UNIVERSITY OF CENTRAL FLORIDA
College of Education

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE of EDUCATION
Ed.D. in Education – Professional Practice
EDF 7494 Identifying Complex Problems in Practice
Spring 2012

Faculty Instructor:
UCF Email:
Office Phone:
Office Location:
Office Hours:
Course Prefix/Credit Hours:
Meeting Day/Time:
Meeting Building/Room:

Catalog Course Description:

Orientation to identifying complex problems of practice, reviewing sound research methodology, and developing knowledge and skills in program evaluation. This course contains the responsible conduct of research (RCR) and ethics training requirements designated by the College of Graduate Studies.

Textbooks (*required*):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.

Gall, J. P., Gall, M. D., & Borg, W. R. (2010). *Applying educational research: How to read do, and use research to solve problems in practice* (6th ed.). New York: Allyn & Bacon

Pyrczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation* (4th ed.). Glendale, CA: Pyrczak Publishing.

Other required selections (journal articles) will be distributed in class.
  * *Students are expected to read assigned chapters/articles prior to each class meeting*.

Prerequisites:
Admission to the Ed.D. in Education – Professional Practice

Purpose of the Course:
The primary foci of EDF 7494 *Identifying Complex Problems of Practice* are (a) to familiarize doctoral students with conceptual, ethical, and methodological issues regarding complex

problems of practice and research; and (b) to enable students to synthesize published research, supporting their development as programmatic evaluators.

Course Objectives:

At the conclusion of EDF 7494 *Identifying Complex Problems of Practice*, students should have learned and/or be able to demonstrate the following dispositions, knowledge, skills, and attitudes:

1. Demonstrate an understanding of personal integrity in an academic setting, including recognizing conflicts of interests (both personal and financial), integrity in face-to-face and on-line examinations, and respectful and professional behavior when interacting with others. *RCR/Ethics designated objective*
2. Demonstrate general knowledge and understanding of basic descriptive statistics.
3. Demonstrate knowledge, understanding, and skills of testing and measurement.
4. Demonstrate an understanding of integrity in data collection, including the fabrication of data (i.e making up data), the falsification of data (i.e. manipulating research data through omission or massaging of the data, or manipulating processes, materials or equipment so that the research is not accurately represented in the record. *RCR/Ethics designated objective*
5. Demonstrate knowledge, understanding, and skills to facilitate ethical research with human subjects (e.g., Institutional Review Board, Collaborative IRB Training Initiative [CITI]). *RCR/Ethics designated objective*
6. Demonstrate knowledge, understanding, and skills to (a) search for published research resources, (b) acquire published research to support professional practice and (c) recognize the importance of attribution of authorship and appropriate determination of authorship credit. *RCR/Ethics designated objective*
7. Demonstrate knowledge, understanding, and skills to read, apply and critique published research and formulate sound inferences grounded on data and the literature from a field of practice.
8. Demonstrate knowledge, understanding, and skills to construct a review of literature focused on a complex problem of practice – a literature that works to inform the problem.
9. Demonstrate knowledge, understanding, and skills related to data use for the purpose of problem identification.
10. Demonstrate knowledge, understanding, and skills to identify problems in professional practice necessitating investigation using case study research.
11. Demonstrate knowledge, understanding, and skills to communicate professional positions in a scholarly manner in both written (APA Publication Manual) and oral modalities, including a thorough understanding of plagiarism and self-plagiarism. *RCR/Ethics designated objective*

Course Connection to Capstone

Students in EDF 7494 *Identifying Complex Problems of Practice* will be able identify, analyze, and evaluate data and research in order to develop possible problems for future investigation.

Course Requirements:

Quizzes (*8 count – 4% ea*ch)	32%
CITI & IRB Training	10%

Research Article Critique #1	10%
Research Article Critique #2	10%
Attendance & Participation	10%
Final Examination	25%

Total

100%

Grading Scale:

A = 94-100
A- = 90-93
B+ = 86-89
B = 83-85
B- = 80-82
C+ = 76-79
C   = 73-75
C- = 70-72
F   = Below 70

Quizzes (*32% of Final Grade*):

The development of your understanding and knowledge of problem identification and research is paramount to your continued professional development as an ethical and effective practitioner and agent for systemic change. The quizzes will cover material from assigned readings. A quiz consisting of ten (10) multiple choice and True/False questions will be given (*one extra credit question per quiz*). The quizzes are to assess students' understanding of the assigned readings (formative assessment). The quizzes will be given at the beginning of each class and students will be able **to drop their lowest quiz grade**. If a student is tardy or absent from class, he or she will be unable to make-up the quiz. **(9 quizzes, 8 of which count [4% each])**

CITI & IRB Training (*10% of Final Grade*)

For students to develop their knowledge, understanding, and skills in ethical research with human subjects, they will have to complete the Collaborative IRB Training Initiative (CITI) coordinated by the UCF Institutional Review Board (http://www.research.ucf.edu/Compliance/irb.html). Students will need to provide instructor with documentation supporting that they have successfully completed CITI. Students will earn an "**A**" for complete the CITI by the specified due date or will earn an "**F**" for not completed the assignment by the required due date.

