



Graduate School of Education

Learning and Teaching
Graduate School of Education
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Rutgers, the State University of New Jersey

15:255:603:92 INQUIRY 1

Fall 2021

TUESDAYS, 5:00-8:00pm

Synchronous class meeting every week

ZOOM:

<https://rutgers.zoom.us/j/93376731945?pwd=T1NpL1pEdVVGQ3lPMHhTZktOVGYwZz09>

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| Instructor: Dake Zhang Keith Weber | Email: dake.zhang@gse.rutgers.edu keith.weber@gse.rutgers.edu |
| Phone Number: Zhang (848) 932-0821 Weber (848) 932-0804 | Location: Dake Zhang, Room 312, GSE Keith Weber, Room 233, GSE |
| Office Hours: By appointment | Prerequisites or other limitations: Admission to the Ed.D. Program |
| Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other | Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission: Contact Office of Student and Academic Services () |

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description

Ed.D Goals

The goal of the Rutgers Ed.D. program is to create educational leaders who are agents of change. Inquiry I specifically addresses the Ed.D. program goal of helping students produce and use

research efficiently and effectively to solve problems of practice.

Course Description and Learning Goals:

The purpose of this class is to help students gain an understanding of the research design components that go into any inquiry including the capstone/dissertation project they will be completing in this program.

The main focus of Inquiry I is on learning the conceptual components of research design. In this class students will learn:

- What is a problem of practice and what are the components of a research design to investigate problems of practice
- What are suitable research questions and how do these questions vary by methodological and epistemological orientations.
- What makes for a researchable question
- How to situate a problem and associated research questions in the relevant literature and use the relevant literature to inform how the question should be investigated
- What is theory, differing forms of theory, and how theoretical concepts inform a research design.

Students will develop these skills and understandings in the context of identifying a problem of practice and research questions suitable to their interests and practical situations. In particular, during the class, students will:

- Frame and name a researchable problem of practice
- Pose a researchable question or questions
- Investigate different approaches to research design
- Learn to identify and analyze critically empirical research suitable to a problem of practice
- Develop the conceptual components of a study that inform the research problem
- Improve one's writing competence
- Obtain CITI certification so that one can undertake this research.

In this class you will develop an understanding of research inquiry by designing your own individual research project that represents the first phase of developing your dissertation proposal. Much of this work will be done by you between classes and will build on the concepts and skills you will be working on in class.

Other Description of Course Purposes, Contexts, Methods

Inquiry I is the first of two inquiry classes in the Ed.D. core and provides an introduction to research design (quantitative, qualitative and mixed methods), especially the conceptual aspects of design—identifying and framing a problem, coming up with realistic and researchable

research questions, grounding a study with the literature, and identifying the theoretical framework or logic model that will guide data collection and analysis.

Each week will include an introduction to key concepts and methods for conducting research. There are associated readings that provide background and guidance, and you are expected to have read these materials carefully. It is expected that all students will read and develop a knowledge of empirical research in their area of interest in addition to course readings. A portion of most classes will be dedicated to working with peers and faculty to give and get feedback on your individual research project.

Inquiry 2 centers on the process of implementing research in sites of practice and how to analyze and communicate findings to a range of stakeholders. During Inquiry 2, students will learn how to investigate their research problem employing different data collection and analysis procedures. By the end of Inquiry 2, students will have a research design that could be implemented.

Required texts:

Students are asked to purchase the following books:

Creswell, J.W., & Creswell, J.D. (2018). *Research design: Qualitative, quantitative and mixed methods approaches* (5th ed.). SAGE.

Other readings online in CANVAS by week (we may add extra as we go along)

Booker, K. (2016). Connection and commitment: How sense of belonging and classroom community influence degree persistence for African American undergraduate women. *International Journal of Teaching and Learning in Higher Education*, 28(2), 218-229.

Curran, T. & Wexler, L. (2017). School-based positive youth development: A systematic review of the literature. *Journal of School Health*, 87 (1), 71-80.

