



Oregon State University

Ecampus

Course Name: Research Perspectives in Education

Course Number: AHE 612

Credits: 3 Credits

COURSE DESCRIPTION

Research perspectives, how they are influenced by worldviews, and how these worldviews influence research. PREREQS: AHE 562; an introductory statistics course (may be taken concurrently).

COMMUNICATION

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

COURSE CREDITS

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

TECHNICAL ASSISTANCE

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](#) online.

LEARNING RESOURCES

Required textbooks for research courses (AHE 612-614):

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th Ed.). Thousand Oaks, CA: Sage Publications. (ISBN: 978-1-4522-2609-5) *Must use 4th edition.

Johnson, B. & Christensen, L. (2017). *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. (6th Ed.). Thousand Oaks, CA: Sage Publications. (ISBN: 9781483391601).

*You may also use the 5th edition.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: Author. (ISBN: 978-1-4338-0561-5)

Required book for higher education issues paper for this course (select ONE of the following):

Bastedo, M. N., Altbach, P. G., & Gumport, P. J. (Eds.) (2016). *American Higher Education in the Twenty-First Century*. (4th Ed.). Baltimore, MD: Johns Hopkins University Press. (ISBN: 978-1-4214-1990-9)

Boggs, G. R., & McPhail, C. J. (2016). *Practical Leadership in Community Colleges: Navigating Today's Challenges*. Hoboken, NJ: John Wiley and Sons, Inc. (ISBN: 978-1-119-09515-6)

CANVAS

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

MEASURABLE STUDENT LEARNING OUTCOMES

Upon completion of this course students will be able to:

1. Illustrate a timeline and process for completing a dissertation project
2. Locate resources needed to develop a dissertation proposal
3. Discuss major issues impacting American higher education community colleges and universities
4. Differentiate between research paradigms and associated designs
5. Explain the role of theory in conducting educational research
6. Identify ethical issues involved in conducting an original empirical study
7. Create an introduction and purpose statement related to students' research interests

EVALUATION OF STUDENT PERFORMANCE

In accordance with University policy, you will be graded on a standard A-F system based on the successful completion of the above requirements. Grading Scale: A = 90-100%, B = 80-89%, C = 75-79%, D = 70-74%, F = less than 70%.

Pre-class Assignment (10 Points)

Students will complete an assignment prior to class that will serve as ground work for the first in-class meeting. This assignment will be emailed to students two weeks before class begins. Responses should be submitted to Canvas under the "Pre-Class Assignment" module. The assignment is due on the first day of class. Please note that late assignments will not be accepted for ANY reason.

In-class Participation (40 Points)

Students will be expected to actively participate in discussions and activities both in-class and as part of the assigned learning module activities. A participation grade will be assigned at the end of the quarter based on the following criteria:

- Excellent Participation – Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. [grade = 90 to 100 points]
- Satisfactory Participation – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. [grade = 80 to 89 points]
- Minimally Acceptable Participation – Passive participation including being present, alert, attentive, but not actively involved. [grade = 70 to 79 points]
- Unsatisfactory Participation – Uninvolved including being absent for an in-class meeting, late, present but not attentive, or making irrelevant contributions that inhibit the progress of the discussion. [grade = 0 to 69 points]

Discussion Postings (50 Points)

This class will use Canvas discussion postings throughout the course to discuss key concepts, share, and learn with each other, develop relationships with one another, and reflect on course experiences and activities. The discussion postings are important since we will have limited opportunities to interact face to face. The grade for each discussion posting (5 postings worth 10 points each) will be based on: (1) completion and the (2) quality of your post (i.e., thoughtfulness and contribution of new ideas or perspectives). See Canvas for due dates. Late assignments will not be accepted for ANY reason.

Learning Outcomes and Resource Quizzes (200 Points)

Students will complete short-answer quizzes to assess understanding of the assigned readings. Grades (4 quizzes, each worth 50 points) will be based on: (1) completion of required questions/activities, (2) accuracy and logic of responses, (3) clarity and organization of ideas, and (4) complexity and creativity of responses as appropriate. Note that learning outcomes quizzes do not need to include in-text citations or be formatted in APA style. See Canvas for due dates. Late assignments will not be accepted for ANY reason.

Dissertation Timeline (50 Points)

Students will develop a pictorial representation of your expected dissertation timeline. Your timeline can be formatted as a table, figure, chart, diagram etc. Note that the timeline should include the activities and deadlines that were discussed during the first in-class meeting (reference: PP presentation for Week 2). The grade for this assignment (worth 50 points) will be based on: (1) completion of the required activity, (2) accuracy and logic of activities/deadlines, and (3) creativity and organization of ideas. *Extra Credit Opportunity:* 10 additional points can be added to your lowest course grade if you share and discuss your timeline with your primary advisor this quarter. Please email the instructor documentation of your meeting on or before the end of the term to receive credit.