Research Article Critique #1: (*10% of Final Grade*):

Each student will critique one quantitative research study published in a refereed journal related to specific issues in his or her area of professional practice (e.g., supporting minority students reading achievement scores, impact of an educational intervention on adult learners, contribution of counselors' empathy on client outcomes). Place the citation of the article according to APA (2010) *Publication Manual* guidelines top of the paper, followed by the two-page critique of the reviewed article (double-spaced, Times New Roman, 12 font, 1 inch margins on all side). Be prepared to facilitate a discussion about the content of the article you chose to critique. The article critique needs to include the following:

    a. Appropriate reference of article per APA (2010) *Publication Manual* guidelines
    b. Brief Rationale for Selection of Article
    c. Description and Critique of Research Methodology (e.g., research design, data collection & analyses)
    d. Brief Description of Research Results
    e. Review of Strengths and Limitations of the article
    f. Implications of the Findings to Professional Practice

Research Article Critique #2: (*10% of Final Grade*):

Each student will critique one qualitative research study published in a refereed journal related to specific issues in his or her area of professional practice (e.g., a phenomenological investigation of students diagnosed with specific learning disabilities, education doctoral students experiences with research). Place the citation of the article according to APA (2010) *Publication Manual* guidelines top of the paper, followed by the two-page critique of the reviewed article (double-spaced, Times New Roman, 12 font, 1 inch margins on all side). Be prepared to facilitate a discussion about the content of the article you chose to critique. The article critique needs to include the following:

    a. Appropriate reference of article per APA (2010) *Publication Manual* guidelines
    b. Brief Rationale for Selection of Article
    c. Description and Critique of Research Methodology (e.g., research design, data collection & analyses)
    d. Brief Description of Research Results
    e. Review of Strengths and Limitations of the article
    f. Implications of the Findings to Professional Practice

Final Examination: (*25% of Final Grade*):

To assess students' learning and skills acquisition in EDF 7494 *Identifying Complex Problems of Practice,* students will complete a comprehensive final examination as a summative assessment. The final examination will cover material from assigned readings, course lectures and discussions, and other course-related activities. The final examination will consist of 50 multiple choice and True/False questions and 10 short answer responses. The final examination will be give on the final scheduled course meeting date.

Attendance & Participation (*10% of Final Grade*):

Given the interactive nature of EDF 7494 *Identifying Complex Problems of Practice*, attendance is necessary and mandatory in order to develop knowledge, dispositions, and skills as ethical and effective professional counseling supervisors. Therefore, each class meeting students attend, they may earn two points (attended & participated) or one point (attended, but limited participation) or no points (did not attend class meeting). To earned the participation point, students should (a) have completed reading prior to class, (b) have completed all assigned work prior to class, (c) actively participation in role-plays and giving/receiving respectful feedback to/from class members concerning their ideas, beliefs, and perceptive and (d) actively participated in the reading, review and in-class discussions of case studies and topics related to ethics and responsible conduct of research.

*** Being present in class & doing other activities (e.g., drawing, playing on computer, talking) is not considered being actively involved**

ALL ASSIGNMENTS MUST BE TYPED & IN APA (2010) FORMAT

Please note: Any assignment not turned in at the designated class meeting, on the due date & time will result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

Incomplete Policy

Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with the professor ***prior*** to the end of the term in order to receive an "incomplete." An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. Please refer to the Graduate Studies Online Catalog for additional details (http://www.graduate.ucf.edu/)

Student Conduct & Academic Integrity:

By enrolling in this UCF course, you have accepted the responsibility to abide to policies and procedures set forth in the University of Central Florida *Golden Rules* (2010-2011). If you have questions concerning student conduct and academic integrity, please use the following online address: http://www.goldenrule.sdes.ucf.edu/ Additionally, this course has been designated as approved alternative training for the ethics and RCR workshops required by the College of Graduate Studies.

Disability Access Statement:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Professionalism:

Due to the experiential, interpersonal, and intrapersonal nature of EDF 7494 *Identifying Complex Problems of Practice*, professionalism is critical. Within course discussions, students will need to display the ability to accept constructive feedback and collaborate with their peers. It is the instructor's responsibility to ensure that students training to become professional practitioners possess the abilities to handle these responsibilities. Please see the instructor if you have any concerns.

THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS, AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER

Tentative Topical Outline

Class 1   Introduction & Orientation to Course
Syllabus
Complete Pre-course Data Collection Assessments
Instruction to UCF Library Services

Class 2   Research & Evaluation in Professional Practice

Readings:
Gall, Gall, & Borg (2010) Chapters 1 & 2

Quiz #1

Class 3   Applying Existing Research Studies to Problems of Practice

Readings:
Gall, Gall, & Borg (2010) Chapters 3, 4, & 5

Quiz #2

Class 4   Orientation to UCF Library Services
Course Meeting at UCF Library

Class 5   Using Quantitative Methodologies to Study Problems of Practice

Readings:
Gall, Gall, & Borg (2010) Chapters 6, 7, 8, & 9

Quiz #3

Class 6   Using Quantitative Methodologies to Study Problems of Practice

Readings:
Gall, Gall, & Borg (2010) Chapters 10, 11, 12, & 13

Quiz #4

Class 7   Using Quantitative Methodologies to Study Problems of Practice

Article Critique #1 Due

Class 8   **Using Qualitative Methodology to Study Problems of Practice**

<u>Readings</u>:
Gall, Gall, & Borg (2010) Chapters 14 & 15

Quiz #5

Class 9   **Using Qualitative Methodology to Study Problems of Practice**

<u>Readings</u>:
Gall, Gall, & Borg (2010) Chapters 16 & 17

Quiz #6

Class 10   **Using Qualitative Methodology to Study Problems of Practice**
Article Critique #2 Due

Class 11   **Combing Quantitative & Qualitative Methodology to Study Problems of Practice**

<u>Readings</u>:
Gall, Gall, & Borg (2010) Chapters 18

Quiz #7

Class 12   **Using Other Methodologies to Study Problem of Practice**

<u>Readings</u>:
Gall, Gall, & Borg (2010) Chapters 19

Quiz #8

Class 13   **Using Other Methodologies to Study Problem of Practice**
<u>Readings</u>:
Gall, Gall, & Borg (2010) Chapters 20

Quiz #9

Class 14   **Final Examination**

Class 15   Class Course
Return & Review Final Examination Results
Complete Post-course Data Collection Assessments

Suggested Readings

Adelman, Clifford (Ed.). (1989). *Signs & traces: Model indicators of college student learning in the disciplines.* Office of Educational Research and Improvement Publication OR89-538. Washington, D.C.: U.S. Department of Education.

American Association of School Administrators. (2002). *Using data to improve schools: What's working.* Washington DC: Office of Educational Research and Improvement.

Ananda, S., & Rabinowitz, S. (2001). *Building a workable accountability system: Key decisionpoints for policymakers & educators.* San Francisco, CA: WestEd.

A-Plus Communications. (1999). Reporting Results: What the Public Wants to Know. A companion report to Education Week's Quality Counts '99. Available at: http://www.edweek.org/sreports/qc99/opinion/edweekresults.pdf

Banta, Trudy W., et al., (1996). Assessment in Practice: Putting Principles to Work on College Campuses, San Francisco, CA: Jossey-Bass Publishers.

Becker, H. S. (1997). *Tricks of the trade: How to think about your research while doing it.* Chicago: University of Chicago Press.

Bernhardt, V. (1998). *Data analysis for comprehensive schoolwide improvement.* Larchmont, NY: Eye on Education, Inc.

Craig, D. V. (2009). *Action Research Essentials.* San Francisco: Jossey Bass

Creighton, T. B. (2007). *Schools and Data (2nd Edition).* Thousand Oaks, CA: Corwin Press.

Dhar, V. & Stein, R. (1997). Seven Methods for Transforming Corporate Data into Business Intelligence. Upper Saddle River, NJ: Prentice Hall.

Grissmer, D. W. (1998). Education Productivity. Washington, DC: NEKIA Communications.

Hoachlander, G. (October, 1998). Seize the Data! Education Week. Available at: http://www.edweek.org

Hostetler, K. (2005). What is "good" educational research? *Educational Researcher, 35*(6), 16-21.

http://aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/3406/Hostetler.pdf

Kimball, R. (1996). The Data Warehouse Toolkit. Indianapolis, IN: John Wiley & Sons, Inc.

Levesque, K., Bradby, D. & Rossi, K. (1996). Using Data for Program Improvement: How Do We Encourage Schools to Do it? Berkeley, CA: National Center for Research in Vocational Education. Available at http://ncrve.berkeley.edu/CenterFocus/CF12.html

Marzano, R. J. (2003). Using data: Two wrongs and a right. *Educational Leadership*, 60 (5), 56-60.

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.

Meltzoff, J. (1998). *Critical thinking about research: Psychology and related fields*. Washington,DC: APA.

Popham, J. (2003). The seductive allure of data. *Educational Leadership*, 60 (5), 48-51.

Sagor, R. (1992). *How to conduct collaborative action research*. Alexandria, VA: ASCD.

Streifer, Philip A. (2002). Using Data to Make Better Educational Decisions. Lanham, Maryland: The Scarecrow Press, Inc.

Stringfield, S. C., & Yakimowski-Srebnick, M. E. (2005). Promise, progress, problems, and paradoxes of three phases of accountability: A longitudinal case study of the Baltimore city public schools. *American Educational Research Journal, 42*(1), pp. 43-75.