quantitative research methodologies, and research ethics are investigated in preparation for the design of a scholarly research proposal.

Student Learning Objectives

Upon completion of the course, students should be able to:

1. Develop an effective research problem statement and research question
2. Evaluate basic data analysis techniques of qualitative and quantitative research strategies
3. Evaluate design validity and reliability
4. Evaluate sampling techniques
5. Apply critical thinking in a research context
6. Apply research ethics
7. Demonstrate the ability to design research proposals
8. Demonstrate appropriate APA style.

Required Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association*, (7th ed.). American Psychological Association. ISBN 9781433832154 ; 9781433832161

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education*, (10th ed.) McGraw-Hill. ISBN 978-1-259-91383-9; ISBN 125991383X

Merriam, S.B., Tisdell, E.J. (2016). *Qualitative Research: A guide to design and implementation*, (4th ed.). Jossey-Bass. ISBN 978-1-119-00361-8; ISBN 978-1-119-00365-6

Other Resources

Black, T.R. (2009), *Doing quantitative research in the social Sciences: An integrated approach to research design, measurement and statistics*. Sage. ISBN-13: 978-0761953531

Brewerton, P., & Millward, L. (2001). *Organizational research methods: A guide for students and researchers*. Sage.

Creswell, J. W. (2009). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*, (3rd ed.) Prentice Hall. ISBN-13: 978-0761971016

Glesne, C. (2006). *Becoming qualitative researchers*, (4th ed.). Prentice Hall. ISBN-13: 978-0133859393

Jackson, S.L. (2016). *Research methods and statistics: A critical thinking approach* (5th ed.). Cengage Learning. ISBN-13: 978-130525779

Moore, D. S.; Notz, W. I.; and Fligner, M. A. (2018). *The basic practice of statistics* (8th ed.). W.H. Freeman and Company. ISBN-13: 978-1319042578

Canvas Access

Canvas may be accessed from <https://smumn.instructure.com>

Technical Support

For technical support, contact our helpdesk at the following:

Email: helpdesk@smumn.edu
Website: [Helpdesk](#)
Phone: 612-728-5100: x7800, local Twin
Cities

Alt. Phone: 866-437-2788; Choose HelpDesk menu option

Student Expectations

- Please know everyone is expected to fully engage in this course and adhere to the assignment deadlines.
- Written course assignments need to be written in Microsoft Word and submitted to Canvas for grading. Please refrain from emailing or handing in a hard copy of your assignment to me.
- Course assignments are due on the designated due date. If you need a 2-3 day extension, please contact me for permission. If an assignment is submitted after the agreed upon extension date, a 10% reduction in points will be applied for each day it is late.
- Please know an Incomplete will only be considered for students who only have the final course assignment remaining.
- You can expect your assignments graded along with feedback within 7 days of submission.

Synopsis of Assignments

Readings

The syllabus course outline identifies the sections in the texts by Fraenkel, et al. (2019) and Merriam and Tisdell (2016) that need to be completed each week before our class meeting.

1. CITI certification. 20 points SLO 6 DUE DATE: Monday 9/13 @11:59pm

To conduct research at Saint Mary's University of Minnesota, the Collaborative Institutional Training Initiative (CITI) needs to be successfully completed. Upon successful completion, you will receive a CITI certificate from the CITI's website. This certificate is good for 3 years. The online training program focuses on various aspects of conducting ethical research. The training program/quizzes can be found at citiprogram.org. You will need to register to login to the program. Complete the training/quizzes and submit your certificate to our Canvas course site by Monday 9/13.

2. Qualitative Research Article Critique 25 point SLO 1,3,4,7 DUE DATE: Monday 9/20 @11:59pm

The purpose of this assignment is to apply your knowledge of qualitative research by critically reviewing a published scholarly research article involving a qualitative method. The article will be provided on our Canvas course site. You have the option to select your own article, with instructor approval.

The 3-4 page critique should include the following:

- A brief summary of the article, including:

- o the research question;
- o primary research methods used;
- o primary findings.
- Comments on strengths and weaknesses of the research design and article
- Concluding remarks
- Use appropriate APA writing style

See [RUBRIC](#) for more information.

