LLED 7655
Research Practicum
Fall 2011 -Part II
(revised for weather delays)

Mondays 5:00 -7:45 pm

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Course description

This is Part II of a two-part course that provides students with an introduction to research methods, particularly as applied to educational settings. The course is aimed at the execution of various research strategies, including an understanding of their underlying assumptions and appropriateness for particular research questions. The course is practical in nature in that students engage in original research studies. This semester will focus on data collection, data coding and sorting, and writing up the results.

Prerequisites
1. A research methods course: LLED 7070 or equivalent.
2. All students must have a completed research proposal or a plan that has already been reviewed and approved by a faculty member (either the course instructor or the student's advisor).
3. Be ready to collect data
4. Have IRB approval

Course Readings:
Bogdan, R., & Biklen, S. K. (2006). *Qualitative research for education: An introduction to theory and methods* (5th ed.). Boston: Allyn and Bacon.

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Other course readings will be posted on E-Learning Commons

Class Communication
I will communicate mainly through email. You should plan to check your E-Learning Commons email account daily for information related to this course. The best way to communicate with me is through my Gmail account, dellperry@gmail.com, or through the ELC course site.

Attendance and Late Policy:
Missing class or a small group meeting and coming to class late will influence your participation grade. Students may miss one class or small group meeting without penalty. All subsequent classes or meetings missed will result in a decrease of ten percent removed from the overall class participation grade (with the exception of providing an approved university excuse). If you should

be late to class or miss a class, please contact at least 1 other student from the course to find out what you may have missed in that session before contacting the professor.

Timely completion of assignments is necessary in order to complete the course successfully; late assignments will receive half-credit. No credit will be granted for assignments more than one week late.

Academic Honesty and Plagiarism:
Always give credit where credit is due. Cite your sources. If you have any questions, please see the UGA website on academic honesty http://www.uga.edu/honesty/ahpd/culture_honesty.htm
Plagiarism will result in course failure

Course Requirements

This is a "hands-on" course; attendance and participation are essential. The course format includes:

Participation (25%)
- Regular full class meetings (7 meetings)
- Small group work sessions (5 meetings)
- Individual conferences with the instructor. (2 meetings)
- Reports:
  - Questions & Issues Form (Q & I) before each small group meeting
  - Individual Progress Report (IPR) after each small group meeting
  - Data Collection and Data Analysis Reports (see dates on course outline)

Assignments (25%)
There are three major assignments. Descriptions in Course Outline

Research Paper (50%)
Each student will be responsible for writing a paper for an independent piece of research. The topic for your research will be based on your particular interests within the field of education. Please see "Research Description and Guidelines" form on course website.

Requirements for all papers:
- Written alone.
- Original creation. Getting one off the Internet or from someone else is, of course, an automatic course failure.
- Must link research with theory/principles from class. That is, you must situate your work within the larger dialogue of the literature.
- Paper should be in TIMES NEW ROMAN font, 12 point, 1-inch margins
- Use the APA 6th for citations, bibliography, and writing format. You may use the End Note program to help you organize your citations and bibliography.
- A Bibliography page, referring to the sources cited in the paper (not the sources you end up not using in the paper).
- Paper should be edited before handing it in to instructor. Illegible papers will be returned for further editing.

Class Organization

-Small group work sessions
During the first class meeting you will be assigned to a small group (n=3 to 4). These groups will follow 3 main phases: 1) Data Collection 2) Data Analysis 3) Report Write-up

-Where and when will you meet?
Your group will meet at regular intervals over the semester (see Course Outline) to discuss where you are in your work and to get peer feedback on any problems and questions. You will post the meeting time/place (schedule) on the ELC discussion board.
Your group may meet on or off campus at the location of your choice--I encourage you to find a convenient and comfortable place to meet. You do not have to meet during our regular class time as long as you find another time during the week when all group members can attend.
Each group must post their small group's meeting date, time and location on the ELC course website calendar by the date on the Course Outline.

