**ADMPS 2090**

**Fall Term 2018-2019**

**Research Processes in School Leadership**

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**Office Hours:** By personal appointment, telephone, or email

**Course Description:**

As students seeking a graduate degree, you have entered the world of the practitioner-scholar --- one whose *practice is informed* by educational research and one whose *scholarly pursuits* are embedded in the world of educational practice.

Thinking, writing and research are the primary tools that educators use to engage in lifelong learning and communication with our peers. In fact, I hope that you will view writing as “thinking put to paper”. Writing provides one with the opportunity to view, analyze, and synthesize one’s ideas and understandings.

This course is designed to help you to *synthesize* (an important word in this class) your experience in practice and your engagement in scholarship to produce a review of scholarly literature related to an area of educational practice and/or policy that you view as significant.

A review of the literature is a different form of scholarly work, one that will be unfamiliar to most students. It is not a traditional paper in which opinions and ideas flow freely. Instead, a review of the literature relies on the insights and research of experts in the field being examined.

The course materials and activities are organized in a manner that requires the student to review and revise one’s writing with feedback from others, and to engage in an independent review of the literature related to the agreed upon topic.

Students will work independently, with peers, and with the instructor to manage and make good use of a variety of resources to support learning through reading, analysis, synthesis and writing.

This course is offered as an online experience. No face-to-face meetings are held, though the instructor is available to meet with students should they desire guidance. More details regarding the online nature of the course are included below.

**Course materials:**

**Educational Research:**

McEwan, E. and McEwan, P. (2003). *Making Sense of Research. What’s Good, What’s Not, and How to Tell the Difference.* Thousand Oaks, CA: Sage. ISBN: 0-7619-7708-2 (I have chosen this book and edition because it serves our purposes and can be acquired at a reasonable cost, used or new.)

**Literature Review:**

Galvan, J. (2009). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences* ***(4th ed)***. Glendale, CA: Pyrczak Publishing. ISBN 1-884585-86-8 (I have chosen this book because this edition is very good and can be acquired at a reasonable cost, new or used. You may also be able to rent it. **Be sure to acquire the 4th edition.** Assignments are based on this text and its organization.)

**Suggested Reference (not required, but helpful):**

American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed). Washington, DC: American Psychological Association. ISBN: 1-4338-0561-8, ISBN 13: 978-1-4338-0561-5

**The texts are available for purchase through a variety of online sources. Feel free to use electronic versions, if available.**

**Please purchase the texts (new or used) as soon as possible so as to not fall behind with readings and discussions.**

**Course Requirements*: Research, Read, Analyze, Synthesize, and Write A Review of the Literature.***

The Research Seminar course requires you to direct and manage your learning as a professional. The reading schedule includes many but not all textbook chapters.

Although not required reading, the unassigned chapters contain information that may help you with the research and writing required in the course. Look them over as your background and expertise might be limited in some areas of research or composition.

*Electronic Library Use*

Each student will produce a review of the literature focused on his or her approved topic. As such, only *you* will be able to identify, locate and review applicable readings, synthesizing your thinking across those sources.

**This course requires the active use of online library search facilities through your authorized Pitt account.** Familiarize yourself with the Pitt library search capabilities for at <http://www.library.pitt.edu/>.

**It is strongly recommended that students make time to explore library resources during the first weeks of class so that one can ask questions, identify issues or problems and resolve them. I also recommend that you visit the library and take full advantage of the many supportive services available to Pitt students. The library offers a variety of helpful Webinars and Workshops for students. The librarians are extremely helpful. There are extensive** [Library Services for Graduate Students](https://www.library.pitt.edu/graduate-students).

*Review of Written Materials*

In addition to managing one’s own work for the course, students will also be expected to provide substantive feedback on writing mechanics *and* quality of content to a peer student. Peer review is an important part of the writing/revision process and is only accomplished if you are as serious about your colleagues’ work as you are about your own. Feedback from students indicates that the peer to peer reviews are most helpful. The more eyes on one’s writing , the better.

I also suggest that you find a colleague or friend outside of the course who can also serve as a reviewer for your work. Frequently, students who are not as familiar with a topic can “see” errors in construction that the writer misses.

Develop a support system for your writing outside of the course (advisor, colleagues, supervisor, friends) as well as inside (peer review, instructor).

*Writing Workshops*

It is my goal as your instructor to offer you constructive feedback on your written work. *However, I am not you editor.* If you are not a proficient writer, I strongly recommend that you secure assistance.

A number of classes later in the term are listed as Writing Workshops and have no assignments or readings due. These weeks are designed to give you time to gather and review your literature sources, synthesize your writing and produce a well written, scholarly paper.

During these workshops, the instructor will be available by email and/or phone to discuss your progress. For in person consultations, an appointment is required.

