

Western Carolina University  
Jamaica Program  
EDRS 602: Research Methods

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**Instructor:**

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**Required Texts:**

*Introduction to Educational Research: A Critical Thinking Approach*  
By W. Newton Suter

**Supplemental Reading: (provided)**

(research conducted in Jamaica is illustrated with an \* asterisk)

\*\* Baker-Henningham, H., Walker, S., Powell, C., & Gardner, J. M. (2009). A pilot study of the Incredible Years Teacher Training programme and a curriculum unit on social and emotional skills in community pre-schools in Jamaica. *Child: care, health and development*, 35(5), 624-631.

Bennett, B., & Provost, L. (2015). What's YOUR Theory?. *Quality Progress*, 48(7), 36.

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press.

Castro, A. J., Kelly, J., & Shih, M. (2010). Resilience strategies for new teachers in high-needs areas. *Teaching and Teacher Education*, 26(3), 622-629.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage.

Haller, E. J., & Kleine, P. F. (2001). *Using Educational Research: A School Administrator's Guide*. Allyn & Bacon/Longman Publishing.

- \*Hutton, D. M. (2013). Interpreting the demographic variables related to high-performing principals in the public education system in Jamaica. *International Studies in Educational Administration*, 41(1), p. 57- 73.
- \*Lockheed, M., Harris, A., & Jayasundera, T. (2010). School improvement plans and student learning in Jamaica. *International Journal of Educational Development*, 30, p. 54-66.
- Maxwell, J. (1992). Understanding and validity in qualitative research. *Harvard Educational Review*, 62(3), 279-301.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A Methods Sourcebook*. Thousand Oaks: Sage.
- \*Miller, P. (2015). Leading remotely: Exploring the experiences of principals in rural and remote school communities in Jamaica. *International Journal of Whole Schooling*, 11(1), p. 35-53.
- Park, S., & Takahashi, S. (2013). 90-Day Cycle Handbook. *Carnegie Foundation for the Advancement of Teaching*.
- \*Powell, C. A., Walker, S. P., Chang, S. M., & Grantham-McGregor, S.M. (1998). Nutrition and education: A randomized trial of the effects of breakfast in rural primary school children [in Jamaica]. *American Journal of Clinical Nutrition*, 68, p. 873-879.
- Suter, W. N. (2011). *Introduction to educational research: A critical thinking approach*. SAGE publications.
- Tanner, D. (2011). *Using statistics to make educational decisions*. Sage Publications.
- Trochim, W. M. (2005). *Research methods: The concise knowledge base*. Atomic Dog Publishing.
- \*Wilkins, J. & Gamble, R. J. (2000). An examination of gender differences among teachers in Jamaican schools. *Multicultural Education*, 7(4), p. 18-20.

### **Conceptual Framework Statement:**

"The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future."

## Course Overview & Objectives:

This course is designed to prepare current and future educational leaders to review and conduct relevant research to inform conscientious decision-making.

By the end of this course you will be able to:

- Critically read, review, and apply research in your professional setting;
- Understand the contribution of research to your field and continuous improvement;
- Conduct research using sound methodology that is appropriate for different lines of inquiry and is ethical;
- Understand mechanisms for ensuring internal and external validity in qualitative and quantitative research;
- Develop a preliminary understanding of analytical methods in quantitative and qualitative research;
- Communicate effectively with academic writing conforming to the conventions set forth by the American Psychological Association.

## Relevance for Jamaican Schools

Recognizing that limited resources are a common issue in Jamaican schools and classrooms, students in this class are encouraged to explore how teacher leaders can build leadership capacity in schools by involving all major stakeholders in attempts to address the needs of ALL students, but particularly those with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc.). All Jamaican educators are faced with addressing the needs of a diverse and challenging group of students with multiple learning and emotional needs. Jamaican educators assuming roles as teacher leaders provide important support to other teachers, administrators, and community members. Students will be expected to implement strategies discussed in class and report the benefits and/or difficulties encountered when implementing these approaches in their schools and classrooms. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools.'

## Student Expectations:

1. Read the assigned readings.  
This is a reading intensive course, *especially in the first half of the class*. After the midterm, reading will wane, as your focus will shift to your final project.
2. Participate in the discussion. Be attentive.
3. Submit ALL assignments on time.  
All assignments are to be completed on time.
4. Ask for help.

