



Education and Human Sciences
Counselor Education Program

July 6, 2011

Max Poole, Ph. D.
Senior Associate Dean
College of Graduate Studies

Dear Dr. Poole,

I am submitting for your review the attached syllabus of *IDS 7501: Issues and Research in Education* for its compliance with the new Ethics/RCR requirements of the College of Graduate Studies. I have also attached the worksheet delineating each area and where it is covered over the course of the semester. Additionally, this course serves as the foundation for ethical discussions that continue into coursework throughout the doctoral degree in education.

Though our students are expected to complete the CITI training while they are conducting research throughout their doctoral program, I have also added that as a course requirement for all new students. They must submit proof of completion by a predetermined date on the syllabus. New texts have also been added to the supplemental section of the syllabus (of which they are required to read six books), including the *Code of Federal Research Regulations* and the *Belmont Report*.

Case studies of the ethical concepts, including plagiarism, authorship, data collection, and personal integrity, will be woven into class discussions and debates to assist in creating a concrete and thorough knowledge base. While this is a large class that is taught once per year for all incoming doctoral students in the College of Education, small groups and debates are utilized to facilitate discussion and understanding of the concepts. Please see the syllabus and worksheet for additional information. If you have any questions or concerns feel free to contact me at your convenience. Thank you for your continuing dedication to the education of all graduate students in the important arena of ethics.

Sincerely,

Mike Robinson, Ph. D.
Director of Doctoral Programs, College of Education
Department of Educational and Human Sciences



**University of Central Florida
College of Education**

Department of Educational & Human Sciences
Counselor Education Program
IDS 7501: *Issues and Research in Education*
Fall 2011

Instructor: Edward H. Robinson, III, Ph.D.
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Office: 322S Education
Office Hours: By Appointment
Telephone: 407-823-3819 (No voicemail)

Course Credit: 3 Hours
Prerequisites: Admission to Ph.D. Program in Education
Intended Audience: Students enrolled in the doctoral program in education

I. Descriptive Information

Course Description: An examination of major issues impacting education and related practical and methodological issues in research.

Guiding Principles of Scientific Research

The Committee (NCR) argued that all the sciences, including scientific educational research, shared a set of epistemological or fundamental guiding principles. The Committee argued that all scientific endeavors should:

- Pose significant questions that can be investigated empirically,
- Link research to relevant theory,
- Use methods that permit direct investigation of the questions,
- Provide a coherent and explicit chain of reasoning,

- Attempt to yield findings that replicate and generalize across studies, and
- Disclose research data and methods to enable and encourage professional scrutiny & critique.

These principles do not constitute an algorithm, checklist, or “how-to” guide; no single study is likely to encompass them all (although a well-designed and coordinated program of scientific research would). Rather, the Committee viewed the principles as professionally internalized norms that reflect dedication to the primacy of evidence; to healthy skepticism about knowledge claims; to ruling out all alternative explanations (“competitive argumentation”; see Schoenfeld, Smith, & Arcavi, 1993); to elucidating and reducing biases that might affect the research process; to disciplined, creative, and open-minded thinking; and to the free flow of constructive criticism.

Shavelson, D., Phillips, L, & Feuer, M 2003

II. Statement of Course Goals and Objectives

Goals:

1. To become familiar with core issues in education across disciplines
2. To examine the issues in educational research
3. To encourage inquiry in education to include perspectives from different disciplines within education.

Objectives:

1. Students will develop an understanding of some of the major issues in education.
2. Students will learn ways of working with individuals from a variety of disciplines within education to analyze problems in education, propose questions for inquiry, and to examine methodological issues in addressing relevant research.
3. Students will develop an understanding of the inquiry process in educational research.
4. Students will examine the interaction effects of culture, race and life-style on typical methodological issues in educational research
5. Students will be exposed to a variety of research projects that encompass both qualitative and quantitative approaches to inquiry in education.
6. Students will be given the opportunity to discuss educational issues with a variety of faculty and examine faculty research projects.
7. Students will investigate ways to fund educational research.
8. Students will develop an understanding of the ethical and legal issues in

- conducting research in education including authorship, credit, and collaboration in research, research misconduct, data management, and informed consent.
9. Students will develop an understanding of personal ethics involved in being a graduate student, a researcher, and a teacher.

III. Texts

- Campbell, D.T & Stanley, J.C.(1966) Experimental and quasi-experimental designs for research . Chicago, R. McNally.
- Shavelson, R. & Towne, L. (2002) Scientific research in education. Washington, DC, National Academy Press.

Readings will also be assigned from a variety of other sources. You will be selecting a number of other books as well. See Required Readings List.

