

University of Central Florida
EDF 7471
Research in Leadership 1
Generic

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The purpose of Research in Leadership 1 is to build a foundation of research skills and is the first in a sequence of research courses in the executive educational leadership program. **One focus of the course is to promote among students academic integrity and responsible conduct of research (RCR).** Students will focus on the types of educational research and the fundamentals of a solid research design with an emphasis on practical applications for educational decision makers. While students will not be expected to become professional researchers, the course is based on the premise that educational leaders need to have a good understanding of fundamental research concepts if they are to effectively critique and utilize the research literature as well as claims made by vendors, program advocates, and others to solve complex problems of practice. An introduction to basic concepts of statistics will be included, but will not be an emphasis in the research 1 class. Examples of statistical analysis using SPSS and Excel will also be demonstrated in class but will be emphasized more in Research 2. The role and use of technology in educational research will also be included.

Expected Learning Outcomes and Objectives

Students will demonstrate knowledge and skills to:

1. Develop an appreciation and understanding of the research process in education through the integration of theory and practice.
2. **Develop an appreciation and understanding of the fundamental ethical/RCR concepts (RCR/Ethics designated objectives):**
 - a. **Avoiding plagiarism**, including a discussion of self-plagiarism
 - b. **Attributing authorship**, including discussions of collaborative scholarship and the appropriate assignment of credit to the collaborators
 - c. **Integrity in data collection**, including discussions of the fabrication of data (i.e., making up data) and the falsification of data (i.e., manipulating research data through omission or massaging of the data, or by manipulating processes, materials or equipment so that the research is not accurately represented in the record)

- d. **Personal integrity in an academic setting**, including discussions of recognizing conflicts of interests (both personal and financial), integrity in face-to-face and online examinations, and respectful and professional behavior when interacting with others
3. Understand the different types of educational research and their value to an educational leader.
 4. Be able to identify strengths and weaknesses of research and quasi research reports and make valid and useful interpretations from them.
 5. Develop skills and knowledge necessary to be an expert user of research in the practical applications of an educational leader.
 6. Utilize educational research knowledge and skills to guide informed decision making.
 7. Develop an understanding of the current uses of technology for conducting educational research.
 8. Understand conceptually basic statistical techniques.
 9. Be able to analyze needs and synthesize research concepts in order to produce a preliminary research proposal.

Completing this course successfully will exempt students from the four face to face workshop requirements on academic integrity and the responsible conduct of research required by the College of Graduate Studies. However, you will still need to complete the Collaborative Institutional Training Initiative (CITI) on-line course before becoming a candidate.

Text/Resources

Fraenkel, J. R., Wallen, N. E., and Hyun, H. H. (2015). How to Design and Evaluate Research in Education, 9th Edition. McGraw Hill.

Publication Manual of the American Psychological Association, 6th Edition. American Psychological Association

Course Requirements

Course grades will be determined based on evaluation of the following class components:

1. Class Participation and Attendance
2. Periodic Homework Assignments
3. Two Critiques of Research Articles
4. Two Exams Applying Educational Research Concepts
5. Preliminary Research Proposal

Instructional strategies used in this class include lecture, small group discussion/activities, class discussion, use of the computer lab and/or personal computers, and student presentations.

As a courtesy to others in the class, the use of cell phones is not permitted during class time and all such technology should be turned off or placed into silent mode. Students are encouraged to bring laptops but their use should be limited to class activities. They should not

be used for personal activities in class such as personal emails or other activities not related to the class.

As of Fall 2014 all faculty are required to document students' activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 27. Failure to do so may result in a delay in the disbursement of your financial aid. After reading the syllabus, write a one paragraph reflection on it and upload it to your Webcourses@UCF account.

Note: Students with disabilities who need reasonable modifications to complete assignments successfully, are encouraged to meet with the instructor as early in the semester as possible to identify and plan specific accommodations. Students may be asked to supply a letter from the Office of Student Disability Services.

Grading

Attendance and participation in class are critical since this course requires not only theoretical knowledge but the application of theory to practice. Significant parts of the materials will only be available through class presentations and activities. Students are expected to attend classes and be prepared to participate in discussions to maximum learning during the course. Each student is expected to complete all assignments and activities on schedule. All assignments must be completed by the scheduled due date unless prior arrangements are made with the instructor. Unexcused late work will result in a grade of "F" for that assignment. Missing assignments will result in a grade of "F" for that assignment and will have a negative effect on the final grade.

Assignments are to be turned in and discussed with the class on the appropriate dates. Each assignment is designed to build or reinforce your skills as the class progresses. Since a substantial part of this course content is cumulative, it is important to stay current with all assignments and to understand what they are asking of you.

Small group and whole class discussions/collaborations and activities are expected as a major part of the class. Discussions will be designed around particular topics related to the content being covered in class.

