RESEARCH METHODS IN HIGHER EDUCATION I  
HED 4232  
Autumn 2013

Location: KRH 409  
Date/Time: Wednesdays, 5:00-6:20pm

Instructor: Judy Marquez Kiyama, Ph.D.  
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Office: KRH 363  
Office Hours: Mondays 12-2pm and by appointment  
Email: Judy.Kiyama@du.edu

Course Description  
This is an introductory course in social science research methodologies, designs, methods, and practices in education. The primary goal of this course is to increase student knowledge and competencies regarding research methodologies for education research inquiries. The course will build research literacy and facilitate the ability to integrate research into your professional practice with the ultimate goal of enhancing program, policy, and societal change.

Course Objectives  
Autumn Quarter: Introduction to methodologies and methods in educational research.  
Winter Quarter: Review specific data collection and analysis methods when considering research questions and methodology.  
Spring Quarter: Apply understanding of methodologies and methods with literature reviews and theoretical frameworks to design a study.

Course Learning Outcomes  
• Understand basic principles of measurement for higher education research, assessment, and evaluation.  
• Understanding basic principles of sampling and data collection for higher education research, assessment, and evaluation.  
• Understand basic principles of statistics and research methods for higher education research, assessment, and evaluation.  
• Become familiar with ethical issues in research about higher education.  
• Appreciate the role of educational research in the practice of higher education administration and leadership.  
• Appreciate evidence-based leadership in supporting student access and success.  
• Apply research to revise current practice and/or policy in a hypothetical setting.  
• Interpret research in relation to current issues in higher education.

Academic Expectations  
*Students are expected to arrive to class on time and return promptly from class breaks. Please give me advanced noticed if you will be missing class.  
* If you are missing class, please arrange an outside reflection assignment and/or Skype session to allow for maximum participation.  
* All papers must be typed and double-spaced with 1-inch margins on all sides (size 12 font).
*Papers must follow stylistic guidelines recommended by the Publication Manual of the American Psychological Association.*

* All assignments must be completed on time and submitted via Blackboard. Late papers will receive a maximum of 70%.

* Please refrain from the use of electronic devices in class (laptops, cell phones, blackberries, ipads, etc.) except to use your laptop/ipad to take notes or for readings. Playing on the internet or texting will not be tolerated.

* The goal is not to agree, it is about hearing and exploring divergent perspectives and contributions.

**Academic Integrity:** Any form of academic dishonesty, including plagiarism, in this course will be treated seriously – all work must be your own and the work of others must be properly cited as appropriate. I expect you to comply with the DU Honor Code ([www.du.edu/honorcode](http://www.du.edu/honorcode)) on all assignments:

"All members of the University of Denver are expected to uphold the values of Integrity, Respect, and Responsibility. These values embody the standards of conduct for students, staff, faculty, and administrators as members of the University community. These values are defined as:

> **Integrity:** acting in an honest and ethical manner;
> **Respect:** honoring differences in people, ideas, and opinions;
> **Responsibility:** accepting ownership for one’s own conduct."

More information regarding proper citing and plagiarism can be found in the APA Manual. The website below also provides helpful hints, tools, and exercises in proper citation.
http://ori.hhs.gov/education/products/roig_st_johns/index.html

**Instructional Pedagogy:** This course is designed to be a learner centered course with each student responsible for maximizing their own experience. The instructional responsibility is to create a welcoming environment where sharing of difference views, opinions, critiques, and expertise are valued and respected. Various learning and teaching styles will be utilized and I hope to see you also be critical and creative in how you present your work. All class sessions will involve discussion of assigned readings; I expect that you are prepared to share in this discussion and have prepared these readings in advance. Group work will also be a large component of this course. Each class member is expected to participate in group discussions, activities, and projects.

**Special Needs:** Section 504 of the Rehabilitation Act of 1973 protects anyone with a disability from being excluded or discriminated against in the classroom. If you have a documented disability, please let me know as soon as possible so that we can set up the best learning environment for you. By law I cannot ask you if you have a disability. Any student who feels s/he may need an accommodation based on the impact of a disability or medical condition should contact the Disability Services Program to coordinate reasonable accommodations. They are located on the 4th floor of Ruffatto Hall; 1999 E. Evans Ave.303.871. / 2372 / 2278/ 7432. Information is also available on line at http://www.du.edu/disability/dsp; see the Handbook for Students with Disabilities.

**Inclusivity Statement:** It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. There will be class discussions that will be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Thus, it is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful.
Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on other’s ideas. We will negotiate other guidelines about classroom discussions throughout the course.

**Required Books**

**Autumn Quarter:**

**Winter Quarter:**

Other recommended texts:

**Assignments:**

**Class Participation:** The success of this class will be greatly influenced by the level of participation of all class members. Every student must come to each class having thoroughly read and be prepared to discuss at length those readings, their insights, and their implications as it relates to professional practice and educational research. Students are strongly recommended to keep notes on the readings and class discussions as these notes will help you to think more deeply about your journal reflections.

