Welcome to EDUC 589. This course fulfills selected requirements for the Master of Arts degree in Education with a specialization in Educational Leadership and Administration as well as requirements for the California Preliminary Administrative Services Credential. In lieu of a traditional master’s thesis, students in the Educational Leadership and Administration Program (ELAP) complete a rigorous yearlong action research project (i.e., EDUC 586, 589, and 590) culminating in an extensive final paper.

This is an applied research course designed to teach methods of qualitative and quantitative data collection and analysis commonly used in action research. Consequently, it is essential for students to participate in classroom exercises that are designed by the instructor to teach real-world application of research skills. **Prerequisite: Admission to the Educational Leadership and Administration Program.**

**Required Texts**

The course texts are available through most online booksellers (e.g., Amazon.com, BarnesandNoble.com, Powells.com, Cheapesttextbooks.com). **BE SURE TO PURCHASE THE CORRECT EDITIONS.**


**Supplemental Readings**

Articles, papers, and other readings in PDF format will be assigned throughout the quarter. These materials will be available in the Course Materials section of the EDUC 589 PolyLearn.

**How Will You Use the Required Texts and Readings?**

Read the texts and articles thoroughly. Make margin notes. Learn to “talk back” to the textual information by writing questions or comments on the pages you read. Remember, this course is not about memorizing information; rather, it is designed to teach you critical research skills. Read, review, and practice!

**Winter Quarter Class Meeting Schedule**

Unless otherwise stated, EDUC 589 will meet on SATURDAYS with Dr. Gentilucci at the SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION. Please note that classes will begin promptly at 9:00 a.m.
Course Guidelines and Expectations

Participation

Attendance and participation in weekend sessions are **MANDATORY**, and students may be dropped from the program for non-approved absences.

Assignments

- Students are required to submit all written assignments in **MS Word or MS Excel-compatible** formats (Mac or PC versions).
- All written assignments must follow the American Psychological Association (APA) writing style guidelines. **Use a 12-point font and double-space all work. Use a one-inch margin on all sides. Include an APA title page with all assignments.**
- All assignment submissions must contain your last name. Save and submit your files using this format: 
  
  LAST NAME_TITLE OF ASSIGNMENT
- All assignments must be the original work of the student and shall not have been submitted for credit in any other course.
- All assignments must be completed and presented on the due dates and times listed in this syllabus. One-half credit will be given for late submissions.
- Students are required to maintain an electronic portfolio of their work (hereafter referred to as an “e-portfolio”). All assignments must be submitted via the e-portfolio.

Student Assessment Process

Course grades will be based on the following:

- Class preparation and participation
- Quality of in-class activities
- Quality of Parts I and II of the Action Research Proposal

Activities and Action Research Proposal:

There are two types of assessment methods used in this course. The first consists of **in-class activities** designed to help you master particular research skills (e.g., qualitative coding, descriptive statistics, etc.). These activities are completed during class sessions and are placed in your electronic portfolio. **They are reviewed periodically throughout the quarter using one of two grading options: CR (credit) or RR (revise and resubmit).** **Any activity graded RR must be resubmitted by midnight on March 4.** **NOTE:** Instructor comments will be included in the Action Research Proposal only.

ELAP Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Description</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent—superior performance; demonstrates exceptional understanding and comprehensive mastery of subject matter.</td>
<td>97 - 100</td>
</tr>
</tbody>
</table>
A- 3.7  93 - 96
B+ 3.3  89 - 92
B  3.0  Very Good – significantly above average performance; demonstrates full understanding and complete mastery of subject matter.  85 - 88
B- CR  2.7  Minimum grade required for credit-no credit (CR/NC) courses.  80 - 84
U NC  0  Unsatisfactory or no credit (NC) – results in a failing course grade.  < 80
I  0  The "Incomplete" ("I") grade signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to fully justified reasons. There is still a possibility of the student earning credit once missing coursework has been submitted.

Academic Honesty

Academic honesty is fundamental to the activities and principles of California Polytechnic State University San Luis Obispo. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences.

Instructor Biography

James L. Gentilucci, Ph.D. - Dr. Gentilucci is a Professor Emeritus of Educational Leadership. He served for 23 years as a teacher, principal, chief business officer, and assistant superintendent of schools before becoming a university professor. His writing and research interests include student perceptions of schooling and learning; instructional leadership of school principals; and national and international K-12 school reform and improvement. He is currently President and Director of Research at the Veritas Research and Evaluation Group.