IV. Major Topics

1. Educational Reform and the politics of education from phonics to vouchers.
2. Proven and Promising Practice in Education: What are they and how do we know.
3. The place of academic inquiry in education and the examination of educational issues.
4. Forms of academic inquiry in education.
5. Issues of training and perspective in educational inquiry.
6. Formulation of research questions the foundation of inquiry.
7. Methodological issues in educational research.
8. Ethical issues in educational research.
9. Grants and funding for educational research.
10. Systematic inquiry and developing a research line.
11. Examination of faculty research initiatives.
12. Identifying research interests and developing a plan to implement.
13. Technology issues in education
14. An examination of the concepts of social justice and social responsibility with regard to education.
15. The role of Department, Schools or College of Education within the University

and Society.

V. Course Requirements

1. Complete all assigned readings including six books from the recommended reading list
2. Quasi debate research
3. Quasi debate presentation
4. Six two page reflection papers.
5. Research rationale and question paper
6. Literature Review
7. Participation in class discussions
8. Completion of the CITI training

VI. Evaluation

Points:

1. Complete all assigned readings and TBAs.
2. Debate research. See #8
3. Debate presentation
4. Research Rational and question paper (20 points)
5. Six two page reflection papers (10 points)
6. Participation in class discussions (15 points)
7. Literature Review (25 points)
8. Debate notes and reflections (20 points)
9. Two structured inquiry papers (10 points)
10. Complete CITI training

Grading:

A 100-95

B 94-89

C 88-83

D 82-77

F 76 -

VII. Mode of Instruction

As a Ph.D. Seminar it is expected that students will prepare for class and actively be engaged in discussion during class as the primary mode of instruction. In addition there will be lecture, guest lecture and multimedia presentations, and panel discussions. Students will also work collaboratively on some assignments.

VIII. Administrative Requirements

Attendance:

Attendance is expected at all class sessions and it is expected that professional behavior will include being on time. Credit is awarded for participation (1 pt per class) and if you are late or not present you cannot earn credit for that class.

Assignments:

All assignments are due on the assigned date. Late work will be subject to a grade reduction.

IX. The Golden Rule: <http://www.goldenrule.sdes.ucf.edu/>

The Golden Rule is a compilation of various policies and procedures from ten different UCF departments and was specifically created to provide the answers to many of your questions regarding university rules and regulations. This publication attempts to define your rights and responsibilities and give you a better understanding of your role as a member of the UCF community.

Rules of Conduct:

1. Academic Dishonesty/Cheating

a. Cheating is a violation of student academic behavior standards. The common forms of cheating include:

- i. Unauthorized assistance: communication to another through written, visual, electronic, or oral means. The presentation of material which has not been studied or learned, but rather was obtained solely through someone else's efforts and used as part of an examination, course assignment or project. The unauthorized possession or use of examination

or course related material may also constitute cheating.

ii. Commercial Use of Academic Material: Selling notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the University and the Instructor is a violation of this rule.

iii. Plagiarism: whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

iv. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards

2.Possessing and/or Providing False and Misleading Information and/or Falsification of University Records

3.Disruptive Conduct

4.Personal Abuse

5.Sexual Misconduct

6.Larceny/Property Damage

7.Hazing

8.Unauthorized use of Keys, and/or Entry

9.Misconduct at University Sponsored/Related Activities

10.Unlawful Possession, Use, or Sale of any Controlled Substance

11.Alcoholic Beverages Violation

12.Possession and/or Use of a Firearm and/or Dangerous Material

13.Instigation or Participation in Group Disturbances during Demonstrations, Parades, or Picketing

14.Misuse of Computing and Telecommunications Resources

15.Gambling

X. Professional and Personal Attributes

UNIVERSITY OF CENTRAL FLORIDA – COLLEGE OF EDUCATION

UCF College of Education Code of Professional Conduct

Communication:

- Speaks and writes with fluency and clarity.
- Demonstrates standard English usage in writing and speaking.

- Is a good listener.
- Writes and speaks in a logical and understandable style, uses appropriate grammar and sentence structure, and demonstrates a command of standard English, enunciation, clarity of oral directions, and pace and precision in speaking.
- Reads, comprehends, and interprets professional and other written materials.

Continuous Improvement:

- Shows willingness and ability to reflect upon one's own strengths and weaknesses as those relate to what one does, who one is, how one thinks.
- Is intellectually and academically curious.
- Is receptive to suggestions for improving professional knowledge and skills.
- Is willing to accept and adapt to change.
- Is committed to life-long learning.

Critical Thinking:

- Computes, thinks logically, and solves problems.

