

Department of Educational Administration and Policy  
College of Education, The University of Georgia

Course Syllabus:

EDAP 7600, Research in Educational Administration and Policy  
Spring Semester, 2007

Instructor:

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Course Description:

In this introductory course, students will develop a working knowledge of major educational research methodologies; differentiate between research, evaluation, and assessment; become familiar with current issues in educational research; and understand the opportunities and challenges of using research to inform educational policy and practice. The course does not require students to master any method of inquiry or analysis.

Course Objectives:

By the end of the course, the student will be able to:

- Understand the assumptions underlying different research methodologies
- Differentiate research studies from non-research studies
- Critique components of research studies
- Understand the stages of the research process
- Identify an area of inquiry which has the potential for study in schools
- Explore and synthesize research literature in an area of inquiry
- Speculate on implications of research for practice and future research.

Required Text:

Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2006). *Introduction to research in education* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth.

Other required readings may be assigned throughout the course. These materials will be distributed in class or made available through web links.

### Specific Course Requirements:

Students are to attend all class meetings, participate in class discussions, take three tests (two mid-terms and a final exam), and complete an individual research project as described below in "Principal Course Assignments." Reading selections that are shown in the "Weekly Activities" section of this syllabus and other readings that may be assigned should be completed before class.

### Principal Course Assignments:

In addition to attending classes and taking all three tests (two mid-term tests and a final exam), students must complete an individual research project using publicly available data. The project:

- will address an area of interest to the student
- must be approved in writing by the instructor before work begins
- will contribute to improved understanding of issues in educational administration policy or practice
- will use existing, publicly available data to the greatest extent possible
- will be presented orally to the class on April 28, simulating a presentation at a professional conference. Presentations will last approximately 12-15 minutes, and will be accompanied by a written executive summary for each class member (including the instructor)
- will NOT, under any circumstances, involve collecting any type of data from students or parents.

### Grading Policy:

Final grades will be based on three tests, an individual project, and class participation, weighted as follows:

Test 1	20%
Test 2	20%
Final Exam	25%
Project	25%
Participation	10%

### Attendance Policy:

Attendance and punctuality are expected. If a rare, unavoidable occurrence will prevent you from attending a class or will cause you to be late, please notify the instructor (in advance if possible).

### Policy for Make-Up of Examinations:

Should a make-up be needed due to an unavoidable emergency, the instructor and the student will make arrangements that are mutually satisfactory. The student is solely responsible for initiating this conversation and for making sure that an agreement is reached. All work must be completed by 12:00 noon on Saturday, May 5. Exams may not be taken early.

Weekly Activities:

January 13	Course Introduction Chapter 1: Scientific Inquiry Chapter 2: Scientific Method
January 20	Chapter 15: Qualitative Research
January 27	Chapter 16, 17: Qualitative Analysis
February 3	Chapter 5: The Hypothesis Chapter 6: Descriptive Statistics
February 10	Chapter 10: Experimental Research Chapter 11: Experimental Research Designs
February 17	<u>Test #1 NO CLASS MEETING</u>
February 24	Individual Project Assignment Chapter 3: The Research Problem Chapter 4: Reviewing the Literature
March 3	Chapter 7: Sampling and Inferential Statistics Chapter 13: Correlational Research
March 10	Chapter 12: Ex Post Facto Research Chapter 14: Survey Research
March 17	<u>Spring Break NO CLASS MEETING</u>
March 24	Chapter 8: Tools of Research (Observation and Assessment) Chapter 9: Validity and Reliability
March 31	<u>Test #2 NO CLASS MEETING</u>
April 7	<u>Library Work: No Class Meeting</u>
April 14	Chapter 18: Writing Research Proposals Chapter 19: Interpreting & Reporting Quantitative Research
April 21	Program and Policy Evaluation Accountability Systems
April 28	Project Presentations (see "Principal Course Assignments")
May 5	Final Exam