The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Theory and Research in Education

Course Number:
ILAC 5143-221

Course Description:
An introduction to the processes and products of educational research such as stages in designing a study, introduction to research methods, identification of the components of a research-based article. Develops critical consumers of educational research.

Class Dates, Location and Hours:

Dates: November 29-December 4, 2016
Location: Classes held at Building 2784, Room 301, Kapaun Air Station on Vogelweh Air Base.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: October 31, 2016

Site Director:
Email: apramstein@ou.edu. Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:
Course Professor: Priscilla L. Griffith, Ph.D.
Mailing Address: 338 Cate Center Drive, Room 190
Norman, OK 73019
Telephone Numbers: (405) 325-3534 and (405) 496-1111
Email Address: pgriffith@ou.edu
Professor availability: The professor will be available to students via e-mail or telephone before and after the in-class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.
Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

1. Demonstrate understanding of ethical issues that arise in all stages of research. (CITI and IRB).
2. Distinguish between five major research designs/methodologies (quantitative, qualitative, mixed methods, action research, and research synthesis) and understand the stages and processes used in each method.
3. Demonstrate an understanding of the procedures necessary to evaluate existing research.
4. Demonstrate the ability to use on-line databases when conducting research (e.g., Google Scholar, OU Library).

Course Schedule:

Prior to Face-to-Face Class Meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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| Sept.- Oct Pre-class Preparation | Order Creswell textbook and begin reading. Familiarize yourself with the course D2L website.  
Complete the online CITI training and print two copies of the completion report (one for your records and one to submit in Class 1) [http://irb.ou.edu/education.asp](http://irb.ou.edu/education.asp)  
Example IRB Process  
Identify topic for research synthesis project and begin preliminary identification of research articles through keyword library research. |
| Week 1 Oct. 25-31 | Post Essay #1 in Dropbox.  
Discussion Board post for Week 1.  
Begin reading research articles for research synthesis. |
| Week 2 Nov. 1-7  | Post Essay #2 in Dropbox.  
Discussion Board post for Week 2 and responses to peers’ Week 1 posts.  
Continue reading research articles for research synthesis. |
| Week 3 Nov. 8-14 | Post Essay #3 in Dropbox.  
Discussion Board post for Week 3 and responses to peers’ Week 2 posts.  
Continue reading research articles for research synthesis. |
| Week 4 Nov. 15-21| Post Essay #4 in Dropbox.  
Discussion Board post for Week 4 and responses to peers’ Week 3 posts.  
Begin drafting text for research synthesis. |
| Week 5 Nov. 22-28| Discussion Board post for Week 5 and responses to peers’ Week 4 posts.  
Continue work on research synthesis. |
### Face-to-Face Class Meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Week 6</td>
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<tr>
<td>T, Nov. 29</td>
<td>Introductions/Questions about the Syllabus</td>
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<tr>
<td></td>
<td>Creswell, Ch. 1 Research Approaches</td>
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<td>Research Synthesis Discussion</td>
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<td></td>
<td>Ethical Considerations Discussion (Creswell, Ch. 3, CITI Course, and Henning)/CITI Report Due</td>
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<tr>
<td>W, Nov. 30</td>
<td>Quantitative Research Discussions/Sharing of Individual Quantitative Research Articles</td>
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<td></td>
<td>Application of Theory in Quantitative Articles (Creswell, Chs. 3 &amp; 8)</td>
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<td></td>
<td>Critique of Literature Reviews in Quantitative Articles (Creswell, Ch. 2)</td>
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<td></td>
<td>Online Database Workshop (computer lab)</td>
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<tr>
<td>Th, Dec. 1</td>
<td>Qualitative Research Discussions/Sharing of Individual Qualitative Research Articles</td>
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<tr>
<td></td>
<td>Application of Theory in Qualitative Articles (Creswell, Chs 3 &amp; 9; Henning)</td>
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<tr>
<td></td>
<td>Critique of Literature Reviews in Qualitative Articles (Creswell, Ch. 2)</td>
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<tr>
<td>F, Dec. 2</td>
<td>Mixed Methods Research Discussions/Sharing of Individual Mixed Methods Research Articles</td>
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<tr>
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<td>Application of Theory in Mixed Methods Articles (Creswell, Chs 3 &amp; 9; Henning)</td>
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<tr>
<td></td>
<td>Critique of Literature Reviews in Mixed Methods Articles (Creswell, Ch. 2)</td>
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<tr>
<td>Sa, Dec. 3</td>
<td>Examination of Text Structures in Research Articles/Creswell, Chs. 5-7—Working in Groups</td>
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<tr>
<td>AM</td>
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<tr>
<td>Sa, Dec. 3</td>
<td>Presentation of Text Structures in Research Articles</td>
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<td>PM</td>
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<td>Su, Dec. 4</td>
<td>Writing Groups—Research Synthesis Introduction and Research Methods Sections</td>
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<td>AM</td>
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<tr>
<td>Su, Dec. 4</td>
<td>Course Wrap-up</td>
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<td>PM</td>
<td>Course Evaluation</td>
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### Post Face-to-Face Class Meetings