The University of Pittsburgh has an excellent writing center. I advise every student to take advantage of this service. A visit or two to the center can easily boost your grade and your confidence as a writer. You are paying for this service so take advantage of it. Don’t be too shy. The [Writing Center Services for Graduate Students](http://www.writingcenter.pitt.edu/graduate-services).

***Our Roles***

**My role as an instructor in this course is that of a coach**. I organize “practice” opportunities for you, assist you as you to “train” and become skillful and efficient in your work, offering diagnostic feedback to help you refine your skills. I will do this by critiquing your writing, use of APA style and the quality of your research. The syllabus represents my effort to schedule and manage “practice” for you. I am not a cheerleader (offering “good job” commentary that is neither diagnostic nor helpful) nor am I an enforcer, making sure you adhere to expectations of the course. This is a graduate course and the learning is *yours* to manage.

*Communication:*

Sending emails:

You can reach me at longoj@pitt.edu

***For obvious reasons, I do not answer and will not accept e-mail that is not from a pitt.edu address.* Please be careful about this.**

WHEN COMMUNICATING always tell me **your name** and what you need: In the subject line, **indicate the course number** (2090).

Please remember to **sign** your email. *I filter my emails for priority --- if you do not include the course number, the email will not be filtered to a priority area.*

Email responses: I want to give you the personalized feedback you need. Accordingly, I have guidelines that allow you to receive feedback and help in a timely manner.

Schedule: I review e-mails during the Monday through Friday work day. Generally, I do not read or respond to e-mails on weekends, holidays, or evenings.

Response time: You can expect a response within 48 hours of your e-mail, as long as you follow the course guidelines. If you do not hear from me in a reasonable amount of time, please send another e-mail or telephone me.

Telephone Calls or Office Appointments: You may need to have a conversation about something in the course. I will arrange either telephone “office hours” or office meetings on an as-needed basis.

Simply e-mail me and let me know your available time/days. I will happily schedule a conference at a mutually convenient time.

**Assignments:**

In order to ensure that your work is evaluated in a timely manner, please follow these guidelines.

**You will use the assignment tool on the course web site to submit your graded assignments.**

* **Do not email assignments to your instructor unless specifically directed to do so.**
* **Be careful when submitting E-Assignments as Blackboard is unforgiving when it is incorrectly done.**
* **Pause before taking any action on Blackboard.**
* **Unless requested to do so, do not submit “preview” drafts or unsolicited revisions of your work.**
* **All assignments submitted are considered to be final work, ready to be graded.**
* **APA style is required in the final paper. It is not required for other assignments, unless specified.**
* **Put your name, the assignment name, course number and the date on every document and page.**
* **When unsure of the instructions for an assignment, e-mail me, early.**
* **Follow the e-mail guidelines.**
* **If you encounter trouble uploading an assignment, call the HELP desk (412-624-HELP) for assistance.**

There are six (6) formal assignments. Each assignment has an associated form that you must download, complete, and upload by the due date. **All assignments are due on a Sunday. Occasionally, in CourseWeb, old dates linger. Follow the Sunday rule if this should happen.**

Additionally, **you are required to participate fully in the COURSE BLOGS or BLOGS regarding the readings**. Each week, questions are posted for responses and discussion. Your online participation grade is fully dependent on your active, engaged, and consistent involvement with the BLOGS or BLOGS. *I periodically monitor your online time.*

1. ***Proposal of Topic: September 23, 2018***

In this focused assignment, students are to:

* Identify a topic of interest they plan to explore during the term
* Explain why this topic is important to educational leadership
* List 2 or 3 *guiding questions* that will frame the review of literature
* List at least ten (10) sources you have identified that address your guiding questions
* ***Secure the consent and signature of your advisor to research this topic .***

I will be reviewing this assignment to determine the following:

1. Is the topic one that can be reasonably well researched, using available literature?

2. Is the topic both broad enough and specific enough to yield a sufficient number of diverse sources?

3. Are the guiding questions supportive of a journey into the literature, i.e. do they correspond to a broad introduction, a narrowing focus, and a synthesis of information with recommendations, conclusions and implications for further research?

4.Are the sample sources appropriate, reasonably **current**, scholarly, and present in the professional literature on the proposed topic?

1. ***Literature Map: Due on September 30, 2018***

Students are to produce a conceptual “map” of the areas of related literature that they have identified for their topic.

This map or outline should include ***areas to search***, ***important researchers*** *who* write about the topic, and ***key words*** *and* ***subtopics***related to the areas.

This conceptual map is a useful tool in your literature search activities and should continue to be “fleshed out” as your work progresses throughout the term. Some students prefer to use an outline format for this assignment, others use software to connect ideas and concepts graphically. Still others prefer a bulleted list.