- **Research Report Critiques**

Two research report critiques will be required with a focus on a critique of the research design used in the reports or articles. The first critique will be limited to the research topics covered in class up to that point. The purpose of these critiques is to build your skills as a good consumer of research and to recognize strengths and weaknesses of journal articles and other research reports. One article must be an empirically based research article from a professional journal; the other article may come from the popular press as long as it is a research based article.

- **Mid Term and Final Exam**

There will be two examinations, a mid term exam and a final exam. The exams will cover the application of educational research concepts and principles learned in the course. Any materials from class or out of class may be used. The exams in this class will be take-home.

The only time limitation is that the exam must be turned in by the deadline. As a part of the honor system, you will be expected to do your own work and not collaborate or consult with classmates or other outside persons. You will receive more specific directions with the exam.

- **Preliminary Research Proposal**

The research design project will be the main culminating work of the class. You will need to pick a topic and develop a proposal that could be implemented, although you will not actually implement the research proposal. The project is to be developed according to APA, Style Guide, 6th Edition and UCF dissertation style requirements. Writing will be graded based on the Ex. Ed. D. writing rubric. Students should use the resources available in the UCF library, research librarian, and the UCF writing center as needed to develop a quality proposal.

Assignments in this course will be graded on a scale from A to F including the use of pluses (+) and minuses (-). Grades will be based on the instructor's evaluation of each assignment. Individual assignments will be graded using rubrics or guidelines to be distributed before each assignment is due. Grades will be converted into quality points based on the four point scale as follows:

A+*	4.25
A	4.00
A-	3.75
A+	4.25
B	3.00
B-	2.75
B+	3.25
C	2.00
D	1.00
F	0

* A final grade of A is the highest possible final grade at UCF. On rare occasions an individual assignment may receive a grade of A+.

The final grade will be based on a weighted average of each of the assignments. Class grades will be weighted as follows:

Homework Assignments	10%
Research Critique 1	10%
Midterm Examination	15%
Research Critique 2	15%
Final Examination	15%
Participation/Attendance	10%
Research Proposal	25%

Additional Information

The University Writing Center is a valuable resource if you are interested in or need some additional assistance with writing in a professional context. The Center is now located in

Colbourn Hall, Room 105. For further information or assistance, contact the UWC at (407)-823-2197 or <http://uwc.cah.ucf.edu/>

Note: According to UCF Golden Rule guidelines, academic dishonesty/cheating, which includes **plagiarism**, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Within the College of Education, violations of this nature may also result in a fitness-to-teach evaluation. Work may be submitted to turnitin.com.

Students who plagiarize or otherwise cheat will receive an F in the course.

Calendar

This calendar is a guide for your class preparation and planning. Please read the chapters identified prior to class so that substantial discussion and activity can take place. Changes to the calendar will develop as the semester proceeds depending upon the pace of the class and outside influences.

Class Dates	Topics	Assignments
Class 1	Orientation and Introduction	
Class 2	Nature of Research Topic Selection, Purpose, Questions	Chapters 1-2
Class 3	Reviewing the Literature Avoiding Plagiarism (RCR/Ethics designated objective)	Chapter 3
Class 4	Library Session Lib 235-C	
Class 5	Ethics, Variables, and Hypotheses Attributing Authorship (RCR/Ethics designated objective) Sampling and Instrumentation	Chapters 4-7
Class 6	Reliability and Validity and Internal Validity	Chapters 8-9 Presentation of Research Critique 1
Class 7	Descriptive and Inferential Statistics Integrity in Data Collection (RCR/Ethics designated objective)	Chapters 10-11
Class 8	Inferential Statistics and Statistics in Perspective	Chapter 12 Receive Midterm Exam
Class 9	Experimental Research and Single Subject Research	Chapters 13-14 Midterm Exam Due
Class 10	Correlational Research Causal Comparative Research	Chapters 15-16
Class 11	Survey Research Action Research	Chapter 17 and 24
Class 12	Overview of Qualitative Research	Chapters 18-23
Class 13	Overview of Qualitative Research	Chapters 18-23 Presentation of Critique 2
Class 14	Preparing Research Proposals and Reports Integrity in an Academic Setting (RCR/Ethics designated objective)	Chapter 25
Class 15		Presentation of Research Designs Receive Final Exam

Class 16		Final Exam Due
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IMPORTANT DATES —

Holidays, etc.

WEB LINKS OF INTEREST

ASCD	www.ascd.org
American Evaluation Association	www.eval.org
American Educational Research Association	www.aera.net
American Psychological Association	www.apastyle.org
The Council of Chief State School Officers	www.ccsso.org
Education Resources Information Center	www.eric.ed.gov
Education Commission of the States (ECS)	www.ecs.org
Florida Educational Research Association	www.feraonline.org
Mid-continent Research for Education & Learning	www.mcrel.org
Florida Department of Education	www.fldoe.org
FCAT Homepage	http://fcat.fldoe.org/
School Grades Homepage	http://schoolgrades.fldoe.org