3. Qualitative Research Proposal 50 points (SLO 1 – 8) DUE DATE: Monday 9/27 @11:59pm

The purpose of this assignment is to develop a basic research proposal for a qualitative study. The proposal needs to address a particular problem or issue of interest that could be studied and add to the current body of literature. The development of the proposal should employ a qualitative research strategy and include each of the following elements:

1. Problem to be Investigated
2. Research Question
3. Delimitations
4. Limitations
5. Justification for the Study
6. Definition of Terms
7. Literature review
8. Methodology
9. Ethical Considerations

The following [proposal guidelines](#) provide more details and should be used for writing up the proposal. See [RUBRIC](#) for more information

Proposal-in-Progress Google doc: Elements of the proposal will be drafted each week by addressing guiding questions in a proposal-in-progress Google doc housed in the Canvas course site. instructor feedback will be provided to guide the progression of the proposal. Each proposal-in-progress is worth 2 points each and due the end of each week on Sunday.

4. Quantitative Research Article Critique 25 pts SLO 1,3,4,7 DUE DATE: Monday 10/11 @11:59pm

The purpose of this assignment is to apply your knowledge of quantitative research by critically reviewing a published scholarly research article involving a quantitative method. The article will be provided on our Canvas course site. You have the option to select your own article, with instructor approval.

The 3-4 page critique should include the following:

- A brief summary of the article, including:
 - o the research question;

- o primary research methods used;
- o primary findings.
- Comments on strengths and weaknesses of the research design and article
- Concluding remarks

Use appropriate APA writing style

See [RUBRIC](#) for more information.

5. Quantitative Research Proposal & Presentation Written proposal 50 pts; Presentation 20 pts
(SLO 1 – 8)

DUE DATE: Written paper-Monday 10/18 @11:59pm Presentation- in class Tuesday 10/19

The purpose of this assignment is to develop a basic research proposal for a quantitative study. The proposal needs to address a particular problem or issue of interest that could be studied and add to the current body of literature. The development of the proposal should employ a quantitative research strategy and, similar to the qualitative proposal, include each of the following elements:

10. Problem to be Investigated
11. Research Question
12. Delimitations
13. Limitations
14. Justification for the Study
15. Definition of Terms
16. Literature review
17. Methodology
18. Ethical Considerations

The [proposal guidelines](#) provide more details and should be used for writing up the proposal. See [RUBRIC](#) for more information.

Proposal-in-Progress Google doc: Elements of the proposal will be drafted each week by addressing guiding questions in a proposal-in-progress Google doc housed in the Canvas course site. instructor feedback will be provided to guide the progression of the proposal. Each proposal-in-progress is worth 2 points each and due the end of each week on Sunday--except week 7's proposal-in-progress is due on Friday.

The assignment also includes a presentation on the proposal which is to serve as a basis for in-class feedback and discussion from classmates. The presentation should be:

- use presentations software such as Google slides, PowerPoint, or Keynote (for Macs)
- be limited to 20 slides or less
- be visually appealing
- provide the highlights of the proposal (with minimal text)

- be engaging without merely reading the slides

Submit your presentation slides to our Canvas course site **on Monday, October 18th before class**. See [RUBRIC](#) for more information

Assessment of Student Performance/Grading Policies

Assignment	P o i n t s	Perce ntage
Research Critique #1 - qualitative article	25	~14%
Research Critique #2 - quantitative article	25	~14%
CITI certification	20	~10%
Qualitative Research Proposal	50	~25%
Quantitative Research Proposal (50) & presentation (20)	70	~33%
Proposal-in-Progress 6 X 2 points	12	~4%
Total	202	100%

Graduate Grading Scale

A	90 - 100 %	181-202
B	80 - 89 %	161-180
C	70 - 79 %	141-160
NC	Below 70 %	Less than 141

Course Time Standards

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

University Conduct and Academic Policies

See the course Canvas site for a direct link to all University policies.

Writing Center and Library Services

See the course Canvas site for direct links to these departments.

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning at accessservicesgpp@smumn.edu as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Topical/Activity Course Outline:

Weeks	Topics and Learning Activities	Readings and Assignments
Prior to first meeting	Course Preparation	View the course syllabus and complete the readings for our first class.
Week 1: Aug. 31	<p>TOPIC: The Nature of Research & Research Process</p> <ul style="list-style-type: none">- research problems & questions- hypotheses & variables- instrumentation- validity & reliability <p>LEARNING ACTIVITIES:</p> <ul style="list-style-type: none">● class introductions● interactive lecture● practice activities● qualitative proposal-in-progress	<p>READINGS:</p> <ul style="list-style-type: none">● Fraenkel et al. – Chapters 1, 2, 5, 7-9● Merriam & Tisdell – Chapter 4 (pp. 73 - 89) <p>ASSIGNMENT:</p> <p>Qualitative proposal-in-progress DUE 9/5 @ 11:59pm</p>