Diversity:

- Is sensitive to all students and committed to teaching all students regardless of ability, socio-economic, cultural, linguistic and ethnic background, exceptionality, gender, religion, and other variables.
- Is tolerant, adaptive, open-minded, supportive, encouraging.
- Recognizes and demonstrates awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.
- Values diversity; promotes social justice, equity, and democracy.

Book List and References

Allitt, P. (2005) I'm the teacher, you're the student: a semester in the university classroom
Philadelphia : University of Pennsylvania Press

Angelo, T. (1993) Classroom assessment techniques: a handbook for college teachers
San Francisco : Jossey-Bass

Bain, K. (2004) What the best college teachers do / Ken Bain Cambridge, Mass. :
Harvard University Press

Barrows, C., Bosselman, R. & Chon, K. (1999) Hospitality management education.
London, Routledge

Bassey, M. (1999) Case study research in educational settings. Buckingham, England:
Open University Press

Bibace, R., Dillon, J. & Dowds, B.N.(1999) Partnerships in research, clinical, and
educational settings. Stamford, CT. : Ablex Pub.

Belmont Report: <http://ohsr.od.nih.gov/guidelines/belmont.html>

Boice, R. (2000) Advice for New Faculty. Needham Heights, MA.: Allyn and Bacon

Brinkley, A. (1999) The Chicago handbook for teachers : a practical guide to the college
classroom Chicago, : University of Chicago Press

Campbell, D.T & Stanley, J.C.(1966) Experimental and quasi-experimental designs for
research . Chicago, R. McNally

Cawelti, G. (1999) Handbook of research on improving student achievement. Arlington,
VA : Educational Research Service

Clark, R. (1999) Effective professional development schools. San Francisco: Jossey-
Bass

Cochran-Smith, M. & Lytle, S.L. (1993). Inside/outside: Teacher research and knowledge. New York, NY: Teachers College Press.

Code of Federal Research Regulations:

<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>

Comer, J. (2004) Leave No Child Behind: Preparing Today's Youth for Tomorrow's World. New Haven, Connecticut: Yale University Press

Darling-Hammond , L., (1999) Teaching as the learning profession. San Francisco, CA.: Jossey-Bass

Darling-Hammond , L., (1997) The right to learn: A blueprint for creating schools that work. San Francisco, CA.: Jossey-Bass

Darling-Hammond , L., (1995) Authentic assessment in action: Studies of schools and students at work. NY.: Teachers College Press

Denzin, Y. & Lincoln, S. (2000) Handbook of qualitative research . Thousand Oaks, Calif. : Sage Publications

Dewey, J. (2005; 1916) Democracy and Education. NY.: Barnes and Noble Books

Elkind, D., (1981) The hurried child: Growing up too fast too soon. Reading, MA.: Addison-Wesley

Elkind, D., (1998) The hurried child: Growing up too fast too soon (2nd. ed.). Reading, MA.: Addison-Wesley

Eisner, Elliot W. (1998) The enlightened eye: qualitative inquiry and the enhancement of educational practice. Upper Saddle River, N.J.: Merrill

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Fink, D. (2003) Creating significant learning experiences : an integrated approach to

designing college courses. San Francisco, Calif. : Jossey-Bass

Fraenkel, J. & Wallen, N. (2000) How to design and evaluate research in education. Boston : McGraw-Hill

Gall, J. P., Gall, M. D. Borg, W. Applying educational research : A practical guide. New York : Longman

Gardner, H. (1999) Intelligence reframed : Multiple intelligences for the 21st century NY.: Basic Books.

Gardner, H. (1999) The disciplined mind : what all students should understand. NY.: Simon & Schuster

Gardner, H. (1993) Frames of mind : The theory of multiple intelligences. NY.: Basic Books

Gardner, D.C. & Beatty, G. (1980) Dissertation proposal guidebook : How to prepare a research proposal and get it accepted. Springfield, Ill. : Thomas

Gay, L.R. & Airasian, P. (2000) Educational research : competencies for analysis and application. Upper Saddle River, N.J. : Merrill

Ghosh, S. (1999) Multivariate analysis, design of experiments, and survey sampling. New York : Marcel Dekker

Glass, G. (1980) Quasi-experiments: The case of interrupted time series Washington, D.C.]: American Educational Research Association

Glasser, W., (1998) Choice theory: A new psychology of personal freedom. NY.: Harper Perennial

Golde, C. & Walker, G. (2006) Envisioning the future of the doctoral education, San Francisco, CA.: Jossey-Bass

Goldsmith, M (2007) What Got You Here Won't Get You There: How Successful People Become Even More Successful. NY.: Hyperion