Role of Theory Essay (50 Points)

Students will write an essay explaining the role of theory in conducting educational research. Be sure to explain the differences between how theory is used in qualitative and quantitative research. Your essay should be between 2 and 3 pages long and follow APA formatting guidelines (e.g., 1 inch margins, double spaced, 12 pt. font, in-text references to Creswell text). Note: Parts of this essay may be used in developing Chapter 3 of your dissertation proposal in AHE 614. The essay is worth 50 points. See Canvas for due date. Late assignments will not be accepted for ANY reason. The following criteria will be used to determine your grade.

- Degree to which essay demonstrates an accurate understanding of the role of theory (worth 20 points)
- Extent to which the essay clearly distinguishes between the use of theory in qualitative and quantitative research (worth 15 points)
- Whether the essay is well-organized, ideas are consistently and logically connected, and there are few, if any, errors writing/grammatical errors (worth 10 points)
- If essay is appropriately formatted per APA style guidelines including appropriately citing your Creswell text (worth 5 points)

CITI training (50 Points)

Completion of the CITI (Ethics) Training is required before OSU students begin collecting data for their dissertation or participate with a faculty member on his/her research. Students will complete all required modules in the *Group 1. Social/Behavioral Research Investigators and Key Personnel* course. Late assignments will not be accepted for ANY reason. Grade (worth 50 points) will be based on completion of the course.

Reference Summaries (150 Points)

The reference summaries assignments lay the groundwork for writing your introduction and purpose statement paper. Students will create summaries for scholarly sources that are directly related to the research problem that your dissertation will address. The summaries should include the following information submitted as a single Word document:

1. APA citation for the source
2. Bulleted list of *key* ideas/findings from the paper that you expect to be useful to developing your introduction and problem statement paper (reference Week 3 readings - Chapters 5 & 6 of Creswell textbook).
 - a. Bullets should be written as complete sentences that can later be directly copied into your paper.
 - b. Ideas/information *cannot* be copied and pasted from your source. In order to receive credit, ideas/information must be paraphrased and/or summarized. Information about paraphrasing and summarizing can be found on the Owl Purdue website.
3. If appropriate, explanation of how the ideas/information supports or refutes other sources.
4. If available, please include a web link to the source

Late assignments will not be accepted for ANY reason. The grade for each part of this assignment (2 parts - worth 75 points each) will be based on: (1) completion of required information, (2) clarity of ideas/information, and (3) relevance of ideas/information to your dissertation topic.

Higher Education Issues Paper (200 Points)

Students will develop an academic argument paper that identifies and describes 2 or 3 of the most pressing issues facing American community colleges and/or four-year institutions. *Note: it is strongly recommended that you select one or more issues that relate to your research interests. Your ideas should be developed from one of the assigned books (i.e., *American Higher Education in the Twenty-First Century 4th ed.* OR *Practical Leadership in Community Colleges: Navigating Today's Challenges*). You are welcome, but are not required, to reference other sources (e.g., sources used for research summaries assignment).

Your paper should be between 5 and 7 pages and follow APA formatting guidelines and structure for writing an academic argument paper outlined by the OWL Purdue Writing Center (i.e., introduction, thesis statement, body paragraphs, conclusion). It is strongly recommended that you review OWL's Organizing Your Argument Presentation and advice for writing paragraphs before writing your paper.

Your paper should be uploaded to Canvas as a Word file by the due date. Late assignments will not be accepted for ANY reason. The following criteria will be used to determine your grade (worth 200 points).

- Degree to which the introduction clearly describes the problem, provides relevant background information and includes a clear thesis statement (40 points)
- Extent to which the body paragraphs are well-developed and provide details/evidence that are consistently supported by the assigned reading (80 points)
- Degree to which the conclusion clearly brings together the main ideas presented throughout the paper (20 points)
- Extent to which writing is clear, organized and free of writing/grammatical errors (worth 40 points)
- Whether the paper is appropriately formatted per APA style guidelines (worth 20 points)

Introduction and Purpose Statement Paper (200 Points)

Students will develop an Introduction and Purpose Statement related to your dissertation topic. Your paper should be between 7 and 10 pages and use APA formatting style (e.g., 12 pt. font, double spaced, include a title page and reference page(s)). Note that your paper must include 10 or more sources - these can include your assigned texts and sources you used for your Reference Summaries Assignments. Following the structure provided by Creswell (reference Week 3 assigned readings), your narrative should include the following components:

- **Narrative hook** = This should be a general statement or question that grabs the readers' attention in a few sentences
- **Advanced organizer** = This paragraph should describe the structure and content of the paper.

- **Overview of the research problem** = This is the main body of your paper. Using any relevant parts of your higher education issues paper and the reference summaries you developed during the course of this class, provide a clear and detailed description of the issue(s) or problem(s) that your dissertation study will address. This section should be between 5 and 7 pages in length.
- **Significance of the study** = This section provides a summary of reasons why doing a dissertation on this topic/problem will add to knowledge (i.e., research findings) AND help improve practice and/or policy. This section should be approximately 1 page in length.
- **Working purpose statement** = This section explains why you want to do the study and what you intend to accomplish. Although you are still expected to be developing your research questions and method, please include a tentative qualitative OR quantitative purpose statement using Creswell's example templates (pg. 126 and 130).
- **Summary paragraph**

