

EDA 724
FOUNDATIONS OF RESEARCH FOR PRACTICING
ADMINISTRATORS
University of Nevada, Las Vegas
Fall 2022

COURSE DESCRIPTION:

This class is designed for graduate students preparing for leadership positions in public schools.

This class will introduce students to the philosophy of science with an emphasis on research design, the strengths, limitations, and constraints of various research methodologies, and the initial development of the dissertation prospectus.

INSTRUCTOR:

Bradley Marianno, Ph.D. Office: CEB 314
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COURSE OBJECTIVES:

1. Introduce Educational Leaders to the Philosophies of Social Science Research

What is science? Why do research? What is ontology? What is epistemology? What is positivism, interpretivism, critical, feminist, and post-modern social science?

2. Introduce Educational Leaders to the Methodologies of Social Science Research

What are the strengths and limitations of quantitative and qualitative research? What are the different approaches to quantitative and qualitative research? What are good research questions? What is the role of theory in our research? What are our ethical obligations as researchers?

3. Introduce Educational Leaders to Writing in the Social Sciences

How do we review research literature? How do we write for a scientific and practitioner audience? How do we write an effective research proposal?

COURSE OUTCOMES:

Educational leaders will be able to identify and apply the following to their dissertation proposal:

1. The major philosophical approaches of social science research
2. The major methodological approaches of social science research
3. Effective research proposal writing techniques

NELP OUTCOMES:

Chosen by the student in relation to their research proposal.

REQUIRED TEXTS:

You will need to purchase the following books:

1. Gordon, N., Conaway., C. Common-Sense Evidence: The Education Leader's Guide to Using Data and Research.
2. Creswell, J.W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th Edition). SAGE.

Portions of the following texts will be provided to you (you do not need to purchase):

1. Neuman, W.L. (2011). Social Research Methods: Qualitative and Quantitative Approaches (7th Edition). Pearson.
2. Okasha, S. (2016). Philosophy of Science: Very Short Introduction. Oxford University Press.
3. Creswell, J.W. Qualitative Inquiry & Research Design: Choosing Among Five Approaches. Sage.

COURSE REQUIREMENTS:

Points Possible: 200

- Research Proposal (40%- 80 points)
- Final Research Proposal Presentation (20%- 40 points)
- Methodology Presentation (15%- 30 points)
- Annotated Bibliography (15%- 30 points)
- Peer Review (5%- 10 points)
- IRB Training (5%- 10 points)

ASSIGNMENTS:

1. Research Proposal

A key objective of this class is to help you learn how to write an effective social science research proposal on a topic of your choosing (related to your problem of practice). The

hope is that this proposal will be a very early draft of your dissertation prospectus. We will do this in stages over the course of the semester.

Stage I: Problem statement, purpose statement, research question, outline of background section.

Stage II: An introduction and background/literature review section. This should be about 7 pages and contain a fully drafted introduction and background section. The introduction should contain your problem statement, purpose statement, and research question(s)/hypotheses.

Stage III: An introduction, background section, and data and methods description. It should be about 14-18 pages long.

Final Proposal: Final proposals are due on the last day of class.

2. Final Research Proposal Presentation

A 10 minute presentation of your final research proposal to be given on the last day of class.

3. Methodology Presentation

Students will work in groups of 3 or 4 to select a quantitative or qualitative research methodology and deliver a 30 minute lecture on the methodology including a class activity designed to introduce students to the methodology.

4. Annotated Bibliography

Students will prepare an annotated bibliography of at least 10 sources relevant to their research proposal topic.

5. Peer Review

Students will peer review another students' research proposal and provide feedback. This will be accomplished during class.

COURSE SCHEDULE:

Week 1: Saturday, September 3

Introduction to the Course and Research in the Social Sciences/Education

This week, you will get a broad overview of the course and its assignments. We will answer questions regarding what is science, why do social science research, what are the underlying philosophies underlying social science research, and how do these

philosophies fit with your worldview? We will further seek to understand what “evidenced-based” education looks like.

Readings:

Gordon and Conaway Introduction-Chapter 4

Neuman Chapters 1, 4

Okasha Chapters 1, 2

Assignments Due:

None

Week 2: Friday, September 16

Elements of Effective Research Proposals

This week, we will overview the elements of effective research proposals. We will discuss the research process, how to select a suitable topic, how to draft research questions, how to overview the research literature, and the role of theory in the research process.

Readings:

Creswell Chapters 1-6

Neuman Chapters 5 (pgs. 124-143)

Assignments Due:

None

Week 3: Saturday, October 1

Quantitative and Qualitative Research Methodologies

This week, we will discuss the strength and weaknesses of quantitative and qualitative research methodologies.

Readings:

Neuman Chapter 6, 7, 8

Assignments Due:

Annotated Bibliography

Week 4: Friday, October 14

Quantitative Data Collection and Analysis

This week, we will delve deeper into quantitative data collection and analysis. We will discuss experimental, quasi-experimental, and correlational research methods. We will also discuss how to effectively describe quantitative methods in a research proposal.

Readings:

Neuman Chapters 9, 10, 12

Creswell Chapter 8

Assignments Due:

Methodology Presentations (Quantitative Groups)
Research Proposal Stage I

Week 5: Saturday, November 5

Qualitative Data Collection and Analysis

This week, we will delve deeper into qualitative data collection and analysis. We will discuss narrative, phenomenological, grounded theory, ethnographic, and case study research. We will also discuss how to effectively describe qualitative methods in a research proposal.

Readings:

Creswell Chapter 9
Creswell 5 Approaches

Assignments Due:

Methodology Presentations (Qualitative Groups)
Research Proposal Stage II

Week 6: Friday, November 18

Research Ethics/Institutional Review Boards

This week, we will discuss ethics in the research process and overview the purpose of Institutional Review Boards (IRB).

Readings:

Neuman Chapters 5 (pgs. 143-162)

Assignments Due:

Research Proposal Stage III
Peer Review (in class)

Week 7: Saturday, December 3

Final Research Proposal Presentations

Readings:

None

Assignments Due:

IRB Training (start in class on November 18)
Final Research Proposal
Final Research Proposal Presentation

UNIVERSITY POLICIES:

Public Health Directives

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors

who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](#) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

Identity Verification and Online Course Requirements

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#),

<https://www.unlv.edu/studentconduct/misconduct/policy>, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct.

Intentionally sharing ACE login credentials with another person may be considered an

attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization. To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=39&navoid=10666) webpage, <https://catalog.unlv.edu/content.php?catoid=39&navoid=10666>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular

activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Title IX

UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. To learn more or to report an incident, please visit the [Office of Equal Employment and Title IX website](https://www.unlv.edu/compliance) at <https://www.unlv.edu/compliance>. Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV’s Title IX Coordinator. You can also report concerns directly using the [online](#)

[reporting form](#), at

https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18, or via email at titleixcoordinator@unlv.edu or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact [the Care Center](#) at <https://www.unlv.edu/carecenter> or 702-895- 0602.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](#), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

988 FREE 24/7 SUICIDE & CRISIS LIFELINE

In addition to campus resources such as the [Counseling and Psychological Services \(CAPS\)](#) website at <https://www.unlv.edu/caps>, visiting the [YOU@UNLV website](#) at <https://you.unlv.edu/>, and [Early Alert](#) (for graduate students, at <https://www.unlv.edu/graduatecollege/academy/early-alert>), you may now [call or text 988](#) or [chat at 988lifeline.org](https://www.unlv.edu/graduatecollege/academy/early-alert) if you or someone you know is in crisis and in need of support.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](#), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the

students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.