Flores, T. T., Vlach, S. K., & Lammert, C. (2019). The role of children's literature in cultivating preservice teachers as transformative intellectuals; A literature review. *Journal of Literacy Research*, 51 (2), 214-232.

Hussain, M., & Jones, J. M. (2021). Discrimination, diversity, and sense of belonging: Experiences of students of color. *Journal of Diversity in Higher Education*, 14(1), 63-71. <http://dx.doi.org/10.1037/dhe0000117>.

Levy, L. A. (2017). Unpacking the male superiority myth and masculinization of mathematics at the intersection: A review of research on gender in mathematics education. *Journal for Research in Mathematics Education*, 48(4), 397-433. <http://www.jstor.org/10.5951/jresmetheduc.48.40397>.

Lauer, P. (2004). *A policymakers' primer on educational research: How to understand, evaluate and use it*. Retrieved 8/3/2015
from <http://www.ecs.org/html/educationissues/research/primer/researchsays.asp>

Meunks, K., & Miele, D. B. (2017). Students' thinking about effect and ability: The role of development, contextual and individual difference factors. *Review of Educational Research*, 87(4), 707-735.

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2012). Qualitative analysis techniques for the review of literature. *The Qualitative Report*, 17, 1-28.

Publication Manual of the American Psychological Association, 7th Edition

<http://www.apastyle.org/manual/>

Roberts, K. D., Park, H. J., Brown, S. 7 Cook, B. (2011). Universal design for instruction in postsecondary education: A systematic review of empirically based article. *Journal of Postsecondary Education and Disability*, 24(1), 5-15.

Strunk, K. K., Wang, S. C., Beall, A. L., Dixon, C. E., Stabin, D. J., & Ridha, B. Z. (2018). "I knew what I was going to school for": A mixed methods examination of Black college students' racialized experiences at a Southern PWI. *Journal of Critical Scholarship on Higher Education & Student Affairs*, 4(1), 61-71.

Course Requirements

Attendance Policy:

. You are allowed unexcused absence this semester. After that, your course grade will automatically be reduced by 2 points per class. However, we strongly encourage you to attend every class section. If you have a bona fide excuse that makes it impossible to avoid missing a class, please let the course instructor know before the class and as early as is practically possible. If you miss a class, for a legitimate excuse or otherwise, it is your responsibility to reach out to your classmates and find out what was missed.

| Activity | Total points |
|----------------------------|---------------------|
| Class Participation | 20 points |
| CITI Course Completion | 10 points |
| Literature Review Critique | 30 points |
| Research Plan- Part 1 | <u>40 points</u> |
| | 100 points |

Summary of Requirements:

Class Participation (20%)

Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings and to participate in class

activities. Your good work and contributions to small group interactions is essential as we will engage in a lot of small group work. As we will try to spend time every session on your research proposals, it is important that you come prepared to share your work and take the time to understand the work of your peers in order to provide thoughtful feedback.

CITI Course Completion (10%) DUE Sunday, 9/26/21

All students are expected to complete the online Collaborative Institutional Training Initiative (CITI) education basic course (www.citiprogram.org). This program focuses on research ethics and important procedures that must be followed to protect human subjects involved in research projects. Directions for registering and completing the test are available at <https://orra.rutgers.edu/citi>

Proof of passing the CITI basic course should be uploaded into assignments by

Literature Review Critique (30%) DUE Sunday 11/7/21

Write a critique of a recently **published** (last 5 -10 years) literature review on an educational topic. You will select the review, preferably one that relates to your own research study.

Literature reviews can be found in the journal *Review of Educational Research*, the annual *Review of Research in Education*, as well as in various topical research journals.

Your 5 to 8 page **critique** of the literature review will:

- **Identify** the topic and argument of the review (that is, the question or problem it addresses).
- **Explain** and **evaluate** how the literature review is organized, the methods used by the authors to locate and identify relevant literature (rules for inclusion and exclusion), and the key findings and conclusions of the review.