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Weeks 7-8</td>
<td>Complete Research Synthesis Paper</td>
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<tr>
<td>Dec. 5-15</td>
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<tr>
<td>Week 8</td>
<td>Post Research Synthesis Paper in Dropbox by 5 pm on Dec. 15</td>
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<td>Dec. 15</td>
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### Assignments, Grading and Due Dates:

**CITI Completion** [http://irb.ou.edu/education.asp](http://irb.ou.edu/education.asp) 5%

Scroll down to Training Instructions and select the first bullet—Registering for CITI Training (New CITI Accounts)

The Collaborative IRB Training Initiative (CITI) Basic Course in the Protection of Human Research Subjects consists of on-line modules covering social/behavioral research. Each module includes a brief quiz. The entire course takes approximately 4-6 hours to complete. You may log on multiple times in order to complete all modules. You should print two completion reports, one for your records and one for
this course. The program will automatically forward a copy of the report to the IRB Office. Due by start of Class 1.

Research Synthesis 25 %

This assignment will require you to do keyword research using Google Scholar and the OU Library, both of which you will access online. Your will want to begin immediately on this assignment. It will require you to identify 15 to 20 research articles on a topic of interest and importance to you. Your topic may be related to a question you have in education or to one of the topics from previous classes you have taken in this program. You will be conducting a research synthesis of the topic using procedures outlined by Shanahan in “Research Synthesis: Making Sense of Accumulation of Knowledge in Reading;” and drawing upon the article by Al Ghanem & Kearns, “Orthographic, Phonological and Morphological Skills and Children’s Word Reading in Arabic: A Literature Review” as a model for reporting. Your research synthesis must include the following components: (a) an introduction to the question/problem you are exploring; (b) a description of your method used to collect articles used in the research synthesis, including search procedures, selection criteria, application of the selection criteria, and coding of articles; (c) an overview of the articles you located; (Note: You do not have to limit your studies to any particular type of research. The important point at this step is that you clearly describe procedures for including and excluding studies in your research synthesis); (d) summary tables; (e) a synthesis of the research—your results; and (f) a discussion of the results, including implications for future research. You should have made significant progress on this project by the 6th week of this class which is our face-to-face meeting. Upload to the final paper to D2L Dropbox by December 15 at 5:00 p.m.

Short Essays about Research Design:

Each of the 4 essays described below will require you to integrate information from the Creswell text, supplemental methods articles, and prototype research articles. Each essay should begin with an introductory paragraph that includes a purpose statement and a synopsis of what will be discussed in the essay. For each essay, you are expected to describe your view/understanding of research in relation to the research paradigm that is provided in the reading(s). You are also expected to discuss the philosophical underpinnings, the strategies of inquiry, and the research methods associated with each set of readings. Focus on the text structure of each research article, and the relationship between the research questions and the method used to investigate the questions. Critique why you think the method selected was an appropriate way to investigate the question and/or what other ways the question could be studied. Provide a summary in which you tie together the ideas presented in the essay.