<p><i>Week 2:</i> Sept. 7</p>	<p>TOPIC: Introduction to Qualitative Research & Ethical Issues in Research</p> <ul style="list-style-type: none"> - intro to qualitative research - 6 common research designs & mixed methods <p>LEARNING ACTIVITIES:</p> <ul style="list-style-type: none"> ● interactive lecture ● guest speaker: Emma Erdahl re: IRB application process ● practice activities ● qualitative proposal-in-progress 	<p>READINGS:</p> <ul style="list-style-type: none"> ● Fraenkel, et al. – Chapters 4, 18, 21, & 23 ● Merriam & Tisdell – Chapters 1, 2 & 3 <p>ASSIGNMENT: Qualitative proposal-in-progress DUE 9/12@11:59pm</p> <p>CITI Certification Due by Monday 9/13 @11:59pm</p>
<p><i>Week 3:</i> Sept. 14</p>	<p>TOPIC: Conducting Qualitative Research</p> <ul style="list-style-type: none"> - qualitative research analysis - validity & reliability in qualitative research - interviewing & observations <p>LEARNING ACTIVITIES:</p> <ul style="list-style-type: none"> ● interactive lecture ● guest speaker: Sarah Clinton-McCausland (6pm) ● practice activities ● qualitative proposal-in-progress 	<p>READINGS:</p> <ul style="list-style-type: none"> ● Merriam & Tisdell – Chapters 5-9 ● Fraenkel, et al. – Chapter 19 (pp. 413 – 414) & 20 <p>ASSIGNMENT: Qualitative proposal-in-progress DUE 9/19@11:59pm</p> <p>Research Critique #1 - Qualitative article Due by Monday 9/20 @11:59pm</p>
<p><i>Week 4:</i> Online Week Sept. 20- Sept. 26</p>	<p>TOPIC: Qualitative Proposal Peer Review</p> <p>LEARNING ACTIVITIES:</p> <ul style="list-style-type: none"> ● complete qualitative proposal draft ● peer review drafts ● polish and submit 	<p>READINGS:</p> <ul style="list-style-type: none"> ● None <p>ASSIGNMENT: Qualitative Proposal Due by Monday 9/27 @11:59pm</p>

<p>Week 5: Sept. 28</p>	<p>TOPIC: Introduction to Quantitative Research & Methods</p> <ul style="list-style-type: none"> - experimental research - single subject research - correlational research <p>LEARNING ACTIVITIES:</p> <ul style="list-style-type: none"> ● interactive lecture ● practice activities ● quantitative proposal-in-progress 	<p>READINGS:</p> <ul style="list-style-type: none"> ● Fraenkel, et al. - Chapter 13-15 <p>ASSIGNMENT: Quantitative proposal-in-progress DUE 10/3@11:59pm</p>
<p>Week 6: Oct. 5</p>	<p>TOPIC: Quantitative Research Methods (cont.) & Sampling</p> <ul style="list-style-type: none"> - causal-comparative research - survey research - sampling <p>LEARNING ACTIVITIES:</p> <ul style="list-style-type: none"> ● interactive lecture ● practice activities ● quantitative proposal-in-progress 	<p>READINGS:</p> <ul style="list-style-type: none"> ● Fraenkel, et al. - Chapters 6, 16 & 17 ● Merriam & Tisdell – Chapters 4 (pp. 95-102) <p>ASSIGNMENT: Quantitative proposal-in-progress DUE 10/10@11:59pm</p> <p>Research Critique #2- Quantitative article Due by Monday 10/11 @11:59pm</p>
<p>Week - 7: Oct.12</p>	<p>TOPIC: Descriptive Statistics & Inferential Statistics</p> <ul style="list-style-type: none"> ● descriptive statistics basics ● inferential statistics basics ● hypothesis testing <p>LEARNING ACTIVITIES:</p> <ul style="list-style-type: none"> ● Guest speaker- Dr. Burl Haar ● practice activities ● quantitative proposal-in-progress 	<p>READINGS:</p> <ul style="list-style-type: none"> ● Fraenkel, et al. – Chapters 10, 11 & 12 <p>ASSIGNMENT: Quantitative proposal-in-progress DUE FRIDAY 10/15@11:59pm</p>
<p>Week - 8: Oct. 19</p>	<p>TOPIC: Proposal Outline Presentations</p> <p>LEARNING ACTIVITIES:</p> <ul style="list-style-type: none"> ● Quantitative proposal presentations ● wrap up 	<p>READINGS: None</p> <p>ASSIGNMENT: Quantitative Proposal Paper- DUE Monday 10/18 @ 11:59pm Presentation- Due in class Tuesday 10/19</p>