Please note you are not reiterating what the review says but explaining the strengths and weaknesses of the **form** and **content** of the literature review. Questions you should be asking yourself as you read and write your critique:

- Do the authors provide enough support for their argument?
- Are the methods used to find and examine the literature adequately explained?
- Is the literature review organized in a way that makes sense to the reader and is supportive of the argument being made?
- Do the authors review the most relevant literature on the topic? Is the research reviewed of adequate quality? Do they explore the topic in enough depth?
- Do the authors explain the strengths and weaknesses of the research being reviewed adequately?
- Are the conclusions drawn and recommendations for future research grounded in the literature reviewed?

Throughout the critique use class readings to support your argument and **conclude the critique** with **how** the literature review might be improved to better inform your problem of practice.

Please upload the published literature review study along with your critique to Canvas.

Research Plan (40%) FINAL DUE Sunday, Dec 19 (WITH Multiple checkpoints below)

This individual project is your main assignment. You will develop this plan throughout the semester. You will submit a more complete and sophisticated version at the culmination of Inquiry II, so choose your problem wisely.

Over the course of Inquiry I, you will draft a research plan of 20 pages to investigate a problem of practice in your workplace. A problem of practice research plan describes a challenge in educational practice and seeks empirically to investigate the challenge and/or test solution(s) to address the challenge. According to the Carnegie Project on the Education Doctorate (2014), a problem of practice is “a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.”^[1]

Research plans that investigate or test solutions to a challenge in educational practice typically formulate research questions that in some way ask, “What’s going on here?” or “What happens when I, we, or they do...?” Your research plan will include the following sections:

A. Problem Statement and Research Questions

State the purpose of your study by describing the problem in relation to research literature and the context in which you work to show why it is a problem that needs to be addressed.

- Identify the research questions that will guide your study. Research questions should reflect the methodological orientation you are using. Qualitative research questions are usually stated as *what* or *how* questions; quantitative questions tend to be stated as hypotheses. Mixed methods will have a blend of question types.
- Make sure to operationalize or define any constructs/variables.

Please Note: Your problem statement and research questions will most likely become more refined as you engage in your literature and develop your logic model. As you learn more about the area in which you are working, be open to reworking this portion of the plan, often substantially.

B. Literature Review

Write your review as a survey and synthesis of relevant literature (at least 25 empirical studies) informing your problem. It should be clear how all of the studies you identify for review are connected to the question or topic addressed in your problem statement.

- Include the procedures you followed to identify the literature including search engines used, key words, types of resources searched, and criteria for inclusion and exclusion.
- Group the studies into categories/themes.
- Describe each theme or category of studies by analyzing and synthesizing the information they provide. This description should look across studies, not just list them, and consider the theoretical perspectives and empirical methodologies employed, strengths and weaknesses, findings, agreements and disagreements, and implications for your study.
- Provide a concluding section that summarizes what the research as a whole leads you to believe about where there is agreement and disagreement around your problem of practice. What are the strengths and weaknesses of the literature as a whole? How does the literature inform your study?

C. Theoretical framework/Logic model

- A theory-based logic model helps tease apart the many different variables and/or factors related to the problem and informs the methodology to be used.
- In your research plan you must explain the theoretical framework/model that guides your study. This theory may be a formal theory like Vygotsky’s theory of human development, or it may be a blending of concepts and theories that you put together to frame your problem. Alternatively if you are conducting a The key assumptions underpinning your theory and the relations between these key assumptions should be explained.

To ensure you receive feedback from instructors as you craft your research proposals you will be expected to hand in pieces of this assignment for review throughout the semester. This process will involve two steps. First, to support students’ development of their research proposals, several classes are formatted for smaller group meetings where you will be expected to share specific aspects of your research designs. Following these sessions students will hand in **no more than a 2-page outline** of the section of their research design that is the focus of the small group session. These outlines will not be graded but will provide you with personalized feedback before you hand in your drafts for grading.

The final submitted paper must take into account previous feedback, critiques, and/or suggestions given by the instructor. All students are expected to indicate in the comments box on Canvas when they submit each draft how they have addressed the feedback they have received in the new paper.