-What will you do?
At least two days before small group meetings, each member of the group will complete the *"My questions and issues for discussion"(Q&I)* form and email it to the rest of the group and instructor. As the semester progresses, group members may begin exchanging drafts of their papers and request for their colleagues to read as necessary/as assigned. Students are expected to read conscientiously and critically, to make constructive comments and editing suggestions. At the meeting, each person in turn will review where they are in their project and identify one to three issues or problems for which they would like the group's help.

After the meeting, each group member should submit a completed *"Individual Progress Report"(IPR)* through the Assignments section of the ELC site detailing:
1. what they talked about at the meeting
2. where they are in their projects
3. evaluating peer helpfulness and support

Data Collection and Data Analysis Reports
These reports need not be more than a paragraph or two long; they serve to quickly update me as to your progress on the individual phases of your project- alerting me if there is an outstanding issue, or if there is a question that requires attention.

Conference presentations
Each student will prepare a 12 minute presentation of his/her study, introduction, lit review, methods, results and implications to present to the class during the final class meeting. A maximum of 5 content slides is suggested.

Publishing your work
Following the first class meeting, each student will identify a peer-reviewed journal which is an appropriate venue for submission and publication. Final drafts of individual research projects will be in the format appropriate for the chosen journal.

Course Outline

January 24th – Full class meeting: Introduction
- Regrouping; organize groups
- Portfolio Presentation

January 28th -- Data Collection and Data Analysis Reports #1

January 31st – Full class meeting: Data Analysis and Coding
- How to construct coding categories and how to code.
    - Bogdan and Biklen, Chapter 5
    - Ratcliff, D. 15 methods of data analysis in qualitative research.

February 4th – Data Collection and Data Analysis Reports #2

February 7th – Full class meeting: Constructing codes
- Qualitative research software packages.
    - Hesse-Biber, S & Levy, P. The practice of Qualitative Research. Chapter 10
    - Assignment # 1 Due: Prepare field notes from one observation or interview for distribution to the class. Bring 3 copies. As a group, we will work on constructing coding categories and coding transcripts.

February 14th – Small group meeting #1 (Focus on Data Collection)
- Before meeting: Send Q&I to group members and instructor (2days before)
- After meeting: send IPR to instructor (2 days after)

February 17th – Data Collection & Analysis Reports #3

February 18th/21st – Individual Meetings

February 28th – Small group meeting #2 (Focus on Data Analysis)
- Before meeting: Send Q&I to group members and instructor (2days before)
- After meeting: send IPR to instructor (2 days after)

March 4th – Data Collection and Data Analysis Reports #4

March 7th – Full class meeting: Constructing Themes
- By this date you should be done with data collection and finished coding your data
    - Assignment #2 Due: Prepare a short paper (5 pages) in which you present evidence for one or two preliminary themes gleaned from your data. Argue for the existence of these themes through the use of your data. Students will present these themes and supporting data as part of a panel to the rest of the class.

March 14th – No class – Spring Break

March 21st – Small group meeting #3 (Focus on Data Analysis)
- Before meeting: Send Q&I to group members and instructor (2days before)

- After meeting: send IPR to instructor (2 days after)

March 25th – Data Collection and Data Analysis Reports #5

March 28th – Full class meeting: On Writing
- Bem, D. Writing the Empirical Research Article.
- Assignment # 3 Due: Article critique. Chose an article from your "Target Journal" and follow article critique guidelines on course site.

April 4th – Small group meeting #4 (Focus on Writing/Reporting)
- Before meeting: Send Q&I to group members and instructor (2days before)
- After meeting: send IPR to instructor (2 days after)

April 6th / 7th – Individual Meetings

April 11th – Full class meeting: Presentations

April 18th – Full class meeting: Presentations

April 25th – Small group meeting #5 (Focus on final Research Paper)
- Before meeting: Send Q&I to group members and instructor (2days before)
- After meeting: send IPR to instructor (2 days after)

May 2nd – Research Paper due.