

**Murray State University
Common Course Syllabi**

Revised October 6, 2008

DEPT: ELC

COURSE NUMBER: ADM 630

COURSE CREDIT: 3

I. Title: Methods of Research

II. Catalog Description: A study of procedures used to locate sources of information, organize and interpret collected data, and apply results of published research. Various research methods are studied and used.

III. Purpose of Class: This course is designed to give students a comprehensive understanding of the research and evaluation process through the application of research and evaluation principles in the classroom and/or school. Assessment principles and the use of descriptive and inferential statistics will be applied. Each student will complete a school/classroom –based evaluation/research project.

Principles, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC) and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of teacher as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. KERA Initiatives: N/A EPSB Themes: Diversity and Assessment are addressed through action research project. Technology is used in the course to support data analysis. Dispositions toward the consumption and creation of research as a professional activity is emphasized.

IV. Course Objectives: Students completing ADM 630 students will be able to

- a) Identify how research can inform practice (ISLLC I, II; ETS 4, 5).
- b) Evaluate and synthesize research applicable to his/her classroom, school or workplace. (ISLLC II; ETS 5)
- c) Design a research/evaluation project for his/her school, classroom or workplace. (ISLLC II; ETS 5)
- d) Interpret and evaluate formative and summative assessment results for his/her classroom, school or workplace. (ISLLC I, II; ETS 4, 5)
- e) Collect and analyze school/classroom or workplace data as part of conducting the research/evaluation process. (ISLLC I, II; ETS 4,5)
- f) Present the results of the research/evaluation project as a formalized report and as a presentation in accordance with standards of the profession. (ISLLC I, II; ETS 4)

V. Content Outline/ Course Activities: This course is designed around the following units of study

- o Research as Inquiry in Learning Communities
- o Writing a research/evaluation proposal.
- o Identifying and interpreting formative and summative assessment results.
- o Data collection and analysis processes.
- o Reporting research/evaluation findings.

VI. Instructional Activities: Instructional activities will involve in-class discussions, online discussions, reading, and field based data collection and analysis. Grading will be as follows:

Formal Summaries of Educational Research (50pts) – Students will evaluate and summarize the research studies.

Research/Evaluation Proposal (100 pts) – Students will identify a research/evaluation problem, create a literature review in support of this problem and will propose a design to investigate the problem.

Survey of Formative and Summative Assessments (50 pts) – Students will collect and critique standardized formative and summative assessments used in their classroom/school/workplace in accordance with a rubric developed in class.

Formalized Report of Findings (150 pts) – Students will execute the proposed evaluation/research project and will summarize findings in a written report (100pts) and as a presentation (50 pts).

Homework/Problems/Readings/ Quizzes (100 pts total) – Through the course, students problem sets, readings, reflections and quizzes will be assigned.

VII. Field and Clinical Experiences: The teacher’s classroom acts as the laboratory to explore course issues.

VIII. Resources: The Internet and university library will be used as resources.

IX. Grading Procedures

<u>Letter Grade</u>	<u>PCT. Grade</u>
A	(92% and above)
B	(80% - 91%)
C	(70% - 79%)

X. Attendance Policy: This course adheres to the policy published in the MSU Graduate Bulletin.

XI. Academic Honesty Policy: Refer to the Academic Honesty Policy in the *Graduate Bulletin*.

XII. Required Texts

Patten, M. L. (2005). *Understanding research methods: An overview of the essentials* (5th ed.). Glendale, CA: Pyczak Publishing.

Lyne, L. S. (2006). *A cross section of educational research: Journal articles for discussion and evaluation* (3rd ed.). Glendale, CA: Pyczak Publishing.

XIII. Prerequisites: Admission to Graduate Program

XIV. Statement of Affirmative Action and Equal Opportunity: Murray State University does not discriminate on the basis of race, color, national religion marital status, age, disability in employment, admission, or provision of services, programs and activities, and provides, upon request, reasonable accommodation including services necessary to afford individuals with disabilities and equal opportunity to all programs and activities. For information regarding non-discrimination policies contact Equal Opportunity, (270)-809-3155.