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| Outline of Problem statement and research questions | due 10/3/21 |
| Problem statement and research questions | 5 points due 10/17/2021 |
| Outline of Draft Literature Review | due 10/31/21 |
| Outline of Theoretical framework/Logic model | due 11/28/21 |
| Draft Literature Review & Theoretical Framework | 15 points due 12/5/ 2021 |

Grading Policy:

Evaluation of Written Work:

The following qualities are valued in your work:

- responsiveness to the task or question—make sure that you fulfill *all* of the requirements of the assignment;
- clarity and organization of writing;
- conciseness—write in an organized and non-repetitious way;
- completeness and depth—present enough detail to support your points; write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of your analysis of the topic;
- independent judgment—go beyond simply repeating information presented by others; be critical; identify both strengths and weaknesses and support opinions regarding these by stating your own reasons;
- relevance—connections between your work and the content and organization of this class should be clear;
- attention to professional style—papers must be typed or word-processed and strictly follow APA format;
- timeliness—all work is due on the due date; if you need an extension of time on an assignment, please contact one of us in advance of the due date to discuss a possible extension; and
- all assignments are to be submitted in the assignments section of the Canvas site.

Letter Grade Equivalents:

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| 93-100 | A |
| 88-92 | B+ |
| 83-87 | B |
| 78-82 | C+ |
| 73-77 | C |
| 68-72 | D+ |
| 60-67 | D |
| Below 60 | F |

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/academic-integrity-policy/> for a full explanation of policies.

Web site: CANVAS

Formatting of Written Work

Your written work should conform to the formal standards articulated by the American Psychological Association 7th Edition. Incorrect formatting may result in a loss of points.

Most importantly please ensure the following:

- Times New Roman/Garamond, 12 point font
- One inch margins on all sides
- Page numbers
- Cover page that includes title, course, student, professor, date
- Left alignment with default spacing between words and letters
- Double spaced lines with only one hard return between indented paragraphs

The following qualities will be valued in your work:

- Responsiveness to the task or question—make sure that you fulfill *all* of the requirements of the assignment:
- clarity and organization of writing;
- conciseness—write in an organized and non-repetitious way;
- completeness and depth—present enough detail to support your points; write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of your analysis of the topic;
- independent judgment—go beyond simply repeating information presented by others; be critical; identify both strengths and weaknesses and support opinions regarding these by stating your own reasons;
- relevance—connections between your work and the content and organization of this class should be clear;
- timeliness—all work is due on the due date; if you need an extension of time on an assignment, please contact the professor in advance of the due date to discuss a possible extension

Weekly Course Schedule

| Week | Topic(s) | In Class Group Work/ Workshop Activity | Assignment/Readings |
|-------------|---|--|---|
| 1 - 9/7/21 | <p>Introduction to research and what is a problem of practice.</p> <p>What is educational research, and how can it be used to improve practice?</p> <p>Why do educational leaders need to use research?</p> <p>What do we mean by evidence?</p> <p>“Research on” vs. “Research with”?</p> <p>What are issues of power and control in the Research frame?</p> <p>What are the ways in which we can collect evidence? (What can we ask? What can we observe?)</p> <p>Class Overview</p> | Getting to know each other | |
| 2 - 9/14/21 | <p>Exploring educational research and what makes for a quality study</p> <p>Components of a Research Design</p> <p>How do the differences in studies contribute to differences in questions asked, the way literature is used, how data is collected and the presentation of</p> | <p>Reading studies and discussing similarities and differences.</p> <p>How do similarities and differences relate to different questions and approaches?</p> | <p>Read Creswell & Creswell Chapter 1</p> <p>Read and come prepared to discuss following studies:</p> <p>Booker (2016) Hussain & Jones (2021) Strunk et al (2018)</p> |

