

EDSU 905-Research Design I

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Instructor Information

Instructor: Dr. Uzeyir Ogurlu (Dr.O)

Office: CPS-405

Virtual Office Hours: Tuesday 7-8pm Online

E-mail: uogurlu@uwsp.edu (best way to contact)

Course Information

Course Description:

EDSU 905: Research Design. I will provide an overview of scholarly thinking and research from an interdisciplinary perspective. The focus of the course is to provide a broad overview of quantitative, qualitative, mixed methodologies in research at the doctoral level. The course will provide an introduction to:

- The UWSP IRB proposal process;
- The development of research questions and their context and a draft of Chapter One of a thesis;
- The major components of a literature review, and an outline of Chapter Two of a thesis;
- The understanding of major research designs.

Credits: 3

Prerequisite: Admission into the Ed.D. Program

Expected Instructor Response Times

- I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please resend your email.
- I will attempt to reply to and assess student discussion posts within 72 hours of discussions closing.
- I will attempt to grade written work within 4 days, however longer written assignments may take me longer to read and assess.

Communicate with your Instructor

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Textbook & Course Materials (Bibliography)

Required Textbooks

Creswell, J. W. & Creswell, J. D. (2018). *Research design*, [5th ed.](#) Thousand Oaks, CA: SAGE.

Supplemental or Recommended Readings

General:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (Please access [electronic reference formats recommended by the APA](#) as needed.)

Burke, P.J. & Soffa, S.J. (2018). *The Elements of Inquiry: Research and Methods for a Quality Dissertation*. Routledge, (Available in course [Libguide](#)).

Creswell, J. W. & Clark, V. P. (2011). *Designing and conducting mixed-methods research*. SAGE.

Corbin, J. & Stauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. SAGE.

Onwuegbuzie, A. & Frels, R. (2016). *Seven steps to a comprehensive literature review*. SAGE.

Saldaña, J. (2013). *The coding manual for qualitative researchers* SAGE.

Seidman, I. (2012). *Interviewing as qualitative research*. Teacher's College Press.

Yin, R. (2007). *Case study research* (3rd ed.).SAGE.

Hancock, G., & Muller, R. (2010). *The reviewer's guide to quantitative methods in social science*. Routledge.

Rea, L. M. & Parker, R. A. (2014). *Designing and conducting survey research: A comprehensive guide*. Jossey-Bass.

Pallant, J. (2013). *SPSS survival manual*. Open University Press

Recommended texts for dissertation writing in general:

Beins, B. (2012). *APA style simplified*: Wiley-Blackwell

Nicol, A. & Pexman, P. (2010). *Presenting your findings: A practical guide for creating tables.*: American Psychological Association.

You will find more about EDSU 905 in the course [libguide](#).

Course Learning Outcomes

Program Learning Outcomes (PLO)

PLO # 7: Students will be able to develop a research study that supports the principles of sustainability

- a. Identify gaps or horizons in research and practice as part of developing a research study that advances the field of sustainability through education, community, and business systems
- b. Conduct a quantitative and/or qualitative study that explores the topic identified in their study

Course Learning Outcomes (CLO)

Students will be able to:

1. Identify ethical concerns to anticipate in research (Module 1)
2. Compare and contrast qualitative, quantitative, and mixed research methods (Module 2)
3. Develop an appropriate outline of the introduction (Module 3)
4. Conduct a literature review for their research proposal (Module 4)
5. Develop appropriate research questions for their research proposal (Module 5)
6. Apply the appropriate research methodology for their research proposal (Module 6)
7. Develop all steps to their research proposal (Module 7)
8. Construct an ethical framework in their future study (Module 8)

You will meet the outcomes listed above through a combination of the following activities in this course:

- Reading Chapters
- Reading Module Pages
- Watching Video Tutorials
- Participating Discussion
- Joining Synchronous Meetings
- Completing Peer-Reviews

- Submitting Assignments

Required Artifacts

Certain artifacts are collected on route to completion of your Ed.D. This course contributes to several of these artifacts, as outlined below.

Artifact #4: Problem Statement Paper (EDSU 905)

Process paper that will be graded in EDSU 905 and revised/published as part of your dissertation.

Artifact #5: Significance of Study Statement (EDSU 905)

Part of your dissertation; the completed artifact should reflect a relatively polished understanding of the significance of your study.

