

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
College of Education
Educational Leadership and Policy Studies

ELPS 600: Research in Educational Leadership
Course Outline

MICHAEL D. EISNER COLLEGE OF EDUCATION MISSION STATEMENT:

The Michael D. Eisner College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of the Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

ELPS Department Mission Statement

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

Catalog Description

This course introduces students to education research concepts, methods, and contributions to K12 and higher education practice, with an emphasis on how administrators can use research to inform decision-making. It is designed to provide students with the foundations of educational research so they will be able to understand basic research reports, evaluate practice in light of research, and develop action research projects.

Course Objectives/Learning Outcomes

By the end of this course, students will be able to:

- Describe the purposes of educational research and its contribution to practice.
- Explain distinctions between approaches to educational research (quantitative v. qualitative; traditional v. action research).
- Apply basic research terminology and concepts in descriptive statistics.
- Demonstrate basic skills in locating, describing, and critiquing empirical research articles.
- Demonstrate basic skills in action research design and methods (including surveys, interviews, and observations) with a coherent action research proposal.
- Develop an action research proposal for a project that is designed to improve student learning as a basis for the major project in the practicum for ELPS 688.
- Develop a basic understanding of the application of technology to the content of this course including the components of the action research proposal.
- Explain how school administrators use and generate research to promote school improvement and inform decision-making.
- Demonstrate a basic consumer understanding of educational research as it relates to issues in educational leadership.
- Evaluate research protocols in terms of potential to provide valid and reliable conclusions.

Course Content

Topics include:

- Purposes and paradigms of educational research (quantitative, qualitative, mixed methods, action)
- Impact of research on educational practice and use of research by school administrators
- Locating, reading and reviewing published research reports in peer reviewed print and electronic journals
- Introduction to quantitative research (hypotheses, sampling, variables, validity, etc.)
- Introduction to statistics (mean, standard deviation, correlation, p-value, etc.)
- Formulating appropriate research questions
- Survey design, implementation, and evaluation
- Qualitative research methods: interviewing, focus groups, observations
- Introduction to data analysis
- Action planning and cycle of continuous educational improvement based upon research results and existing literature

Suggested Textbooks

Creswell, John W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative Research* (2nd ed.). New Jersey: Merrill Prentice Hall.

Glanz, J. (2003). *Action research: An educational leader's guide to school improvement* (2nd ed.). Norwood, MA: Christopher-Gordon Publishers.

Mills, G. E. (2007). *Action research: A guide for the teacher researcher* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Patten, M. L. (2005). *Understanding research methods* (5th ed.). Los Angeles: Pyczak Publishing.

Recommended Handbooks, Manuals, and Journals:

American Psychological Association. 2001. *Publication Manual of the American Psychological Association* (5th edition). Washington, D.C.: American Psychological Association.

Peer reviewed education journals (see suggested list attached).

METHODS OF EVALUATION

Students will be evaluated based on the following, with specific grading policies included in the instructor's syllabus:

- Active participation in class discussion and activities, including online
- Papers, research reports, presentations, reflective journals, and other assignments
- Action research proposal
- Examinations

Students must earn at least a C in the course and maintain a B average in the program.