Essay 1: 5%

Read the chapter by Shanahan, “Research Synthesis: Making Sense of Accumulation of Knowledge in Reading” and the example article by Al Ghanem & Kearns, “Orthographic, Phonological and Morphological Skills and Children’s Word Reading In Arabic: A Literature Review.” Provide a discussion in which your crosswalk the procedures described by Shanahan and the application of those procedures in the Al Ghanem & Kerns article. This essay should be approximately 600-900 words in length. Due by 5:00 pm on Friday of Week 1

Essay 2: 15%

Read the following chapters and journal articles that discuss and provide examples of quantitative research. Construct an essay of 1,000-1,500 words in which you analyze the methodology in the articles based on the resources in the table below. Due by 5:00 pm on Friday of Week 2

<table>
<thead>
<tr>
<th>Information Sources for Categories of Quantitative Methods</th>
<th>Prototype Articles</th>
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<tbody>
<tr>
<td>Creswell, Chapter 8, Quantitative Methods</td>
<td>Korat, Levin, Ben-Shabt, Shneor, &amp; Bokovza, “Dynamic Versus Static Dictionary With and Without Printed Focal Words in I-Book Reading as Facilitator for Word Learning”</td>
</tr>
</tbody>
</table>
Information Sources for Categories of Quantitative Methods  
Cunningham, Stanovich, & Maul, “Of Correlations and Causes: The Use of Multiple Regression Modeling in Literacy Research”  
Zhang, “Morphological Awareness in vocabulary Acquisition Among Chinese-Speaking Children: Testing partial Mediation via Lexical Inference Ability”  
Baumann & Bason, “Survey Research”  
Hutchison & Reinking, “Teachers’ Perceptions of Integrating Information and Communication Technologies into Literacy Instruction: A National Survey in the United States”

Essay 3: 10%
Read the following chapters and journal articles that discuss and provide examples of qualitative research. Construct an essay of 800-1,000 words in which you analyze the methodology in the articles based on the resources in the table below. Due by 5:00 pm on Friday of Week 3

Information Sources for Categories of Qualitative Methods  
Creswell, Chapter 9, Qualitative Methods  
Ives, “Spotting Foolbirds: Literacies Hiding in Plain Sight in an Urban English Language Arts Classroom”  
Henning, Stone, & Kelly, “An Introduction to Action Research”  
Dallimore, Hertenstein, & Platt, “Classroom Participation and Discussion Effectiveness: Student-Generated Strategies”

Essay 4: 10%
Read the following chapters and journal articles that discuss and provide examples of mixed methods research. Construct an essay of 800-1,000 words in which you analyze the methodology in the articles based on the resources in the table below. Due by 5:00 pm on Friday of Week 4

Information Sources for Categories of Qualitative Methods  
Creswell, Chapter 10, Mixed Methods Procedures  
Stephens, et al. “the Impact of Literacy coaches on Teachers’ Beliefs and Practices”

Discussion Board Posts: 25 %
Beginning with Week 1 building up to the 6th week of this class, which is our face-to-face meeting, post a response to each of the topics listed below (each post = 3 %). In the week following, respond to at least two other students’ posts (each response = 1%). These responses will carry through to Week 6. Also acknowledge each response to your post (computed into class participation grade). Your initial post should be between 300 and 400 words. Your response to peers’ posts should be 100-200 words.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Response To Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Based on your understanding of quantitative, qualitative, and mixed methods research procedures, which method do you feel fits with your philosophical worldview?</td>
<td>NA</td>
</tr>
<tr>
<td>Due 5 pm Oct. 31</td>
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</table>
### Week 2
**Due 5 pm Nov. 7**
Select one of the ethical dilemmas in Creswell, p. 102, no. 3 and describe ways you might anticipate the problem and actively address it in your research.