Dr. Gentilucci received his bachelor’s degree in Geography from California State University Northridge and master’s and Ph.D. degrees in Educational Leadership and Organizational Theory from the University of California Santa Barbara. He also holds three additional master's degrees in the areas of Information Management (M.S.), Business Administration (M.B.A.), and Computer-Based Education (M.A.). Dr. Gentilucci holds California Multiple and Single Subject Teaching Credentials as well as the California Professional Administrative Services Credential.
THE SCHOOL OF EDUCATION

VISION
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

MISSION
The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society, and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach, and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

LEARNING OUTCOMES
1. Be qualified, competent, and caring professional educators: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward an ethical practice that shape change as well as promote educational equity and equal access to learning for all students.
2. Integrate principles and practices of professional fields to support student learning: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
3. Engage in cross-disciplinary and collaborative practices: Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.
4. Demonstrate authentic assessments designed for student success, individual growth, and program improvement: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards; and are used to modify programs and practices.
5. Effect sustainable communities in a multicultural environment: Assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
6. Engage in professional practices: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of lifelong learning by engaging in professional associations and establishing personal, professional growth plans.

DISPOSITIONS
Professionalism
1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their stress appropriately, and takes responsibility for own actions.
1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and ongoing. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice
2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and
projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others lifelong learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

Statement on Diversity

The faculty and students of the Educational Leadership and Administration Program (ELAP) are committed to creating and maintaining a learning community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life.
The goals of EDUC 589 are twofold: First, you will study qualitative and quantitative methodologies and some of the respective research methods (e.g., study designs/plans, data collection techniques, and data analysis) associated with each. Most of the assignments for this course will take place during class sessions; however, some may require independent work.

The second major goal of this course is writing a full proposal for your action research project. You will use the proposal you began last fall (Part I) and add a methods section to it (Part II). The completed proposal is due the last day of class. A template for the full proposal is available on the EDUC 589 PolyLearn.

During our first class session, we will examine research designs and qualitative methodology. The text in Chapters 4 and 5 of Mertler addresses these topics. Be sure to read and study this material well. You will select a research design to help you answer your research question, and we will complete a comprehensive exercise to teach you how to collect qualitative observation data in a systematic manner.

OBJECTIVES:

After completing this learning session, you will be able to:

- Explain the questions that guide the methodology used in action research;
- Explain the differences between qualitative and quantitative research methodologies;
- Describe six common action research designs/plans and explain how each works;
- Explain the differences between populations and samples;
- Select data collection methods that match different action research designs/plans;
- Define the purposes of qualitative research and the types of investigations most suited for qualitative approaches;
- Demonstrate how observation and coding are used in qualitative research.

REQUIRED READINGS:

Bogdan & Bilken. (n.d.). Qualitative Research for Education (PDF on PolyLearn)
Mertler (Chapters 4 and 5)
LEARNING SESSION TWO

Qualitative Data Collection and Analysis Methods

During this class session, we will continue to explore qualitative data collection and analysis strategies. We will complete three in-class exercises designed to teach you how to collect and analyze data in a systematic manner. You will also complete an interview transcript thematic coding exercise that will guide your attempts to analyze narrative data.

OBJECTIVES:

After completing this learning session, you will be able to:

- Explain how qualitative data are collected;
- Describe the two major approaches for collecting qualitative data;
- Define “perception checking” and complete an exercise to check initial perceptions made during an observation;
- Define “respondent-driven interviewing” and demonstrate how this data collection method is used during an interview;
- Explain the purpose of creating word clouds, and demonstrate the ability to use a word cloud as a preliminary data analysis tool;
- Explain the concept of “validity” in qualitative research and describe two types of validity that must be addressed in qualitative studies;
- List and describe three procedures for improving the validity of a qualitative study;
- Explain how qualitative interview data are analyzed using open and axial coding;
- Code and interpret an interview transcript.

REQUIRED READINGS:

- Saldana, J. (2009). An Introduction to Codes and Coding (PDF on PolyLearn)
- Mertler (Chapter 6)

ASSIGNMENTS:

- Complete the following exercises: Respondent-driven interviewing, RM open coding exercise, and word cloud analysis. Upload your exercises to your e-portfolio by midnight on February 3.
- Incorporate qualitative methods into your action research proposal as appropriate. (NOTE: You are not required to use these methods if you selected a study design that is quantitative in nature.)

ASSIGNMENTS:

Complete the Qualitative Data Collection Methods: Observation Exercise. Upload your completed exercise to your e-portfolio by midnight on January 20.

- Download the Action Research Proposal Template – Parts 1 and 2 from PolyLearn, and read through the example paper for parts 1 and 2 of the proposal (posted on PolyLearn). NOTE: The example paper is unedited and may contain errors. Caveat emptor!
LEARNING SESSION THREE
Quantitative Research Designs and Data Collection Methods

In the previous two learning sessions, we examined qualitative research methods. Now we turn our attention to quantitative research and concomitant study designs, data collection methods, and data analyses. If you have a research question that can best be answered by collecting and analyzing numerical data, you should select a quantitative study design that will help you achieve your research goals.

