

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course NO: GR-691: Methods of Research: Qualitative and Quantitative Designs



Revised: Spring 1990

Revised: Fall 1996

Revised: Fall 2000

Revised: Fall 2002

Revised: Fall 2005

THE ADMINISTRATOR AS COMPETENT PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:

This course prepares students to understand, interpret, evaluate, and design qualitative and quantitative research as well as develop the ability to select and use appropriate research methods. (3)

II. Prerequisite(s)

Admittance to the graduate program.

III. Purposes or Objectives of the Course:

- A. To investigate both the qualitative and quantitative paradigms of research.
- B. To develop the ability to read and evaluate with understanding qualitative and quantitative studies, their methodologies, findings, and reports of research.
- C. To demonstrate an understanding of selecting methods of qualitative and quantitative research design which provide for validity and reliability of studies.
- D. To demonstrate the ability to differentiate among appropriate methods of research.
- E. To identify a research problem and develop the methodology of investigation.
- F. To demonstrate understanding of the components of a research document.

IV. Expectations of Students:

- A. To demonstrate serious inquiry and knowledge of quantitative and qualitative research.
- B. To read, interpret, and evaluate quantitative and qualitative research, and research that incorporates both quantitative and qualitative approaches.
- C. To actively participate in all classes.
- D. To satisfactorily complete all assignments.
- E. To maintain acceptable performance on scheduled and/or unscheduled examinations.

V. Course Content or Outline:

Class Hours

- | | | |
|----|---|---|
| A. | Introduction: Purposes of Research | 3 |
| | 1. Overview of course procedures | |
| | 2. Identification of quantitative paradigm | |
| | 3. Identification of qualitative paradigm | |
| B. | Framework for Research Study | 5 |
| | 1. Identification of paradigm for study | |
| | 2. Identification of methodology of study | |
| | 3. Identification of research design | |
| C. | Use of the Literature | 3 |
| | 1. Use of literature in a qualitative study | |
| | 2. Use of literature in a quantitative study | |
| | 3. Topics to include in a literature review | |
| | 4. Computerized resources available | |
| | 5. Style manuals available | |
| D. | Introduction to the Study | 2 |
| | 1. Composition and writing of the introduction to a study | |
| | 2. Comparison of qualitative and quantitative introductions | |
| | 3. The problem statement | |
| E. | The Purpose Statement | 2 |
| | 1. Significance and meaning of the purpose statement | |
| | 2. Principles in writing a qualitative purpose statement | |
| | 3. Principles in writing a quantitative purpose statement | |

F.	Questions, Objectives, and Hypotheses	3
	1. Qualitative research questions	
	2. Quantitative research questions, objectives, and hypotheses	
	3. A model for quantitative research questions, objectives, or hypotheses	
G.	The Use of a Theory	3
	1. Definition of a theory in quantitative study	
	2. A model for a theory section in quantitative study	
	3. Pattern theories in qualitative studies	
	4. Use and placement of qualitative pattern theories	
H.	Definitions, Delimitations, and Significance	1
	1. The definition of terms	
	2. Delimitations and Limitations	
	3. Significance of the study	
I.	The Quantitative Method	10
	1. Definitions	
	2. The population and the sample	
	3. The instruments in a survey	
	4. Identification of the variables	
	5. Steps in the data analysis process	
	6. An experimental design	
	7. Subjects in the design	
	8. Variables in the design	
	9. Instrument considerations	
J.	The Qualitative Method	10
	1. The underlying assumptions of the qualitative design	
	2. The design type	
	3. The role of the researcher in the study	
	4. Methods of data collection	
	5. Methods of recording information	
	6. Data analysis procedures	
	7. Verification of the accuracy of information	
	8. Narrative approaches to writing	
K.	Combined Qualitative and Quantitative Designs	3
	1. Issues in combining	
	2. Models in Combined Designs	
	3. The Models and Design Phase	

Total Hours 45

VI. Textbook(s) and Other Required Materials or Equipment:

Creswell, J. W. (2003). *Research design qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

VII. Basis for Student Evaluation:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each course.

1. Class participation
2. Examinations
3. Quality of written critiques
4. Quality of research project - Three chapter paper

Grading Policy:

90%--100%	A
80%--89%	B
70%-79%	C
Below 70%	F

VIII. Knowledge Base:

Ahmet, S. (2000). Professional growth through self-reflection and writing. *Education, 120*(2), 512-519.