## Professor Expectations

1. Be clear about what I want.

In an effort to make this course a great learning experience and one that is beneficial to your GPA, I try to be very explicit about what I want in each assignment. Every major assignment has a rubric that I follow to grade. While I am clear about content; I avoid giving page numbers on assignments. Please write to you feel you have covered what it required in the rubric. Please do not submit assignments that are full of "fluff." I read for content not length.

2. Respond to students' inquiries a timely fashion.  
I check email often, but I have dedicated two hours daily to respond to email (9am-9:30am and 1:00pm-1:30pm EST). If you email me and have not received a response within 24 hours during the week, email me again, because I probably missed your email.
3. Give feedback on assignments in a timely manner.  
Every major assignment, I will try to turnaround in 1 week with feedback. I provide feedback electronically in Blackboard. Sometimes my feedback will say, "We need to conference about this." If that is my feedback, plan to meet with me face to face or via Go to Meeting in the following week.
4. Be available.

### **Diversity Statement:**

Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).

### **Campus Resources:**

#### **Accommodations for Students with Disabilities**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

#### **Accommodations for Military Students**

To my veterans and active duty or reserves military students, I honor your commitment to our country and understand such commitments can interfere with

work. WCU strives to be a military friendly campus, with an office designed to support you. If you are a military student and believe it will affect your performance in this course, please let me know. Know that I am required to keep your military and/or veteran status confidential. If you should happen to be deployed or required to do extended reserve training, I will work with you to ensure your absence does not cause you to lose credit or work in this class.

### **Student Support Services**

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email [sssprogram@wcu.edu](mailto:sssprogram@wcu.edu) for more information. SSS is located in the Killian Annex, room 138.

### **Writing and Learning Commons (WaLC)**

**This is a writing intensive course. Please utilize this resource if you need writing support.**

**Electronic format (with hyperlinks):**

The [Writing and Learning Commons \(WaLC\)](#), located in BELK 207, provides free [small-group course tutoring](#), one-on-one [writing tutoring](#) and [academic skills consultations](#), and online [writing](#) and [learning](#) resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage ([walc.wcu.edu](http://walc.wcu.edu)) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use [Smarthinking](#) and the WaLC's online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select "Biltmore Park Writing Tutoring" for availabilities.

**Academic Calendar** includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at:  
<http://www.wcu.edu/academics/campus-academic-resources/registrars-office/academic-calendar.asp>.

### **Academic Integrity Policy:**

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope,

any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

### **I. General:**

This policy addresses academic integrity violations of undergraduate and graduate students.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.

Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of "F" in the course in which the violation occurs.

### **II. Definitions:**

1. Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – Creating and/or falsifying information or citation in any academic exercise.
3. Plagiarism – Representing the words or ideas of someone else as one's own in any academic exercise.
4. Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

### **III. Undergraduate and Graduate Academic Integrity Process:**

1. Within five (5) business days of the instructor's knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).
2. Within ten (10) business days of the instructor's knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing. In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor. During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form. If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation. If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to

further review and/or appeal.

3. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s). No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
4. Within five (5) business days of receiving a student's appeal, the department head must schedule a meeting with the student. The instructor may be present during the meeting. During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form. Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head. The evidentiary standard for making a decision shall be preponderance of the evidence. The department head may agree or disagree with the allegation(s) of the instructor. The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor. If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.
5. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s). The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
6. Within seven (7) business days of receiving a student's appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student. The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. The instructor may be present during the hearing. Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board. The evidentiary standard for making a decision shall be preponderance of the evidence. The hearing board may agree or disagree with the allegation(s) of the instructor. The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head. If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal. Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the

Academic Integrity Board.

7. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean. No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student's rights to appeal pursuant to the Academic Integrity Policy. If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
8. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean. An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).
9. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal. The academic Dean may agree or disagree with the allegation(s) of the instructor. The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board. Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision. The decision of the academic Dean shall be final.
10. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.
11. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc...). The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

#### **IV. Academic Integrity Board:**

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member). A faculty member will serve as chair of the board. Students and faculty members serving on boards for each college will be selected by each college Dean. The Department of Student Community Ethics will train all board members prior to their service on a hearing board. Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

#### **V. Sanctions:**

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course). The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University. Student behavior of the magnitude to warrant consideration for permanent removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

#### **VI. Habitual Violations of the Academic Integrity Policy:**

Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies. Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator. Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator. Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.

