IDEA Objectives:
E: 4
I: 1, 2, 3

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: Problem Centered Research I
COURSE NUMBER: EDD 7402

Doctoral Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) Ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.

PROGRAM COMPETENCIES

The effort to craft a model program for school leaders was a project of the Council of Chief State School Officers in partnership with the National Policy Board for Educational Administration. The standards were adopted as Delaware’s School Administrator Standards in 2002, adopted as Wilmington University MED School Leadership Program Competencies during the Spring Semester 2003, and the EDD Program Competencies in Spring 2005. The standards can be accessed at http://www.ccsso.org/content/pdfs/isllcstd.pdf.

ELCC/NCATE Standard 2.0: School District Culture of Teaching and Learning.
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.

Program Competency 8. Demonstrate an ability to use information and information technologies to enhance the effective utilization and practice of educational research.

NCATE/ELCC Standards: A research thread runs throughout the performance indicators of ELCC/NCATE standards, including: 1.1.c, 1.2.b, 1.3.b, 1.4.b, 2.2.a, 2.2.b, 2.3.d, 3.1.a, 3.2.b, 4.2.d, 4.3.d, and 6.1.a.

NCATE/ELCC Standards: Effective utilization of information technologies are highlighted in performance indicators of ELCC/NCATE standards, including: 2.2.c, 3.1.a, and 3.3.d.
Learning Outcomes:

As a result of this course students will be able to:

1. Use evidence to characterize the nature and intensity of a problem.
2. Provide a critical analysis and synthesis of relevant, empirical research concerning the problem, possible causes and solutions, as well as best practices.
3. Determine an optimal sampling process if one is needed for selecting data sources/research participants.
4. Find and/or construct data gathering tools and procedures that will yield valid and reliable data.
5. Analyze and report both qualitative and quantitative data in a manner that will prove understandable and useful to potential users of research results.
6. Proffer recommendations and action plans based on research findings.
7. Use information technologies to support all aspects of the research and reporting process.

Learning Activities:

As indicated in the course description, students will actively engage in both collaborative and individual research projects during this course. In order to produce a satisfactory report for each of these projects:

1. Students will use graphic organizers, such as Inspiration to provide a “map” of the problems they will tackle in their group and individual research projects. These tools may also be used to provide a “graphic” representation of the conceptual research framework for their projects.
2. Students will use a variety of information retrieval tools to search for relevant research literature related to the problem, possible solutions and best practices related to their individual dissertation projects and their collaborative research projects. The information generated through searches will be critically analyzed and synthesized in the proposals for both of these projects.
3. Students will use a variety of data collection and analysis tools (such as web-based surveys, video-taping, EXCEL, and PASW) to collect and analyze both qualitative and quantitative data to generate the results of the collaborative research projects.
4. Students will construct APA formatted documents and reference lists.
5. Students will be required to engage in a variety of experiential learning activities associated with learning course content and conducting these two projects, including both in class and on-line group discussions, planning and problem solving. On-line interactions will be facilitated through Blackboard. Exercises and quizzes will also be used to facilitate learning various data analysis techniques.

Learning Assessment:

A variety of interim assessment strategies will be used throughout this course to ensure students have a full grasp of the research techniques needed to conduct and use evidence-based research and decision-making to inform both...
policy and operational actions. **Two problem-based research projects will be assessed using competency based rubrics to gauge the quality of learner performance.**

**Chapters 1 & 3 of Dissertation Project**—Guidelines & Rubric posted on Blackboard (30% of grade)  
**Proposal for Collaborative Project and Data Collection Instruments** (Presented both orally and in writing)—Guidelines & Rubric posted on Blackboard (30% of grade)

Other class assignments (30%) and class participation (10%) will also be graded and included in the final course grade. Instructors may or may not use rubrics for grading these aspects of course performance.

**METHODOLOGY:**

This course uses experiential learning techniques to immerse students in the challenges of conducting research in real world contexts. Students will work on real world problems in both the collaborative project and their dissertation projects. A variety of instructional methods will be employed in this course, including: small group exercises and problem-solving, class discussions (in-person and online), data collection exercises, data analysis exercises conducted in computer labs and student reporting/presentations. The collaborative research project and planning for individual dissertation projects will engage the students in the iterative experience of planning, refining, and executing research projects within living systems with “real” social, political, economic, legal and technical constraints.

*It is expected that students will complete the tasks listed in the syllabus, as well as those assigned during the course.* Guidelines and assessment rubrics for the collaborative group research projects and the individual dissertation project will be posted on the class Blackboard site and discussed in class. To obtain a passing grade, all assignments specified by the instructor must be completed by the final class.

**DOCTOR OF EDUCATION ATTENDANCE POLICY:**

**Doctor of Education Policy:**  
In the Doctor of Education program, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

**Course Policy:**  
Unexcused absences, other than for bona fide emergencies, will result in a one-letter final grade reduction for each such absence.
SUGGESTED REFERENCES:

Additional References: (This reference list is methods focused. Course instructors will provide additional examples of research articles that demonstrate how different kinds of research methods have been employed in educational and organizational research).

GENERAL RESEARCH METHODS

Books


Articles and Conference Papers


**REFERENCES RELATED TO LITERATURE REVIEWS**

**Books**


**Articles and Conference Papers**


**REFERENCES RELATED TO QUALITATIVE RESEARCH** (Includes In-depth Interviewing and Observation)

**Books**

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Articles and Conference Papers


References Related to Quantitative Research

Books


**Articles and Conference Papers**


**REFERENCES RELATED TO MIXED METHODS RESEARCH**

**Books**


**Articles and Conference Papers**


**SPECIFIC REFERENCES RELATED TO SURVEY RESEARCH (Includes Sampling & Questionnaire Construction)**


Bradburn, N., Sudman, S., & Wansink (2004). *Asking questions: The definitive guide to questionnaire construction*

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design -- For market research, political polls, and social and health questionnaires (Rev. ed). San Francisco: Jossey-Bass.


Gordon, J. (Ed.) (2004). Pfeiffer’s class inventories, questionnaires, and surveys for training and development: The most enduring, effective, and valuable assessment for developing managers and leaders. New York; Pfeiffer/Wiley.


Articles and Conference Papers


REFERENCES RELATED TO TESTS/MEASUREMENT


REFERENCES RELATED TO NEEDS ASSESSMENT/EVALUATION RESEARCH


ARTICLES AND CONFERENCE PAPERS


REFERENCES RELATED TO ACTION RESEARCH

BOOKS

Glanz, J. (2003). *Action research: An educational leader’s guide to school improvement* (2nd ed.) Norwood,


**Articles and Conference Papers**


**Additional Course Information and Schedule of Class Activities will be posted on course blackboard sites by individual instructors.**

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