Artifact #7: Dissertation Proposal (EDSU 905, EDSU 906, EDSU 920)

Components/a version of your proposal will be integrated into your dissertation where appropriate (e.g., Chapter 1-3).

Note: In this class, you will learn how to write a complete research proposal, which aligns with Chapter 1&2&3 of your dissertation. I highly recommend you work on your actual Chapter 1&2&3.

According to Ed.D Handbook (Pg.9 &10):

- Introduction (Chapter 1)
- Literature review (Chapter 2)
- Methods (Chapter 3)
- Results or findings (Chapter 4)
- Conclusions (Chapter 5)

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to log in to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Attendance

Our synchronous sessions are optional; however, you must attend our one-on-one meeting is required to get points.

Learning Online

This course is entirely online. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.

It's very important that you complete all the readings carefully. Since we don't meet as a class, it's very important that you communicate with me as needed. Email is an excellent way to reach me. I'm also happy to make an appointment to meet in person. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc. Don't worry about looking foolish or wasting my time. I care about your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. You will submit all assignments to CANVAS. Do not email me any assignments but your questions.

Grading Policies

Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade. You must save all your work electronically for your records before submitting it. I'm always happy to answer questions on an assignment, please don't hesitate to ask.

All submissions must be typed using APA.

DO NOT SUBMIT GOOGLE DOC LINKS FOR YOUR ASSIGNMENTS UNLESS OTHERWISE SPECIFIED

Graded Course Activities

Click the **Grades** link in Canvas to access the gradebook and view feedback from your instructor. Click the **Syllabus** link to see a chronological listing of assignments. Overall assignments and accompanying points are listed below:

Description	Points
Selection of Your Research Topic: You will select a topic that you would like to study	20
Introduction Assignment: You will complete an appropriate outline of the introduction	20
Literature Review Assignment: You will complete theoretical Framework and Literature of the Review	20

Research Question Assignment: You will develop your research Question	15
Research Methods Assignment: You will complete Research Design, Population, sample, Data collection instruments and Data analysis procedures	25
Research Proposal Final Version: You will finalize your research proposal	40
IRB Training Completion Certificates: You will complete IRB training	10
IRB Proposal Draft: You will fill out the IRB application	20
Discussions: There are discussion posts for each module	35
1-1 meeting with Dr. O: Dr. You will give have a 1-1 meeting with Dr. O. before you submit the final version.	10
Total Points Possible	215

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval. I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment turned in within 48 hours of the due that have a maximum value of 80% of possible points. An assignment turned in between 3 and 5 days late can earn a maximum of 60% of the points possible. After 5 days, I usually refuse to accept a late assignment.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%

C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	60-66.99%
F	Below 60%

Participation

Students are expected to participate in all online activities as listed on the course calendar.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

Topic Outline/Schedule

Important Note: Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact your instructor.

- Module 1: IRB Training and Ethics in Research
- Module 2: The Selection of a Research Approach
- Module 3: Introduction
- Module 4: Literature Review
- Module 5: Research Question
- Module 6: Research Methodology
- Module 7: Research Proposal
- Module 8: IRB Draft

Technology

Canvas Support

Click on the help button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
Ask Your Instructor a Question Submit a question to your instructor	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
Contact Canvas Support via email Canvas support will email a response.	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.

<p>Contact Canvas Support via phone Find the phone number for your institution</p>	<p>Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.</p>
<p>Search the Canvas Guides Find answers to common questions</p>	<p>Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides.</p>
<p>Submit a Feature Idea Have an idea to improve Canvas?</p>	<p>If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.</p>

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
 - webcam
 - microphone
 - printer
 - a stable internet connection (don't rely on cellular)

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website.

<https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Other Policies

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical

appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a

person other than the student under whose name the work is submitted or performed.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Dropping UWSP Courses

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal

consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#).

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings for [insert class name] are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is evidence and/or explanation of some work completed. All incomplete course assignments must be completed within one calendar year (extensions may be granted under

special circumstances). The grade will reflect this effort. Please speak with instructor regarding procedure for incompletes.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. *Journal of Online Learning and Teaching*, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). *Netiquette*. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and

- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center 2 nd and 3 rd Floors, CCC, ext 3568	Academic and Career Advising Center, 2 nd and 4 th floors, CCC, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