**Response To Peers**
Respond to the postings for Week 1 topic.

### Week 3
**Due 5 pm Nov. 14**
Using one of the research studies you have identified for your research synthesis project, discuss how the research brings together a worldview, design, and method. Identify whether the research is quantitative, qualitative, or mixed methods procedures. Draw upon the scenarios Creswell identifies in Chapter 1 as a guide for this response.

**Response To Peers**
Respond to the postings for Week 2 topic.

### Week 4
**Due 5 pm Nov. 21**
Post the introduction and methods section of your research synthesis project.

**Response To Peers**
Respond to the postings for Week 3 topic.

### Week 5
**Due 5 pm Nov. 28**
Develop a literature map for your research synthesis that shows the relationship among results of your synthesis. Identify studies that support each theme.

**Response To Peers**
Respond to the postings for Week 4 topic.

### Week 6
**Due 5 pm Dec. 5**
Post the introduction and methods section of your research synthesis project.

**Response To Peers**
Respond to the postings for Week 5 topic.

### In-class Participation: 5%
Come to class having read all of the assigned materials. Be prepared to discuss the research articles. In addition bring to class an example of quantitative, qualitative, and mixed methods research that you have located. These articles can be ones you have identified for your research synthesis project. During the course of class discussions, you will be expected to share these articles and to discuss the research design based on Creswell’s Chapters 5-10.

Other aspects of Class Participation include
1. coming to class on time;
2. Staying for the entire class;
3. Being attentive during class discussions;
4. willingly participating in group assignments;
5. respecting the comments and questions made by fellow students during small and large group discussions; and
6. refraining from any behavior that disrupts the academic process.

### Grading:
This is a letter-graded course: A, B, C, D, or F.

A = 200-180; B = 179-160; C = 159-140; D = 139-120; F = below 119

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Priscilla L. Griffith, Ph.D.

Education
1987 Ph.D. University of Texas at Austin Major in Curriculum and Instruction with major coursework in reading education and supporting work in research and statistics

Current Positions
University of Oklahoma, Professor and Ruth G. Hardman Chair in Education and Director of the Oklahoma Writing Project

Frequently Taught Advanced Programs Courses
- ILAC 5003 Models of Instruction
- ILAC 5143 Theory of Research in Education

Major Areas of Teaching and Research Interest
- Teaching: Theories of Reading/Literacy (graduate), Models of Instruction (graduate), Culture, Language and Literacy (graduate; developed course), Analysis of Teaching and Learning (graduate), Theory and Research in Education (graduate), Proseminar in ILAC (graduate), Teaching Writing in Elementary Classrooms (graduate; developed course), Foundations of Language and Literacy Development and Assessment (undergraduate)
- Research: Phonemic Awareness; Teacher Professional Development

Representative Publications and Presentations

Representative Early Work
From 1987 to the present my work has been cited over 150 times by over 80 different authors in over 50 different journals and books.

Representative Recent Work

Book Chapters

Juried Journal Articles

Grants over $9,000,000 in external funding

Representative Honors and Awards Received
- Research Award, University of Oklahoma, College of Education, 2008.

Professional Leadership
- Commission on Graduate Education, Association of Teacher Educators, 2012-present.
- Director of the Oklahoma Writing Project, 2003-present. From 2005-2013 provided 173,092 program contact hours to schools, teachers, and students in Oklahoma
• Director of the Hardman Center for Children with Learning Differences, 2007-present. Provides outreach across Oklahoma to parents, teachers, and schools/disseminates results of applied research to close the gap between best and current practices in literacy education. From 2008-2012 provided 7,740 professional development contact hours to 135 teachers in 14 counties in Oklahoma.

• Commission on Urban Education, Association of Teacher Educators, 2007-2010.


• Director, Teach for Arkansas, University of Arkansas, 2000-2001. Teacher education project to deliver pre-service teacher education to the delta region of Arkansas, funded by SBC Foundation and Walton Family Foundation,

• President, Florida Organization of Teacher Educators in Reading, International Reading Association, 1993-1994.


**Major Professional Affiliations**

• National Writing Project’s professional community

• Association of Teacher Educators

• Literacy Research Association

• International Literacy Association