Syllabus
EDL 681

WESTERN ILLINOIS UNIVERSITY
Educational Leadership
EDL 681 Qualitative Research in Educational Leadership

OFFICE HOURS: Thursday and Friday 9:30 – 2:00 and 30 minutes before a class on the weekend and ? time afterwards.
309.298.1776 (Work - leave a message and a time that would be good for me to return your call)
309.298.1070 (EDL general office phone where you can also leave a message)
309.734.6221 (home)
309.221.3842 (cell)
email – the best way to contact me - ds-mccaw@wiu.edu
web page – http://www.wiu.edu/users/mfdsm/McCaw there you will find a link to WebCT

School administrators must be familiar with both educational research literature and educational research methods. In conducting research studies, fieldwork methodology is particularly relevant for administrators.

CATALOG DESCRIPTION (Three semester hours) The development of the necessary knowledge and skills for applying qualitative techniques of investigation to the research of educational problems.

PREREQUISITE: EIS 500 or equivalent
Moline Campus
MEETING DATES: May 10/11, June 21/22, July 19/20

COURSE OUTCOMES:

1. Students will acquire specific skills in data collection and analysis by doing systematic observations in the field. Crucial skills of inductive reasoning will be emphasized: identification of appropriate educational settings for observations, taking detailed notes, reducing field notes to appropriate summary themes, making inferences of meaning and motivation for actor's activities, and seeking to find patterns of conduct that would not otherwise be apparent to a causal observer.

2. Students will acquire skills in data collection and analysis by doing in depth interviewing.

3. Students will utilize a logic model for constructing their research processes.
4. Students will know and utilize grounded theory in the content analysis of data, learn to report results, and draw conclusions.

REQUIRED TEXT:
APA 5th Edition
Preparing a Literature Review by M. Ling Pan


Readings from: Phi Delta Kappan, Educational Administration Quarterly, NASP, Journal of Experimental Education, American Sociological Review, and other journals which contain primary level research, sometimes referred to “refereed journals” is appropriate.

Readings from: Educational Leadership and others may give you some ideas of research topics but are not considered appropriate for reference use.

The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice, by Elliot W. Eisner

The focus of this course is to learn about qualitative research – which is the predominant type of research done in schools.

GRADES: There will be a final exam -- you will be allowed to take it twice – final attempt due August 1, 2008. It will be an on-line course final and will cover information that I have highlighted in the textbook. There will be quizzes to assess your knowledge of qualitative research. As I want you to KNOW the materials and not just be familiar with it, there will on be ONE attempt per quiz.

The textbook is important – given the limited amount of time that we will have to become experts you will need to develop your own knowledge base in some areas. You can order the book from the Union.

All papers are to be completed in APA format.

COURSE OBJECTIVES:
This course involves authentic experiences in qualitative data collection, analysis, and report writing.

Students will
Knowledge:
- Primary and secondary research sources
- What is “significant”
- Qualitative vs. quantitative
- Effective questioning
- Report writing
- Surveys and interviews (phone, face-to-face)
- Focus groups and town meetings

Skills:
- Develop “good” survey questions?
- Facilitate focus groups.
- Facilitate town meetings.
- Code and quantify subjective responses?
- Write do you report and best mechanisms for doing so.

Dispositions:
- Listening skills
Effective written communication skills
Collaboration skills

TECHNOLOGY SKILLS Needed for successful completion of this course:
  Word processing
  Internet searches
  Possibly a recording software package (i.e. Audacity) – could also be a recording device
  Spreadsheet (basic)
  Basic interpretations of SPSS (if your study is a Mixed Methods)
  On-line survey instrument (if your study is a Mixed Methods)

FIELD STUDY: This course is TIME INTENSIVE – that is one of the reasons it is taught in the summer.

Your grade will be based upon your review of the literature on your topic and successful, ethical, and comprehensive results of your research and your final report + quizzes + Theory Paper + participation + summary

WEEKEND ONE – May 10  You can determine which date works best for you😊 - our first class session will be held until 2. You will not be excused at that time – you will take the on-line assessment AND you will determine a topic for your paper. You will download 1 dissertation on your topic. You will need to have downloaded 5 qualitative studies (general topics – although you could certainly download them related to your RESEARCH TOPIC – doing SMART WORK). You will develop an outline of what questions you might want to pursue. ALL DUE at 8 a.m. on Sunday.

