

## **Mixed Methods for Evaluation in Educational Settings** **Educational Foundations 6464 (3 credits)**

**Spring 2010**

**Wednesdays 6:00-8:50**

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Room EDU 222-Q

**Office Hours:** Wed/Thur. 3:30 p.m.- 6:00 p.m.  
or by appointment

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### **Required Reading**

Creswell, J.W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research.

### **Course Description**

This course is designed to introduce you to the technical and methodological issues underlying the educational research and evaluation using a mixed methods approach to design. The dynamic interplay between educational theory and research will be stressed with the intent of developing the skills of critical analysis required of enlightened consumers of research and evaluation in the field of education.

### **Conceptual Framework**

Please review the College of Education's Conceptual Framework  
(see [http://edcollege.ucf.edu/ssivo/ClassHandouts/Conceptual\\_Framework.doc](http://edcollege.ucf.edu/ssivo/ClassHandouts/Conceptual_Framework.doc)).

### **Learning Objectives**

This course was designed to help students

1. Describe the overall scientific research process and philosophical issues.
2. Define and delimit a research problem, research question and hypothesis.
3. Describe the different ways of designing or planning a research investigation.
4. Describe methods of collecting educational research and evaluation data.
5. Identify the external and internal threats to the validity of a design.
6. Identify data quality issues associated with different kinds of research methodology including the role of measurement in the solution of educational problems.
7. Identify the appropriate analytical strategies for particular research investigations.
8. Critically analyze research reports in the literature.
9. Describe how quantitative and qualitative methods can be integrated for the purpose of answering research/evaluation questions.

### **Course Requirements**

1. **Homework (50 points)** Homework assignments will consist of summaries of at least nine articles relevant to your research question that you obtain from the library or internet. The summaries will be at least one page long, with a 12 point font (Times new Roman, Courier new, or Century Schoolbook), and a one-inch margin.

After a few weeks, you will begin to construct your Midterm (described below). Your Midterm will be graded formatively as homework until the due date. The Final will be completed in a similar fashion. The purpose of these assignments is to provide students a hands-on opportunity to develop a good research proposal and tests a students ability to sort through the available material and construct a viable research proposal .

**Please Note: I prefer hard copies of all homework to be submitted. Electronic copies will ordinarily not be accepted and only contingent upon the professor's approval.**

2. **Midterm (150 points)** The Midterm will involve completing certain sections of the research proposal. The Midterm portion of the research proposal will include (1) the title page, (2) the literature review, (3) the research question or hypotheses (depending upon what kind of research study you are proposing), and (4) the references. Students will have a chance to respond to instructor formative feedback before a summative Midterm grade is given. As a part of the Midterm grade, students must turn in the earlier draft corrected by the instructor along with their Midterm. Although the APA manual should be used for formatting, citations and references, you were not expected to purchase this manual. I will edit your proposal according to these guidelines as your proposal matures. It is important to submit the components of the midterm very near the target date specified in the scheduled below.

**Please Note: I prefer hard copies of all midterms to be submitted. Electronic copies will ordinarily not be accepted and only contingent upon the professor's approval.**

3. **Final (150 points)** The final exam will involve completing the remaining sections of the research proposal. The Final portion of the research proposal will include (1) the Abstract, (2) the Method section, and (3) the proposals sections already completed for the Midterm. The Method section will include (2a) Participants, (2b) Materials (or Apparatus), and (2c) Procedure sections. Please note that the instructor may further correct other aspects of the proposal attempted for the Midterm. Students will have chances to respond to instructor formative feedback before the summative Final grade is given. As a part of the Final grade, students must turn in earlier drafts corrected by the instructor along with their Final.

**Please Note: I prefer hard copies of all finals to be submitted. Electronic copies will ordinarily not be accepted and only contingent upon the professor's approval.**

**Please Note:** Per university policy, students may be asked to submit their papers electronically to turnitin.com so that the instructor may ensure that the papers have not been plagiarized. Violations of student academic behavior standards (cheating, plagiarism) may be handled by the instructor, chair or dean through (a) counseling; (b) loss of credit for specific assignment, examination or project; or (3) removal from course with a grade of "F." AND/OR referred to the Office of Student Conduct where possible actions include warning, probation, suspension, expulsion, permanent conduct record with UCF accessible by other institution by request. More information can be found at the Office of Student Conduct, Student Resource Center, Room 154; x32851

## Grading Criteria

Grades will be assigned according to the percentage of total points correct, with the following grade system. **(Total = 350 points)**

90% and above ( $\geq 315$ points)	= A
80% – 89% (280 to 314 points)	= B
70% – 79% (245 to 279 points)	= C
Below 70% ( $\leq 244$ points)	= F

## Attendance Policy

Attendance is necessary to stay on top of class material and homework assignments. Students are encouraged to come to class, but are left with the responsibility of managing their own attendance. Attendance will be taken for the purpose of explaining poor performance should the need arise.

## Observing the Golden Rule

Student performance on all examinations and assignments for this course should comply with the standards detailed in the Student Academic Behavior section of the Golden Rule Student Handbook (available in the Office of Judicial Programs). This means that you may not give or receive any assistance on exams/assignments, discuss exam/assignment content, questions, or answers with others. Plagiarism is also a Golden Rule violation. Golden Rule offenses may result in your expulsion from the university.

## Students with Disabilities

Students with disabilities who require special accommodations are strongly encouraged to notify the professor and contact the Office of Student Disabilities for assistance in receiving any special accommodations (located in the Student Resource Center 132). The office contact information is:

Phone (407) 823-2371  
 TDD Users Only (407) 823-2116  
 Fax (407) 823-2372  
 Email at [sds@mail.ucf.edu](mailto:sds@mail.ucf.edu)

Go to the following web site to find an extensive list of information about what Special Accommodations are commonly made:

<http://www.sds.ucf.edu/main/sds/HomePage/hp2.htm>

## Tentative Agenda

	<i>Topic</i>	<i>Related Reading</i>
01/13	<b>Class #1: Introduction to Educational Evaluation Research</b>	Chapter 1 and 2
01/20	<b>Class #2: Preliminary, Secondary and Primary Sources; Review of Measurement</b>	Chapters 3, 4, & 5
01/27	<b>Class #3: Revisiting Evaluation Models with an emphasis on Mixed Methods</b>	Chapter 17 Notes
02/03	<b>Class #4: Sampling for Mixed Designs</b>	Chapters 6, 7, 8 & 9
02/10	<b>Class #5: Review of Basic Statistical Procedures</b>	Notes
02/17	<b>Class #6: Descriptive and Causal-Comparative Research</b>	Chapter 13
02/24	<b>Class #7: Correlational Research</b>	Chapter 12
	<b>** Midterm target due date**</b>	
03/03	<b>Class #8: Experimental Research and Quasi-experimental Research</b>	Chapter 11
03/10	<b>***** Spring Break*****</b>	
03/17	<b>Class #9: Experimental Research and Quasi-experimental Research</b>	Chapter 11
03/24	<b>Class #10: Qualitative Research: An overview</b>	Chapters 14 & 15
03/31	<b>Class #11: Grounded Theory Designs</b>	Chapter 14
04/07	<b>Class #12: Ethnographic Designs</b>	Chapter 15
04/14	<b>Class #13: Narrative Research Designs</b>	Chapter 16
04/21	<b>Class #14: Mixed Method Designs</b>	Chapter 17
04/28	<b>** Final Exam Due**</b>	