Creswell, J.W. (2003) *Research design. Qualitative, quantitative and mixed methods approaches*. (2nd ed.). Lincoln, NE. Sage Publications.

Easton, K.L., McComish, J.F., & Greenberg. R.(2000) Avoiding common pitfalls in qualitative data collection and transcription. *Qualitative Health Research, 10*(5), 703-707.

Eisner, E. (1998). *The enlightened eye, Qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, N.J.: Prentice Hall.

Fankel, J.R. & Wallen, N.E. (2006) *How to design and evaluate research in education*. (6th ed.) Boston, MA. McGraw Hill.

Galvan, J.L.(1999). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Los Angeles, CA: Pyrczak Publishing.

- Gay, L.R. & Airasian, P. (2003) *Educational research Competencies for analysis and applications*. (2nd ed.) Upper Saddle River, NJ. Merrill Prentice Hall.
- Hara, K. (1995). Quantitative and qualitative research approaches to education. *Education*, 115(3), 351-355.
- Hitchcock, G., & Hughes, D. (1998). *Research and the teacher: A qualitative introduction to school-based research*. (2nd ed.). London: Routledge.
- Jalongo, M.R., Gerlach, G.J., & Wenfan, Y. (Eds). (2001). *Annual editions: Research methods 01/02*. Guilford, CT: McGraw-Hill/Dushkin.
- Haller, E.J. & Kleine, P.F. (2001). *Using educational research: A school administrator's Guide*. Boston, MA. Allyn & Bacon/Longman Publishers.
- Livingston, C.R. & Wilson, V. (2006) *Measurement and assessment in education*. Boston, MA. Allyn & Bacon/Longman Publishers.
- Lyne, L.S. (1999). *A cross section of educational research: Journal articles for discussion and evaluation*. Los Angeles, CA: Pyczak Publishing.
- Mc Millan, J.H. (2000). *Educational Research: Fundamentals for the Consumer* (3rd ed.). New York: Longman.
- Merriam, S.B. (1997). *Qualitative research and case study applications in education*.
- Milinki, A.K. (1999). *Cases in qualitative research: Research reports for discussion and evaluation*. Los Angeles, CA: Pyczak Publishing.
- Mills, G.E. (2003). *Action research*. (2nd ed.) Upper Saddle River, NJ. Merrill Prentice Hall.
- Patton, M.L. (1997). *Understanding research methods: An overview of the essentials*. Los Angeles, CA: Pyczak Publishing.
- Pyczak, F. (1999). *Evaluating research in academic journals: A practical guide to realistic evaluation*. Los Angeles, CA: Pyczak Publishing.
- Seidman, I. (1998) *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (2nd ed.).
- Schultz, K. (1997). Crossing boundaries in research and teacher education: Reflections of a white researcher in urban schools and communities. *Qualitative Inquiry*, 3(4), 491-512.
- Ulichny, P., & Schoener, W. (1996). Teacher-researcher collaboration from two perspectives. *Harvard Educational Review*, 66(3), 496-524.

Wiersma, W. (2004). *Research methods in education: An introduction.*(8th ed.) Boston, MA. Allyn & Bacon/Longman Publishers.

Whitley, B.E. (2002) *Principles of research in Behavioral Sciences.* (2nd ed.) Boston, MA. McGraw Hill.

Internet sites and sources:

National Board for Professional Teaching Standards
<http://www.nbpts.org/nbpts/>

American Psychological Association
<http://www.apa.org/webref.html>

<http://www.apa.org/journals/faq.html>

IX. Academic Dishonesty:

Academic dishonesty is an offense against Southeast Missouri State University. A student who has committed an act of dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action, but is also relevant to the evaluation of the student's level of performance. Academic dishonesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else's work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic honesty. Refer to: <http://www6.semo.edu/judaffairs/code.html>

X. Disabilities Statement:

If a student needs accommodations because of a disability, if a student should have emergency medical information to share with the instructor, or if a student needs special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class, or in the instructor's office. To request academic accommodations (for example, a note taker), students must contact Services for Students with Disabilities. It is the campus office responsible for reviewing documentation provided in cooperation with students and instructors, as needed and consistent with course requirements. Refer to: <http://www.semo.edu/cs/services/disability.htm>

DEPARTMENTAL APPROVAL DATE: 9/22/05

COLLEGE COUNCIL APPROVAL DATE: 10/20/05