

Murray State University / Department of Educational Studies, Leadership and
Counseling
SPRING 2007

ADM 730/01
“Advanced Methods of Research in Education”

Class Origin: WEB

Class Time: WEB

Session Dates: JANUARY 25 – MAY 5, 2007

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Office Hours: M & Th: 8-12; W: 1-4

- II. Catalog Description: This course is intended to build upon previous graduate research courses, providing the knowledge and skill necessary for students to conduct educational research at an advanced level. Preparation to conduct research at the doctoral level is emphasized. (Prerequisite: ADM 630 or comparable introductory research course.)
- III. Purpose: The purpose of this course is to integrate the knowledge base required for ethical, valid, and reliable research with the personal research skills of the student to promote the highest degree of academic research possible. ADM 730 is designed to allow advanced students opportunity to explore various approaches to researching education questions.
- IV. Course Objectives:
- A. Demonstrate the ability to analyze the purpose of a research project.
 - B. Demonstrate the ability to identify and relate concepts from experience and existing theory.
 - C. Demonstrate the ability to develop appropriate research questions and to relate them to research purposes, conceptual context, methods and validity.
 - D. Demonstrate the ability to connect research methods and research questions.
 - E. Demonstrate the ability to identify and address threats to validity.
 - F. Demonstrate the ability to design a focus group study based upon basic principles of design..
 - G. Demonstrate the ability to develop a survey instrument in accordance with basic principals of design.
 - H. Demonstrate the ability to analyze data collected using a Likert style survey instrument.
 - I. Demonstrate the ability to conduct a factor analysis of a survey using SPSS

- V. Content Outline:
- A. Purposes: Why are you doing this study?
 - B. Conceptual Context: What do you think is going on?
 - C. Research Questions: What do you want to understand?
 - D. Methods: What will you actually do?
 - E. Validity: How might you be wrong?
 - F. Best Practice in Focus Groups
 - G. Best Practice Developing and Analyzing Survey Instruments

VI. Instructional Activities – This course is designed to allow for independent study through the use of assigned reading, programmed learning, instructor feedback via e-mail, and small projects. Some group dialogue will occur through the Virtual Classroom.

VII. Field and Clinical Experiences: Students will practice conducting brief interviews.

VIII. Resources:

Multimedia may be used to support portions of the course. Additionally, the following resources may be referenced:

Basics of Developing Case Studies:

<http://www.managementhelp.org/evaluatn/casestdy.htm>

Guide to Focus Group Development:

http://www.mnav.com/qualitative_research.htm

The use and misuse of focus groups:

<http://www.useit.com/papers/focusgroups.html>

Michigan State University Digital Advisor for Research Projects at <http://ed-web3.educ.msu.edu/digitaladvisor/ResearchIntro.htm>

Conducting Surveys at

http://writing.colostate.edu/guides/trad_research/intro/com2h4.cfm

Additionally, I will reference the following:

Morgan, D. L. (1993). *Successful focus groups: Advancing the state of the art*. London: Sage Publications.

Thomas, S. J. (2004). *Using web and paper questionnaires for data-based decision making: From design to interpretation of results*. Thousand Oaks, CA: Corwin Press.

IX. Grading Procedures: Students will be provided with rubrics prior to each project. Final grade computation will be as follows:

A = 92% to 100%

B = 80% to 91%

C = 70% to 79%

Below 70% = Does not meet MSU graduate program requirements.

- X. Attendance Policy: This course is offered on Arranged basis, however this makes it very important that deadlines be met.
- XI. Academic Honesty Policy: Cheating, plagiarism (submitting another person's material as one's own, or doing work for another person which will receive academic credit) are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.
- XII. Text and References: Maxwell, J. A. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage Publications.
- XIII. Prerequisites: ADM 630 or comparable introductory research course.