EDAD 8105 - Research Methods for the Practitioner

Fall 2026 Syllabus, Section A02, CRN 42957,

Credit hours: 3

Instructor

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Public Instructor Information

Instructor Title: Associate Professor
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Course Description

8105. Research Methods for the Practitioner. Research Methods for the Practitioner is an essential course designed for educators, administrators, and research practitioners seeking to enhance their research competency. The course is focused on providing practitioners with knowledge, skills, and resources to apply research-based practices in educational contexts. This course will enable students to think critically about research processes, develop a better understanding of scholarly research literature, and enhance their research literacy. By taking this course, students will gain insights into how research is conducted, evaluated, and used to inform decision making within their field. The course emphasizes practical application and hands-on experience, enabling students to develop a research plan, conduct data collection, and analyze and interpret research findings. As such, this course is an essential resource for practitioners seeking to improve their research skills and contribute to evidence-based practices within their educational contexts. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Course Readings		

Textbook (purchase required):

Graff, G. and Birkenstein, C. (2024). *They say / I say: The moves that matter in academic writing. 6th Ed.* W.W. Norton: New York.

Dissertation (pre-Loaded into course):

Basich, C.W. (2018). Teacher leadership: effects on job satisfaction and teacher retention [Unpublished doctoral dissertation]. Youngstown State University.

Articles (pre-Loaded into Modules):

Astor, R.A.; R. Benbenishty and J.N. Estrada (2009). School violence and theoretically atypical schools: The principal's centrality in orchestrating safe schools. *American Educational Research Journal,* 46(2), 423-461. https://www.researchgate.net/publication/250185077_School_Violence_and_Theoretically_Atypical_Schools_The_Principal%27s_Centrality_in_Orchestrating_Safe_Schools

Azam, S. and D. Menon (2021). Influence of science experiences on preservice elementary Teachers' beliefs. *Electronic Journal for Research in Science & Mathematics Education,* 25(1), 20-45. https://files.eric.ed.gov/fulltext/EJ1292990.pdf

Ceo-DiFrancesco, D.; Dunn, L.S. and Truitt, M. (2022). Dissonance during international service Learning: "You can't go back to the way you were before." *Journal of Community Engagement and Higher Education,* 14(1), 57-72. https://files.eric.ed.gov/fulltext/EJ1343192.pdf

Hatcher, J.W.; Williams, T.; Parker, J.L.; Devaney, T.A. and Gordon, C. (2022). Perceptions of Critical race theory as a tool for understanding the African American Male Educational Experience. *Research Issues in Contemporary Education,* 7(2), 128-146. https://files.eric.ed.gov/fulltext/EJ1344490.pdf

Oh, K. and Nussli, N. (2021). Does short-term international immersion have a sustained on Teachers' cultural competence? Follow-up interviews eight years after a teaching Experience in South Korea. *Journal of the Scholarship of Teaching & Learning,* 21(3), 49-70. https://files.eric.ed.gov/fulltext/EJ1329572.pdf

Rachmatullah, A.; S. Park and M. Ha (2022). Crossing borders between science and religion: Muslim Indonesian biology teachers' perceptions of teaching the theory of evolution *Cultural Studies of Science Education,* 17, 589 - 624. https://link.springer.com/article/10.1007/s11422-021-10066-4

Seemiller, C.; Grace, M.; Dal Bo Campagnolo, P.; Da Rosa Alves, I. and Severo De Borbo, G. (2021). What makes learning enjoyable? Perspectives of today's college students in the US and Brazil. *Journal of Pedagogical Research,* 5(1), 1-17. https://files.eric.ed.gov/fulltext/EJ1289019.pdf

Smedsrud, J.H.; Nordhal-Hansen, A. and Idsoe, E. (2022). Mathematically gifted students' Experience with their teachers' mathematical competence and boredom in school: A qualitative interview study. *Secondary Educational Psychology,* 13. https://doi.org/10.3389/fpsyg.2022.876350

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
10/19	Birkenstein & Graff, 1-58 Birkenstein & Graff, 59-122 And Birkenstein & Graff, 205-233 And Basich, 1-15	The Parts and Pieces of Research: What we are going to Examine and Why Entering the Research Conversation	Module 1 Assignment: Graff & Birkenstein (p. 56 – Exercise 2) (10 Points) Discussion (1 Point): Which section of a research project would you argue is more important than the others? Module 2 Assignment: Graff & Birkenstein (p. 104-105 – Exercises 1, 2 and 3) (20 points) Discussion (2 points) Discuss two things that a lit. review does. Show how the Birkenstein & Graff reading connects to writing a high quality literature review.
10/26	Azam & Menon (2021) Rachmatullah (2022) Basich, p. 16-84	Topical Module: Personal Experiences, Beliefs and Schooling: "The Role of the Lit. Review."	Module 3 Assignment: Lit. Review Analysis (20 Points) Discussion (2 points) Are all professionals biased by their beliefs? How do this module's readings inform your understanding of how our personal beliefs affect our practice?
11/2	Hatcher, J.W., et. all (2022); Basich, 88-127	Topical Module: Race & Education: "The Methodology Section"	Module 4 Assignment: Quiz on Research Methodology (10 points) Discussion (2 points) Outline the main argument from this module's reading. To what extent do you agree with Hatcher's argument? From a methodological perspective, what other research tools might have been useful in this case study?
11/9	Ceo-DiFrancesco, D. Et. al (2022) Oh & Nussli (2021) Basich, 128-171	Topical Module: Cross-cultural experiences in Education: "Different ways of presenting data"	Module 5 Assignment: Reflection Essay on the Quality and Presentation of Data (10 points) Discussion (2 points) In your opinion, which of the authors are able to more effectively show that cross-cultural experiences impact teaching & learning? What would you improve on?
11/16	Seemiller, Et. al (2021) Smedsrud, Et. al. (2022) Basich, 173-206	Topical Module: Motivation & Learning: "How to wrap up a case study"	Module 6 Assignment: Reflection Essay on the Conclusion Section (10 points) Discussion (1 point) Name 1 point you find to be contentious from the assigned reading. What suggestions do you have for the researchers to improve?
11/23	No Reading Due	"Research and Truth – Ditch Diggers vs. Mound Builders"	Module 7 Assignment: Professional Research Philosophy Statement (20 points)

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