OBJECTIVES:

After completing this learning session, you will be able to:

- Define the purposes of quantitative research and the types of investigations most suited for quantitative approaches;
- Describe three common study designs used in quantitative action research;
- Explain the purposes of descriptive, correlational, and group comparison research designs;
- Compare and contrast the purposes of probability and non-probability sampling;
- Explain what is meant by “validity” as it pertains to quantitative research;
- Explain how quantitative data are collected;
- Describe the major approach for collecting quantitative data;
- Describe the process of conducting a formal interview;
- Demonstrate how to construct a questionnaire and an attitudescale;
- Complete an exercise that demonstrates your ability to collect quantitative data.

REQUIRED READINGS:

Salkind (Chapters 1A to 5)

ASSIGMENTS:

- Upload the Quantitative Data Collection Exercise to your e-portfolio by midnight on February 17.
- Practice your Excel skills using the exercises at the end of each chapter in Salkind.

SESSION FOUR
Introduction to Quantitative Data Analysis

A common question asked by graduate students is: “I have the data, now what?” To help you answer this question, we will examine how to analyze numerical data using a series of statistical techniques. We will also learn how to transform numerical data into graphical output. Take time before our next class to familiarize or reacquaint yourself with Microsoft Excel—the program we will use for statistical analyses and data graphing. You do not need to be an expert, but you must possess basic Excel skills to complete our next assignment.

OBJECTIVES:

After completing these learning sessions, you will be able to:
Define descriptive statistics and demonstrate how to compute several statistics; 
Demonstrate how to analyze and plot data using Excel; 
Explain the difference between univariate and bivariate data; 
Explain the difference between relation and causality; 
Plot bivariate data on a scatterplot; 
Add a trend line to a scatterplot; 
Compute a Pearson correlation coefficient ($r$) using Excel; 
Solve statistical problems using Excel.

**REQUIRED READINGS:**

Salkind (Chapters 1A to 5)

**ASSIGNMENTS:**

- Upload the *Quantitative Data Analysis with Excel* assignment to your e-portfolio by midnight on March 3.
- Practice your Excel skills using the exercises at the end of each chapter in Salkind.

**SESSION FIVE**

*Synthesizing the Skills: Action Research Proposal*

During the last eight weeks, we examined a number of concepts that guide action researchers as they collect and analyze data. Although we studied qualitative and quantitative as separate approaches, they actually overlap in several ways. In fact, many action researchers use a combination of both methodologies as they undertake their studies. Such a combination is known as a mixed-methods approach.

**OBJECTIVES:**

After completing these learning sessions, you will be able to:

- Demonstrate the ability to incorporate appropriate qualitative and quantitative research methods into your action research proposal;
- Produce a **high-quality** action research proposal.

**REQUIRED READINGS:**

No readings this session

**ASSIGNMENTS:**

- Comments [VM8]: Assessment 2A – Students demonstrate ability to engage in action research for ongoing continuous improvement, and personal and professional learning.

**EDUC 589 (Action Research Methods)**

- Complete your action research proposal.
  - Upload it to your e-portfolio by midnight on March 4.

**Comments [VM9]: Developing individual Action Research project will help students to develop their vision for effective teaching, learning, and leadership (1A, 2A, 3B)

**Comments [VM10]: Assessment 2A – Students demonstrate ability to engage in action research for ongoing continuous improvement, and personal and professional learning.**
<table>
<thead>
<tr>
<th>Date Due</th>
<th>Activities and Assignments for EDUC 589</th>
<th>Grading</th>
<th>Submit To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20</td>
<td>Qualitative Data Collection: Observation Exercise</td>
<td>CR or RR</td>
<td>E-Portfolio</td>
</tr>
<tr>
<td>February 3</td>
<td>Qualitative Data Collection: Respondent-driven Interview Exercise</td>
<td>CR or RR</td>
<td>E-Portfolio</td>
</tr>
<tr>
<td>February 3</td>
<td>RM Coding and Thematic Analysis Exercise</td>
<td>CR or RR</td>
<td>E-Portfolio</td>
</tr>
<tr>
<td>February 3</td>
<td>Data Analysis Using Word Clouds Exercise</td>
<td>CR or RR</td>
<td>E-Portfolio</td>
</tr>
<tr>
<td>February 17</td>
<td>Quantitative Data Collection: Data Gathering Exercise</td>
<td>CR or RR</td>
<td>E-Portfolio</td>
</tr>
<tr>
<td>March 3</td>
<td>Quantitative Data Analysis with Excel Exercise</td>
<td>CR or RR</td>
<td>E-Portfolio</td>
</tr>
<tr>
<td>March 3</td>
<td>*Geocoding Quantitative Data</td>
<td>CR or RR</td>
<td>E-Portfolio</td>
</tr>
<tr>
<td>March 4</td>
<td>Action Research Proposal, Parts I and II</td>
<td>30 points</td>
<td>E-Portfolio</td>
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</tbody>
</table>

**TOTAL POSSIBLE** 100 points

**PLEASE NOTE:**
1. All assignments must be time-stamped by midnight on the due date.
2. This list is subject to modification by your instructor. Changes to due dates will be discussed during class.
3. The geocoding exercise will be assigned if time permits.