**Journal Reflections:** Each student will have a reflection journal on Blackboard. This is an online digital notebook that you can contribute to throughout the year. Researchers use journals to record their personal insights into and reflections on an event, practice, concept and/or phenomenon as they engage in the research process. Likewise, researchers memo or journal to grapple with questions that contribute to their own identity development as scholars and practitioners. For the purposes of this course, the expectation is that your journal is comprised of reflective writing in response to readings, class discussions, activities, other coursework, and your evolving research project. You should think about addressing the following (but don’t limit yourself to the following):

- What questions of interest were raised for you as you reflected on the readings?
- Choose one quote or passage from the readings that captured your attention. Talk about your rationale behind why you selected it. Why / How did the passage speak to you?
- What did you learn about research methods from the readings and/or class?
- What are some personal, professional, and/or community connections that relate to the readings or class discussion?

Each reflection entry should be around 2 single-spaced pages. Be prepared to talk about your reflections in class.

**Online Quizzes:** There will be two short quizzes posted on Blackboard during the quarter. These quizzes will cover basic principles from the readings and course discussions. Please complete the quiz by midnight after class on the day it is listed on the syllabus.

**Research Article Review:** You are expected to review and critique a journal article from one of two peer-reviewed academic journals in higher education/student affairs: *Journal of College Student Development* or *Journal of Student Affairs Research and Practice*. This five-page review should include a brief summary and critical analysis of the article. The article you select should relate to your evolving research
project and must include an empirical research study (rather than a synthesis / literature review only).
More information on this assignment will be distributed in class and available on Blackboard.

*Collaborative Research Project:* In groups of three or four and in collaboration with DU staff, students will identify, assess, and report results about a student-focused program at the University of Denver. The final project will include a written report and a public poster presentation.

- Autumn Final: Project Proposal
- Beginning of Winter: Proposal Approval
- Winter Final: Project Progress Report
- Spring Final: Written Report and Poster Presentation

**Grading**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15</td>
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<tr>
<td>Journal Reflections (10 pts each)</td>
<td>20</td>
</tr>
<tr>
<td>Online Quizzes (5 points each)</td>
<td>10</td>
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<tr>
<td>Article Review</td>
<td>20</td>
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<tr>
<td>Collaborative Research Project</td>
<td>35</td>
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</tbody>
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**TOTAL:** 100 POINTS

A: 4.0 = 93-100
A-: 3.7 = 90-92
B+: 3.3 = 87-89
B: 3.0 = 83-86
B-: 2.7 = 80-82
C+: 2.3 = 77-79
C: 2.0 = 73-76
C-: 1.7 = 70-72
D+: 1.3 = 67-69
D: 1.0 = 63-66
D-: 0.7 = 60-62
F: 0.0 = 59 & below
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Activities / Assignments</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Sept. 18</td>
<td>Research Paradigms &amp; Knowledge Claims</td>
<td>Lodico, Spaulding, &amp; Voegtle: Chapter 1</td>
<td>Online discussion about professional / research interests</td>
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<td>3</td>
<td>Sept. 25</td>
<td>Introduction to Measurement</td>
<td>Lodico, Spaulding, &amp; Voegtle: Chapters 4 &amp; 5</td>
<td>Reflection 1</td>
</tr>
<tr>
<td>4</td>
<td>Oct. 2</td>
<td>Quantitative Strategies of Inquiry I</td>
<td>Lodico, Spaulding, &amp; Voegtle: Chapters 3 &amp; 8</td>
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<td>5</td>
<td>Oct. 9</td>
<td>Quantitative Analysis</td>
<td>Lodico, Spaulding, &amp; Voegtle: Chapter 10 &amp; 11</td>
<td>Blackboard Quiz</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 16</td>
<td>Qualitative Strategies of Inquiry I</td>
<td>Lodico, Spaulding, &amp; Voegtle: Chapter 6</td>
<td></td>
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<tr>
<td>7</td>
<td>Oct. 23</td>
<td>Qualitative Analysis</td>
<td>Lodico, Spaulding, &amp; Voegtle: Chapter 7</td>
<td>Blackboard Quiz</td>
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<tr>
<td>8</td>
<td>Oct. 30</td>
<td>Mixed Methods: Action Research &amp; Program Evaluation</td>
<td>Lodico, Spaulding, &amp; Voegtle: Chapters 12 &amp; 13</td>
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<tr>
<td>9</td>
<td>Nov. 6</td>
<td>Research Participants – Sampling &amp; Ethics</td>
<td><em>(TO BE SCANNED)</em> Lodico, Spaulding, &amp; Voegtle: Chapter 6 FROM DR. KIYAMA’S 1st EDITION</td>
<td>Research Article Review</td>
</tr>
<tr>
<td>10</td>
<td>Nov. 13</td>
<td>Group Project Meetings</td>
<td>Lodico, Spaulding, &amp; Voegtle: Chapters 14 &amp; 15</td>
<td>Reflection 2 Preliminary Group Proposal</td>
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<td></td>
<td></td>
<td>Narrowing in a Research Topic</td>
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This syllabus was constructed based on ideas and previous courses taught by Dr. Sandra Quinones and Dr. Jayne Lammers. I appreciate being able to use their syllabi as a guide.

*Syllabus is subject to change*

(September 2013 jmk)