Your paper should be uploaded to Canvas as a Word file by the due date. Late assignments will not be accepted for ANY reason. The following criteria will be used to determine your grade (worth 200 points):

- Extent to which paper addresses each of the required elements and aligns with the structure outlined by Creswell (worth 60 points)
- Degree to which statement demonstrates a thorough conceptual understanding of a problem facing higher education that warrants empirical study (worth 40 points)
- Extent to which statement offers clear and reasonable claims that are consistently supported by appropriate and relevant evidence including at least 10 references (worth 40 points)
- Whether statement is well-organized, ideas are consistently and logically connected, and there are few, if any, errors writing/grammatical errors (worth 40 points)
- Statement is appropriately formatted per APA style guidelines (worth 20 points)

COURE SCHEDULE: ***The professor reserves the right to make changes to the calendar.*

<u>Week</u>	<u>Course Topics & Learning Activities</u>	<u>Readings & Assignments Due</u>
Pre-class	Introductions and locating resources for dissertation proposal	Readings: OSU Libraries' How to Guide; AHE 612-15 Class Guide Pre-Class Assignment Due
1	Systematic research process Selection of a research approach Dissertation process	Readings: Creswell (2013) Chapter 1; Johnson & Christensen (2017) Chapters 1 & 5 Resource: American Educational Research Association (AERA) Quiz: Learning Outcomes Practice Due Discussion Posting Due = dissertation expectations
2	Dissertation goals and topics	
In-Class Meeting	Dissertation process and timeline Dissertation resources	None
3	Dissertation timeline Introduction Purpose statement	Readings: Creswell (2013) Chapters 5 & 6 Resource: Association for the Study of Higher Education (ASHE) Quiz: Learning Outcomes Practice Due Assignment: Dissertation Timeline Due
4	Dissertation resources Current higher education issues	Readings: <i>American Higher Education in the Twenty-First Century 4th ed.</i> OR <i>Practical Leadership in Community Colleges: Navigating Today's Challenges</i> Resources: AERA videos; links to policy briefs/documents Discussion Posting Due = sharing resources Part 1 Research Summaries Due
5	Research questions Research paradigms and designs	Readings: Johnson & Christensen (2017) Chapter 2; Creswell (2013) Chapters 8 & 9 Resource: Council for the Study of Community Colleges (CSCC) organization Quiz: Learning Outcomes Practice Due Discussion Posting Due = dissertation

method

<u>Week</u>	<u>Course Topics & Learning Activities</u>	<u>Readings & Assignments Due</u>
6	Role of theory in research	Readings: Creswell (2013) Chapter 3 Resource: Theory video Essay: Role of Theory in the Dissertation Process Due Discussion Posting Due = educational theories
7	Current higher education issues In-Class Meeting Critiquing introduction and purpose statements Qualitative and quantitative research Ethical issues in conducting research Dissertation process	Paper: Higher Education Issues Due
8	Ethical issues in conducting research	Readings: Johnson & Christensen (2017) Chapter 6; Creswell (2013) Chapter 3 pgs. 92-99. Quiz: Learning Outcomes Practice Due OSU CITI Training Due
9 & 10	Introduction and purpose statement	Readings: Johnson & Christensen (2017) Chapter 21 Part 2 Research Summaries Due Discussion Posting Due = class reflection Paper: Introduction and Purpose Statement Due

COURSE POLICIES

Class Participation: Students and faculty are co-owners of the class and are collectively responsible for its quality and outcomes. I am responsible for the design and direction of the course, for the academic requirements and all grading, but the course will be facilitated as a seminar or inquiry in which all participants hold themselves and each other accountable for a strong and rich intellectual enterprise and dialogue.

Class Attendance: Attendance is essential to a successful collective experience. The format of the class requires that each person come prepared to take an active role in class. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings/assignments, to utilize your knowledge and professional experiences in addressing the readings and any class activities or case problems. If you miss a face-to-face class session, as per departmental policy, your final grade will be adversely impacted. The expectation is that graduate students will attend and participate in every face-to-face class meeting. Given the cohort and interactive nature of these classes, any absence is disruptive and will affect the student's course grade. At the instructor's discretion, a student who misses a portion of any face-to-face class may not be eligible for a grade of A. A student who misses nine (9) or more hours of face-to-face instruction will not be eligible for a grade higher than B+. It should be noted, however, that these grade reductions will not be in effect for students with contagious illnesses. In any case and at the instructor's discretion, the student may need to undertake additional work to make up for the absence.

Incomplete Grade Policy: When a requirement of a course has not been completed for reasons acceptable to the instructor and the rest of the academic work is passing, a report of I (Incomplete) may be made and additional time granted. An Incomplete is only granted at the discretion of the instructor. For more information, see Adult Education Student Handbook.

Guidelines for a Productive and Effective Online Classroom:

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.

Read your posts carefully before submitting them.

Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.

Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities: Accommodations for students with disabilities are determined and approved by [Disability Access Services \(DAS\)](#). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials: All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#). Additionally, Canvas, the learning management system provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct: Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#).

Academic Integrity: Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) **PLAGIARISM** - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom: Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

Tutoring: [NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching: Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.