  Qualitative data – what is it? How do I do it?
  Mini-lectures & quizzes
  Primary and secondary research sources – what are they?
  Focus group techniques
  Written survey questions – good, bad, ugly???
  Interviewing techniques
  Effective questions – written and oral

ASSIGNMENTS:
  - Bring a couple of samples of surveys (home-school, faculty, student, community…) or interview (not employment interviews) questions that you have used or have copies of for everyone in the class (10)
  - Locate three qualitative research studies – bring them to class

COMPLETION of an ON-LINE ASSESSMENT for the university. You will take this on DAY One and cannot proceed in the class without sending/turning in your Certificate of Completion (preferably the digital copy).

Assignment 1:
Read the qualitative studies – closely examine the methodologies – identify and explain what the researcher did – use terms from class. For example, sampling methods, closed interview… What was easy for you to do with the research? Why? What was difficult? Why? What did you NOT understand – this is very important – post it on the DISCUSSION BOARD.

REVIEW of LITERATURE – DUE June 4th - SELECT five qualitative studies - Your review should include the following information:
  - research purpose/questions
  - theoretical framework
  - data collection methods
- data analysis methods
- findings/conclusions
- reflections on “so what”
- research questions that YOU generated as you read the paper… Results should always generate as many, if not more, questions than were answered through the study.

The format for the summary should include - an introductory page indicating rationale for topic selection, integration of the five articles into a coherent paper - conclude with a summary, reflective critique of the utility of each set of articles for exploring your selected phenomenon, and a bibliography (APA appropriate). The evaluation will be based on inclusion of the above issues, your depth of analysis, and your level of statistical literacy.

**WEEKEND TWO:**

Discussion of chapter progress, feedback on design plans, trouble shooting…

Data collection and data coding

SOFTWARE packages for qualitative research

Please bring 3 primary articles on any aspect of qualitative research that you have found to share in small group discussion – 8 a.m. to get us focused. The focus must be on P-12 public schools. Have them read – don’t use classtime to read the articles. I want a synopsis of the study turned in with the study – after you have discussed them with an assigned group.

on-line quizzes

**WEEKEND THREE:**

Report writing – qualitative styles

Reporting the data to support continuous improvement.

Writing for publication.

On-line quizzes

**EVALUATION:**

The first two chapters of the field study will be presented orally to the other members of the class and submitted in writing to the instructor for final evaluation. Grading will be assigned as follows:

- A = Superior Work
- B = Excellent Work
- C = Average Work
- INC = Below average work

INC (I) will be given under extreme, extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances, it is recognized that students may not be able to do so because of factors beyond their control.

Although there are no standards specifically identifying research as a need or requirement it is strongly felt that, especially in light of legislation such as NCLB, that administrators need to understand, be able to critique, and effectively create/add to the body of research. Additionally, as action research has proven to be an effective method of professional growth and development – it is essential that administrators model the use of effective research methodology. The following standards are supported through this course

**Knowledge Base & RECOMMENDED READING LIST**


EDL Incomplete Policy
Incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of "INCOMPLETE" may be given to permit the student more time to complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the Graduate Student's File. A student must satisfy the course 505 requirements during the next semester that the course is taught or (s)he will be awarded a letter grade commensurate with their absence.

If you receive an Incomplete in EDL 505, you will have difficulty registering for future courses until the INCOMPLETE is changed to a letter grade.

PLEASE NOTE: I sometimes keep samples of student work to use as exemplars. If your work is selected for future use, I will ask for permission to use it for - up to five years. (Every five years we undergo an accreditation visit by the State of Illinois and NCATE. - These organizations need to see samples of student work and so I need your permission to span a possible five-year window. At the end of five years it will be shredded or you will be contacted for continued permission.

GRADE APPEAL
This information may be reached by: WIU home page, Personnel, Provost page, on the right side the link is listed. The 'Rights and Responsibilities' page will be updated regularly. By including this link you can be assured that all necessary information is made available to students in a timely and simple fashion.

