COURSE NUMBER: EDD7403
COURSE TITLE: Problem Centered Research II

COURSE DESCRIPTION (Catalogue description): This course is the second of two courses designed to prepare students to analyze data and draw meaningful conclusions while recognizing the limitations of the data and the procedures employed. The course will explore what sound research means and how design choices influence the validity/credibility of research findings and conclusions. Students will continue to develop their proposal/design framework and will receive on-going assistance in developing their research proposals.

Additional Course Information: Course content varies with the problems students are addressing in their research projects and the methodologies being considered to answer their proposed research questions.

I. METHODOLOGY:
   A. Teaching Methods: This course uses experiential learning techniques to immerse students in the challenges of conducting research in real world contexts. Students will work on a real world problem for 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 on-line), data collection exercises, data analysis exercises conducted in computer labs and student reporting/presentations. 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 all tasks listed in the syllabus, as well as those assigned during the course. Guidelines and assessment rubrics for the individual dissertation project and oral presentation of the dissertation proposal 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.

   B. Evaluation Procedures: Students will be responsible for developing and refining their dissertation proposal during this course. They will also be responsible for conducting a mock dissertation committee meeting with the other members of the class serving as the members of
the dissertation committee. Both of these major assignments will be graded by the instructor based on posted guidelines and rubrics.

Students will also be required to participate in a variety of other course and homework assignments, as specified by the instructor. The research projects and various other assignments will be weighted in the following manner when calculating students’ grades in the class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Dissertation Research Project</td>
<td>40%</td>
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<tr>
<td>Proposal Presentation</td>
<td>25%</td>
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<tr>
<td>HSRC Paperwork</td>
<td>5%</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
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II. TENTATIVE CONTENT OUTLINE AND ASSIGNMENT SCHEDULE (7403):

(Tentative, will definitely change after our first class meeting, depending on class needs! Additional Reading Assignments will be made in class and/or on BlackBoard (check regularly). A more complete course schedule for 7403 will be posted in Blackboard after our first class meeting. Your learning needs are the driver for this class).

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literature Review</td>
<td>Blackboard</td>
<td>Literature Review Questions</td>
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<tr>
<td></td>
<td>Students’ Needs</td>
<td></td>
<td>Conceptual Framework &amp; Map</td>
</tr>
<tr>
<td></td>
<td>See Task List for Week 1. Readings posted</td>
<td></td>
<td>Participate on Discussion Board</td>
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<td></td>
<td>on Blackboard</td>
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<tr>
<td>2</td>
<td>Research Design &amp; Mixed Methods</td>
<td>See Task List for Week 2 on Blackboard</td>
<td>Present Conceptual Map</td>
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<td></td>
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<td></td>
<td>Be Prepared to Discuss the Elements of your Research Design</td>
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<tr>
<td>3</td>
<td>Survey Research Techniques</td>
<td>See Task List for Week 3 on Blackboard</td>
<td>Critique of survey instruments/interview protocols.</td>
</tr>
<tr>
<td>4</td>
<td>Observational Research Techniques</td>
<td>See Task List for Week 4 on Blackboard</td>
<td>Critique of observation protocols</td>
</tr>
<tr>
<td>5</td>
<td>Qualitative &amp; Quantitative Data Analysis &amp; Reporting</td>
<td>See Task List for Week 5 on Blackboard</td>
<td>Critique of Chapter 4 of a WU dissertation read for this class.</td>
</tr>
<tr>
<td>6</td>
<td>Ethical Issues &amp; How Best to Address Them</td>
<td>See Task List for Week 6 on Blackboard</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Proposing and Defending Your Dissertation Project</td>
<td>See Task List for Week 7 on Blackboard</td>
<td>Power point for Proposal Meeting. Final Paper is Due</td>
</tr>
</tbody>
</table>

Please note that I reserve the right to modify (amend, change, add, delete) any and/or all contents of this schedule at any time.

III. SUPPLEMENTAL MATERIALS: Additional readings and other supplementary will be provided after our first meeting and I have a better sense of what members of the class need.

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Creating Environments for Learning
The following reference list of supporting texts is organized into these sections: General Research Methods; The Literature Review; Specific Research Methods (such as Action Research, Case Study Research, Ethnographic Research, Survey Research; Experimental Research; Needs Assessment and Evaluation Research, etc.); Data Analysis and Statistics.

Only texts are cited here, additional texts, journal articles and web resources will be posted during the course.

GENERAL RESEARCH METHODS


**THE LITERATURE REVIEW**


**SPECIFIC RESEARCH METHODS**

**Action Research**


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**Case Study Research**


**Experimental and Quasi-Experimental Research**


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Mixed Methods Research


Needs Assessment /Evaluation Research


**Qualitative Research**


**Survey Research**


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.


**DATA ANALYSIS AND STATISTICS**