- Goodlad, J. (2004) *Romances with Schools: A Life of Education*. NY: McGraw-Hill
- Goodlad, J. (2004) *A Place Called School: 20th Anniversary Issue*. NY: McGraw-Hill
- Goodlad, J. (1997) *In praise of education*. NY: Teachers College Press
- Goodlad, J. (1994) *A place called school: Prospects for the future*. NY: McGraw-Hill
- Goodlad, J. (1984) *Educational renewal: better teachers, better schools*. San Francisco: Jossey-Bass
- Goodlad, J. & Anderson, J (1987) *The non-graded elementary school*. NY: Teachers College Press
- Goodlad, J. & Keating, P. (1994) *Access to knowledge: The continuing agenda for our nation's schools*. NY.: CEEB
- Gould, S., (1996) *The mismeasure of man (rev. ed.)* NY.: Norton
- Darling-Hammond, L. & Baratz-Snowden, J. (2005) *A good teacher in every classroom : preparing the highly qualified teachers our children deserve / The National Academy of Education, Committee on Teacher Education* San Francisco, CA : Jossey-Bass
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Includes reprint of :
Beecher, H.K. (1966). Ethics and clinical research. *The New England Journal of Medicine*, 274(24), 1354-1360.
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<http://www.who.int/docstore/bulletin/pdf/2001/issue4/vol79.no.4.365-372.pdf>
- Hersh, R. and Merrow, J. (2005) *Declining by Degrees*. NY.: Palgrave/McMillian
- Hess, F., and Finn, C. (2004) *Leaving No Child Behind*. NY.: Palgrave/McMillian

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Houser, R. (1998) Counseling and educational research : Evaluation and application
Thousand Oaks, Calif. : Sage Publications

Illich, I. (1970) Deschooling society. NY.: Harper Colophon

Jarvis, P. (2004) Adult education and lifelong learning : theory and practice.
3rd ed. London ; New York, NY : Routledge Falmer

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Southern Illinois University Press

Johnson, B. & Christensen ,L (2000) Educational research : quantitative and qualitative
approaches. Boston : Allyn and Bacon

Johnson, D. & Johnson, R. (1999) Learning together and alone: cooperative,
competitive, and individualistic learning. Boston: Allyn & Bacon

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cooperation in the classroom and school. Alexandria, VA.: ASCD

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technology . New York : Macmillan

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NY : Pergamon

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Popham, J. (2000) Testing, Testing, Testing: What parents and teachers need to know about school tests. Boston : Allyn and Bacon

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Washington, DC : National Center for Education Statistics, U.S. Dept. of Education,
Office of Educational Research and Improvement

Vesilind, A. (2000) So you want to be a professor? : A handbook for graduate students
Thousand Oaks : Sage Publications

Villa, R. & Thousand, J. (2000) Restructuring for caring and effective education :
Piecing the puzzle together. Baltimore, MD.: P.H. Brooks Pub.

CITI Training Information

Instruction page:

http://www.research.ucf.edu/Compliance/IRB/Investigators/Docs/CITI_Instructions.pdf

Website:

www.citiprogram.com

Calendar Fall 2011

Date	Topic	Assignment(s) Due
8/24	Introduction: Syllabi & Assignments; Graduate Student Ethics & Personal Integrity within Academia; Debate Groups & Topics, Immodest proposals, The Normal School	N/A
8/31	The greatest single resource you will need to be successful in a Ph.D. program: Terrie Sypolt 235C Library 9:00 - noon don't be late-seats go fast	N/A
9/7	Debate research and team meeting	N/A
9/14	Dissertations 101: It is too early to start writing but not too early to start planning; Research design, Probabilities and Pitfalls	First Inquiry Paper
9/21	Debate 1	Debate Summary
9/28	Research Design (cont.): Research questions and rationale; Authorship in Academia; Research Misconduct	Two Reflections Second Inquiry Paper
10/5	Single subject and other interesting designs; Integrity in Data Management: Fabrication, Falsification, & Confidentiality; Literature review	N/A
10/12	Research and Public Policy	
10/19	Debate research & team meeting	N/A
10/26	Debate #2	Debate Summary; Research Question Paper
11/2	Journal Discussion	Two Reflections
11/9	Funding Education & Research; Ethical & Legal Pitfalls in Academia	N/A

11/16	Grant Writing; Plagiarism & Self-Plagiarism	Proof of Completion of CITI Training
11/23	Debate research & team meeting	N/A
11/30	Debate #3	Literature Review rough draft; Two Reflections
12/7	Final Exam	Literature Review