**The format of the “map” is entirely up to you** --- it is designed to a tool to use in the search for sources and materials for your review of literature.

I call it a “map” because it will guide you on the journey to your the literature search destination --- whatever form helps you best is acceptable to me as long as it is well developed and consistent.

I will be reviewing the map to determine the following:

1. Is the topic sufficiently defined so as to permit and encourage a meaningful search of the literature?

2. Is the topic area well connected to both larger areas of related literature & to more specific areas, allowing for a deep exploration of the topic?

3. Are the topic and the examination of related literature **manageable in the time available**?

4. Are the key words appropriate in number and kind for an electronic search to yield consequential results?

1. ***Annotated Bibliographies: Due October 7, 2018***

As you review the literature associated with the topic, **you will complete an annotated bibliography** for each source that includes complete citation/source information as well as a summary and critique of the source written by you.

Bibliographies can be stored as Word files or entered in EndNote software and serve as your personal library as you synthesize across sources to produce your review of literature. See: [Endnote-and-Zotero-citation-tools](https://www.library.pitt.edu/mendeley-endnote-and-zotero-citation-tools).

You are expected to review/annotate a minimum of *two (2) sources* for this assignment, *one each of a quantitative and qualitative research* genre; or 1 mixed method genre may be substituted for one of the others. The assignment is self-explanatory.

These bibliographies are meant as a learning tool --- using this format (or one of your own design) will help you to gather the information necessary to write your review of literature. This activity simply allows me to review your work for accuracy and comprehensive annotations that support your writing. Consult the evaluation rubric for guidance.

1. ***First Peer Reviewed First Draft: Due: November 4, 2018***

This draft has *undergone peer review and revision* and represents your best effort at a complete and thorough literature review. The purpose of providing me with this paper is to receive *helpful guidance* (feedback) on your writing and content.

My feedback will help you to *revise and refine* a final draft of the paper. You can expect to receive the paper back in about ten days, allowing you sufficient time to finalize your review of literature and revision processes.

**Important Note Concerning Editing and Revising**

My review process typically includes a first page or so review of writing style and mechanics issues. I usually find that errors in mechanics are repetitive. If I notice it in the first page or so, and note it, assume that the error repeats throughout your paper even though I will not always note it on the paper. *After the first few pages, you will/may see a line drawn and a notation indicating that I am now reading for content only.*

This signals that my focus for the review changes from mechanical (though as noted above, these errors are most likely present throughout the paper) to conceptual --- I am now reading for the content of the paper and the construction of your argument or thesis throughout the remainder of the paper.

Consult the writing rubric to understand the aspects of your writing that I am reviewing. Changes in the text of the paper go beyond “editing” and suggest substantive revision --- in other words, my comments are meant to have you rethink the section, the concept, the idea, the argument, etc. Editing is mechanical correction and revision is rethinking and revising the concept.

1. ***Final Revised Draft: Due: December 2, 2018***

This draft has *undergone numerous reviews (by your advisor, peers, colleagues) and revisions* and **represents your best effort** toward a complete and thorough literature review.

I will read this paper as a summative piece for grading rather than as a piece to review for further revision, hence my feedback will be limited. Consult the evaluation rubric for feedback information.

***6. Poster Presentation: Due: December 9, 2018***

As part of our responsibility as scholar-practitioners, we share what we learn with our colleagues. It is through “professed” scholarship and practice that we claim ourselves as “professionals”.

You will be expected to complete a conference-appropriate poster that adequately captures the focus of your work this term and presents a compelling summary for others.

These “posters” may be produced in a number of ways. Most students use PowerPoint, though it is not required. Prezi, and other graphic and animation software can be used as well. Nonetheless, you must produce a “poster” that meets the following criteria:

1. This is an electronic poster --- keep in mind how it will be viewed and how that influences the design and presentation of material!

2. **The poster must be viewable from any computer without the need for special software. Failure to abide by this requirement may result in a total loss of credit. Also, be very cautious when putting the poster into Blackboard**.

3. The poster must be viewed in its entirety in fewer than 8 minutes.

**4. Oral commentary must be recorded, offering a brief introduction and highlights of the research.**

5. The recorded oral commentary should align with the graphic representations of the poster.

6. The poster should cover the breadth of the paper without getting lost in extensive detail.

7. The poster is designed to entice people to read your paper.

8. The poster should be of professional quality, able to be shared with colleagues and the public.

**Course Grades:**

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| --- | --- |
| **Course grade Chart** |  **Total Points**  |
| Honors (H) SatisfactoryUnsatisfactory | 920-1000 800-919799 or Fewer |

Good Luck in the class. I hope that you gain a deeper understanding of the role and function of educational research and the value of a literature review to the practitioner-educator.

R. Gerard Longo, Ph.D.