Additional information is available on the Student Success website under Student Community Ethics.

### **Technology Requirements:**

Students are expected to take responsibility for becoming familiar with the technical skills and requirements necessary for researching and presenting their ideas and supporting a successful learning experience.

### **Clinical and/or Field Experience Component:**

No formal clinical component is required for this course. However, teachers will be constantly asked to apply concepts to relevant situations.

### **Class Attendance:**

In order for us to develop as a community of learners who will learn from each other and enjoy our time together, and in order for the time to speed by, it is important that everyone:

- attend each class, arriving on time and willing to move the furniture when necessary
- be an active and informed participant in class discussions
- read and think about the assigned materials prior to class

- prepare and hand in assignments on the date due
- understand that what you know when you come to class each week may change
- arrive with a mind open to the ideas of others
- **Points will be deducted for turning in late assignments.**

### Grading:

A+	97-100	B+	86-89.99	C+	76-79.99	D+	66-69.99
A	93-96.99	B	83-85.99	C	73-75.99	D	63-65.99
A-	90-92.99	B-	80-82.99	C-	70-72.99	D-	60-62.99
F	0-59.99						

### Bibliography/Additional Readings:

(research conducted in Jamaica is illustrated with an \* asterisk)

- \*Baker-Henningham, H., Walker, S., Powell, C., & Gardner, J. M. (2009). A pilot study of the Incredible Years Teacher Training programme and a curriculum unit on social and emotional skills in community pre-schools in Jamaica. *Child: care, health and development*, 35(5), 624-631.
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- Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press.
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- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Haller, E. J., & Kleine, P. F. (2001). *Using Educational Research: A School Administrator's Guide*. Allyn & Bacon/Longman Publishing.
- Hess, F. M., & Fullerton, J. (2009). The numbers we need: Bringing balanced scorecards to education data. *Phi Delta Kappan*, 90(9), 665-669.
- \*Hutton, D. M. (2013). Interpreting the demographic variables related to high-performing principals in the public education system in Jamaica. *International Studies in Educational Administration*, 41(1), p. 57- 73.
- \*Lockhhed, M., Harris, A., & Jayasundera, T. (2010). School improvement plans and student learning in Jamaica. *International Journal of Educational Development*, 30, p. 54-66.

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- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis*. Sage.
- \*Miller, P. (2015). Leading remotely: Exploring the experiences of principals in rural and remote school communities in Jamaica. *International Journal of Whole Schooling*, 11(1), p. 35-53.
- Park, S., & Takahashi, S. (2013). 90-Day Cycle Handbook. *Carnegie Foundation for the Advancement of Teaching*.
- \*Powell, C. A., Walker, S. P., Chang, S. M., & Grantham-McGregor, S.M. (1998). Nutrition and education: A randomized trial of the effects of breakfast in rural primary school children [in Jamaica]. *American Journal of Clinical Nutrition*, 68, p. 873-879.
- Suter, W. N. (2011). *Introduction to educational research: A critical thinking approach*. SAGE publications.
- Tanner, D. (2011). *Using statistics to make educational decisions*. Sage Publications.
- Trochim, W. M. (2005). *Research methods: The concise knowledge base*. Atomic Dog Publishing.
- \*Wilkins, J. & Gamble, R. J. (2000). An examination of gender differences among teachers in Jamaican schools. *Multicultural Education*, 7(4), p. 18-20.

## Assignments:

### Interview and Presentation 25%

Research is not just for professors or think tanks. Research is an increasingly used tool by organizational leaders, administrators, and clinicians to evaluate and understand complex organizational structures as well as program and treatment effectiveness. You are to interview an administrator about his/her knowledge and use of research in their current position. The individual you interview should be in a position that you hope to obtain in the future. This individual should not hold a position that is lateral to your current job. For example, I am a junior professor, so I would interview a professor with tenure or a distinguished professor. If I had the desire to be an administrator, I may interview a dean or the provost.

Design an interview protocol that includes the following ideas (feel free to deviate add and omit to the list below):

- What types of research are useful and relevant to your current position?
  - How often is that information readily available?

- How frequently does the professional read research?
- Has the professional conducted any research in their current job position?
  - How often?
  - If not, why not?
  - How do they find time to do practitioner research in the school?
- Do they think conducting research is valuable?
- What kind of data do they utilize to make decisions?