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| | evidence in support of findings? Research Ethics | | |
| 3 - 9/21/21 | Conceptualizing a Study: Naming and framing problems of practice: <ul style="list-style-type: none"> • Asking questions • Coming up with testable hypotheses • What makes a researchable problem of practice? | Thinking about the kinds of things you would like to know in your own problem of practice—questions you might be interested in exploring. Exploring models of problem statements and research questions | Read Creswell & Creswell Chapters 6 and 7 Read Lauer (2004) Complete CITI certification and post proof in Canvas under assignments DUE 9/26/21 |
| 4- 9/28/21 | Conceptualizing a Study: Framing problems of practice, part 2 | Peer feedback on drafts of problem statements & research questions | 10 students per hour session Bring to your assigned 1-hour session an outline of problem statement and research questions Outline of problem statement and research Questions (no more than 2 pages) due 10/3/21 |
| 5- 10/5/21 | Conceptualizing a Study: Using the Literature part 1 <ul style="list-style-type: none"> • Components of a literature review • Steps in conducting a literature review <p>Step 1: Identifying and finding relevant research</p> <ul style="list-style-type: none"> • Bibliographic Software • Conceptual Mapping | Presentation on Endnote. | Read: Creswell & Creswell Chapter 2 Onweuegbuzie, Leech & Collins (2012) |
| 6 - 10/12/21 | Conceptualizing a Study: Literature reviews part 2 | Group work exploring literature from a study and how to organize it. | Upload draft of problem statement and research questions DUE Sunday 10/17/21 |

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| | <p>Step 2: How to organize the literature to tell a story</p> <ul style="list-style-type: none"> • What to leave in and what to omit • What's the evidence? • Learning how to read and present research studies critically • Assessing strengths and weaknesses of methods • Drawing conclusions from analysis: validity and rival explanations | <p>Exploring model proposals & how literature review is linked to problem statement & research questions</p> | |
| 7- 10/19/21 | <p>Literature Reviews part 3</p> <p>Step 3: Most common issues with literature reviews</p> <ul style="list-style-type: none"> • What to watch out for when using literature reviews • How do I evaluate a literature review? | <p>Critical examination of published literature reviews</p> <p>Thinking about literature review for your own studies.</p> | <p>Read:</p> <p>Curran & Wexler (2017) Flores et al. (2019) Levy (2017) Meunck & Miele (2017) Roberts et al. (2011)</p> |
| 8 - 10/26/21 | <p>Literature Reviews Part 4</p> | | <p>10 students per hour session</p> <p>2 page outline of literature reviews due 10/31/21</p> |
| 9 – 11/2/21 | <p>Conceptualizing a study: Theoretical Frameworks</p> <ul style="list-style-type: none"> • Where does theory fit into all of this? • What is a theory? • Why is theory important to conceptualizing a study? • What do they all mean – conceptual framework, theory, logic model? | <p>Examining model proposals and the kinds of theories/conceptual frameworks they use and why.</p> | <p>Read Creswell & Creswell Chapter 3</p> <p>Literature Review Critique DUE Sunday, 11/7/21</p> |

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| 10 - 11/9/21 | Theory with a capital T <ul style="list-style-type: none"> Why and how to use established theories? | Examining model proposals that use theory with a capital T? | Read: |
| 11 - 11/16/21 | Logic Models What is a logic model | Examining model proposals that use a logic model and why? | Read: |
| 12 - 11/23/21 | Developing a theoretical/conceptual framework for your study | | 10 students per hour session 2-page outline of theoretical framework/logic model due 11/28/21 |
| 13 - 11/30/21 | Putting the conceptual pieces together <ul style="list-style-type: none"> Problem statement Research questions Literature review Theoretical Framework | Writing workshop group work | Bring to class a draft of your draft research design for peer feedback Draft of Literature Review and Theoretical framework/logic model due 12/5/21 |
| 14 - 12/7/21 | Individual work on research plans | Drop in Office Hours | Keep crafting your individual research designs and incorporating feedback. Instructors will be available to problem solve with you as needed. |
| 15 - 12/14/21 | Conclusions and where to next. Looking forward to Inquiry 2 | Present Research Plan -Use PowerPoint template on Canvas site. | Final research design DUE Sunday December 19, 2021 by 11:59pm. NOTE: All final research plans should be uploaded to CANVAS |