STUDENTS WITH DISABILITIES: "In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 or disability@wiu.edu"
<table>
<thead>
<tr>
<th>Standard 1</th>
<th>A school administrator is an educational leader who promotes the success of all students by <strong>facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</strong></th>
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<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>The administrator has knowledge and understanding of:</td>
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<tr>
<td></td>
<td>- learning goals in a pluralistic society</td>
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<td>- the principles of developing and implementing strategic plans</td>
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<td>- systems theory</td>
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<td>- information sources, data collection, and data analysis strategies</td>
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<td>- effective communication</td>
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<td><strong>Dispositions</strong></td>
<td>The administrator believes in, values, and is committed to:</td>
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<td></td>
<td>- continuous school improvement</td>
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<td>- a willingness to continuously examine one’s own assumptions, beliefs, and practices</td>
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<td><strong>Performance</strong></td>
<td>The administrator facilitates processes and engages in activities ensuring that:</td>
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<td></td>
<td>- the school is organized and aligned for success</td>
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<td></td>
<td>- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined</td>
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<td></td>
<td>- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies</td>
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<td></td>
<td>- the school culture and climate are assessed on a regular basis</td>
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<td>- a variety of sources of information is used to make decisions</td>
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<td></td>
<td>- multiple sources of information regarding performance are used by staff and students</td>
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<tr>
<td></td>
<td>- barriers to student learning are identified, clarified, and addressed</td>
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<tr>
<td></td>
<td>- life long learning is encouraged and modeled</td>
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<td></td>
<td>- technologies are used in teaching and learning</td>
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<tr>
<td><strong>An essential characteristic of effective leadership is the ability to effectively communicate – in both written and spoken skills. Disaggregating the qualitative data and then effectively communicating the results are required skills for today’s leader</strong></td>
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<tr>
<td><strong>Theory of Practice paper</strong></td>
<td>(examines beliefs, assumptions and practices)</td>
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<td><strong>Superintendents’ Interviews</strong></td>
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<th>Standard 2</th>
<th>A school administrator is an educational leader who promotes the success of all students by <strong>advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</strong></th>
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<tr>
<td><strong>Knowledge</strong></td>
<td>The administrator has knowledge and understanding of:</td>
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<td></td>
<td>- applied learning theories</td>
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<td>- applied motivational theories</td>
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<td>- measurement, evaluation, and assessment strategies</td>
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<td>- adult learning and professional development models</td>
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<td></td>
<td>- the change process for systems, organizations, and individuals</td>
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<td></td>
<td>- school cultures</td>
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<td><strong>Performances</strong></td>
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<td><strong>With scientifically-based research as the foundation for all school improvement greater student achievement is possible.</strong></td>
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<td><strong>Culture, climate, and the change process are often surveyed using qualitative methodologies.</strong></td>
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<td><strong>Discerning what is “quality” scientifically-based research is more necessary today than ever.</strong></td>
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<tr>
<th>Standard 3</th>
<th>A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</th>
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<tr>
<td><strong>Knowledge</strong></td>
<td>The administrator has knowledge and understanding of:</td>
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<td>- theories and models of organizations and the principles of organizational development</td>
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<td><strong>Dispositions</strong></td>
<td>The administrator believes in, values, and is committed to:</td>
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<td></td>
<td>- making management decisions to enhance learning and teaching</td>
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<td>- taking risks to improve schools</td>
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<td><strong>Performance</strong></td>
<td>The administrator facilitates processes and engages in activities ensuring that:</td>
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<td>- emerging trends are recognized, studied, and applied as appropriate</td>
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<td>- potential problems and opportunities are identified</td>
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<td>- effective problem-framing and problem solving skills are used</td>
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<td></td>
<td>- effective communication skills are used</td>
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<td></td>
<td>- there is effective use of technology to manage school operations</td>
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<td>- confidentiality and privacy of school records are maintained</td>
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<td><strong>This course will examine the theories related to effective qualitative research methods.</strong></td>
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<tr>
<td><strong>Theory of practice paper</strong></td>
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**Standard 4**
A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members**, responding to diverse community interests and needs, and mobilizing community resources.

**Knowledge**  *The administrator has knowledge and understanding of:*
- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- successful models of school, family, business, community, government and higher education partnerships

**Dispositions**  *The administrator believes in, values, and is committed to:*
- schools operating as an integral part of the larger community
- an informed public

**Performances**  *The administrator facilitates processes and engages in activities ensuring that:*
- credibility is given to individuals and groups whose values and opinions may conflict

It is essential that decisions be made using research and not reacting to every “new” idea. What are the SBR trends and how can research assist us in our decisions?

**Standard 5**
A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner.**

**Knowledge**  *The administrator has knowledge and understanding of:*
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics

**Dispositions**  *The administrator believes in, values, and is committed to:*
- the ideal of the common good
- the right of every student to a free, *quality* education
- bringing ethical principles to the decision-making process

**Performances**  *The administrator:*
- examines personal and professional values
- demonstrates a personal and professional code of ethics
- considers the impact of one’s administrative practices on others

Research requires that certain ethics and frameworks be in place. IRBs *etc.* *Quality* needs to be based on decisions that have reason AND research to support them.

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for additional services.” Information on this office can also be found at www.student.services.wiu.edu/