In your presentation, I expect you to include ***direct quotes from the interview***. I also expect you to juxtapose the positions of your interviewee with the various viewpoints on the purpose of research in the pre-reading. Lastly, I want to know how you anticipate that you will use research when you obtain a similar position.

### Fundamentals of Research Assessment 40%

Paulo Freire said education suffers from narration sickness. The teacher talks and the students are supposed to be passive recipients as he/she fills their head with knowledge. He said, "Liberating education consists of acts of cognition, not transferals of knowledge" (2008, p.79). This assessment is a test but it is designed to ensure you master the material as you complete the assessment. It is open book/open note so if you come across something you do not know; you have time to make sure you understand it before crafting your responses. This assessment takes a constructivist framework—it is grounded in the idea that learning has to be active and *you construct your own knowledge*. You will have 2 hours to complete the assessment. The assessment will require you to read qualitative and quantitative articles and evaluate their methods. You will also be asked about literature reviews, validity, sampling procedures, and ethical research practices. The exam questions will require short, open-ended responses.

### Practitioner Research Proposal 35%

Research should be practical and relevant. As educational leaders (teacher leaders and administrators) it is necessary for you to assess current problems in your setting and set a plan of action to remedy that problem. For the final in this course you have to develop a proposal to conduct research on a problem facing your current school (or classroom). In your plan you will:

1. Define the problem (area of focus)
2. Define the variables
3. Articulate the questions you want to answer
4. Describe the intervention or innovation that will remedy the problem (or that you will test it's effectiveness)
5. Describe the actors who will aid in this initiative
6. Develop a timeline
7. Describe data collection activities
  - a. Including how you will analyze the data after collected AND
  - b. How you will ensure validity.
8. Discuss how you will move from findings to action.

Unlike traditional research where buy-in is not always necessary, in your plan you should also discuss how you will get all members of the organization to see the

worth of such an undertaking and what you anticipate the outcome will be for the students you serve. This plan is broken into several phases:

1. Line of Inquiry 5%  
Early in the course, you will tell your colleagues what educational dilemma you plan to tackle.
2. Outline 10%  
May 19, you will submit an outline of your plan. The more detailed the outline, the more feedback you receive for the final.
3. Final Plan 20%

Do not plagiarize. The final proposal will be submitted via Safe Assign. If you are found copying and pasting from materials you've seen online, it will result in an automatic failure of the assignment.

## Weekly Schedule

	Readings/ Podcast
<b>Pre-Reading</b> <b>May 1-9, 2017</b>	Chapters 1-3 in Suter
<b>Monday 7/16/18</b> <ul style="list-style-type: none"><li>• Introductions</li><li>• Interview Presentations</li><li>• Why Research?</li></ul>	Review chapter 3**
<b>Tuesday 7/17/18</b> <ul style="list-style-type: none"><li>• Types of Research/ Research Design(s)</li><li>• Finding Research</li></ul>	Chapters 5 & 14 in Suter
<b>Wednesday 7/18/18</b> <ul style="list-style-type: none"><li>• Reading and Evaluating Research</li><li>• Validity</li></ul>	Consuming Research Evaluating Research in <i>Using Education Research</i> Suter Chapter 14 Maxwell- Understanding Validity in Quantitative & Qualitative Research Design
<b>Thursday 7/19/18</b> <ul style="list-style-type: none"><li>• Data Collection</li><li>• Ethics</li></ul>	Chapters 10, 11, & 12 in Suter
<b>Friday 7/20/18</b> <ul style="list-style-type: none"><li>• Coding- Qualitative Data Analysis</li><li>• Introduction to Statistics</li></ul>	Miles Huberman and Saldana- Chapter 12 Chapter 13- Suter
<b>Monday 7/23/18</b> <ul style="list-style-type: none"><li>• Improvement Science</li><li>• Practical Measurement</li></ul>	Learning to Improve Chapter 1 (on Blended Learning) What's Your Theory? by Bennett and Bransford

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**Tuesday 7/24/18**

- Midterms

Midterm Review 5:00pm- 6:00pm

Midterm 6:05pm Midterm Exam

**Wednesday 7/25/18**

- Midterm Exam Returned and Q&A
- Writing a research proposal
- APA Review

Practitioner Research Proposal

Chapter 15- Suter

Writing a Literature Review

Writing about Methods

Proposal Writing

