



Pitt Education

Research Processes in School Leadership

2201 ADMPS 2090 SEC1010 RESEARCH SEMINAR

Online

Fall Term - 2019-2020

Instructor: R. Gerard Longo, longoj@pitt.edu, 412-648-1937

Office Hours: By Appointment

Grading: H, S, U.

Use of Technology: This course uses a web site (sometimes called “Blackboard” or “CourseWeb,” the name of the software) provided through the University. To access the course Web site, go to <http://courseweb.pitt.edu> and log on using your Pitt user name and password. Or, you can go to www.my.pitt.edu and access the CourseWeb site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructors cannot assist you with log-on problems.

The syllabus is a required text. Please read it carefully!

A. 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 is significant.

A review of the literature is a different form of scholarly work, one that is unfamiliar to most students. It is not a traditional research 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 studied.

The course materials and activities are organized in a manner that requires the student to review and revise one's writing with feedback and to engage in an independent review of the literature related to an 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 the written word.

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.

B. Course materials:

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

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: Pyczak Publishing. ISBN 1-884585-86-8

*(I have chosen this book because this edition is very helpful and can be acquired "USED" at a reasonable cost. 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.

C. Course Requirements:

Research, Analyze, Synthesize, and Write

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

Although not assigned, 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 these 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/>.

I highly recommend that students make time to explore library resources during the first weeks of class so as to identify issues or problems and resolve them early in the course.

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](#).

Review of Written Materials

In addition to managing one's own literature review, 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 fellow student's writing as you are about your own. Feedback from

students indicates that the peer to peer reviews are very helpful. I find that the more eyes on one's writing (feedback) , the better the writing becomes.

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 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 your editor.* If you are not a proficient writer, I strongly recommend that you secure assistance.

Later in the term there are weeks that are listed as Writing Workshops and have no specific 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 workshop weeks, the instructor is 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 shy. The [Writing Center Services for Graduate Students](#).

D. Our Roles

The Professor: My role as your instructor in this course is that of a coach. I organize “practice” opportunities for you, assist you as you “train”, becoming skillful and efficient in your work, offering diagnostic feedback to help you refine your skills as a researcher and writer. I will do this by critiquing your writing, your use of APA style requirements and the quality and depth 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 topic and course number** (2090). 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. I review e-mails during the work week.. Generally, I do not read or respond to e-mails on weekends, holidays, or evenings. You can expect a response to your email within 48 hours, as long as you follow these course guidelines. If you do not hear from me in a reasonable amount of time, please send another e-mail or telephone me. If you 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 hours/days. I will try to schedule a conference at a mutually convenient time.

E. Assignments:

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

You will always use the assignment tool on the Course Web site to submit your graded assignments.

- **Do not email assignments** to the instructor unless specifically directed to do so.
- **Put your name, assignment title, course number and date** on every document and page.
- Be careful when submitting Assignments as Course Web is unforgiving when incorrectly done.
- **Pause and Think** before taking any action on Blackboard as errors may be tough to fix.
- **Do not submit “preview” drafts or unsolicited revisions** of your work, unless requested.
- All assignments submitted on Course Web are considered to be ready to be graded.
- **APA style is required in the final paper.** It is not required for other assignments, unless specified.
- When unsure of the instructions for an assignment, e-mail the professor, early.
- 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, an old date may 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. Your attention is required and so *I periodically monitor your online time.*

1. Proposal of Topic: September 15, 2019

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 3 *guiding questions* that will frame the review of literature
- List 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 strickly review this assignment so as to determine the following:

1. Is the topic one that can be well researched, using available literature?
2. Is the topic broad enough to yield a sufficient number of diverse sources?
3. Do the guiding questions correspond to a broad introduction, a narrowing focus, and a synthesis of information with recommendations and implications for further research?
4. Are the sample sources appropriate, reasonably **current**, scholarly, and present in the professional literature on the proposed topic?
5. Have alternative ideas or theories been considered?

2. Literature Map: Due on September 22, 2019

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

This map or outline must include ***areas to search, important researchers who*** write about the topic, and ***key words and sub-topics*** related to the areas of search.

A conceptual map is a useful tool in your literature search activities and should continue to be “fleshed out” as your work progresses. Some students prefer to use an outline format for this assignment, others use design theory to connect ideas and concepts. Still others prefer a graphic.

The format of the “map” is entirely up to you --- it is 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 thoughtfully developed.

I will be reviewing the map to determine the following:

1. Are the topic and the examination of related literature **manageable in the time available?**
2. Is the topic sufficiently defined so as to permit and encourage a productive search of

- the literature?
3. Does the topic area allow for a deep and diverse exploration of the topic?
 4. Are the key words sufficient in number and kind?

3. Annotated Bibliographies: Due September 29, 2019

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

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](#).

You will review/annotate *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.

4. First Peer Reviewed First Draft: Due: October 27, 2019

This first 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 literature review 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

I am not your editor. 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.**

5. Final Revised Draft: Due: December 1, 2019

This paper has *undergone numerous reviews (by your advisor, peers, colleagues) and revisions* and now **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 8, 2019

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 or exceeds 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 10 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.

F. Course Calendar/Major Assignment/Point Values:

<u>Module:</u>	<u>Starting Date</u>	<u>Ending Date</u>	<u>Major Assignments</u>	<u>Major Assignment Point Value</u>
----------------	----------------------	--------------------	--------------------------	-------------------------------------

1	August 26	September 1*		
2	September 1	September 8*		
3	September 8	September 15*	Approved Topic Proposal	80
4	September 15	September 22*	Literature Map	100
5	September 22	September 29*	Annotated Bibliography	100
6	September 29	October 6*		
7	October 6	October 13*		
8	October 13	October 20*		
9	October 20	October 27	Peer Reviewed First Draft	200
10	October 27	November 3		
11	November 3	November 10		
12	November 10	November 17		
13	November 17	November 24		
14	November 24	December 1	Final Lit. Review Paper	300
15	December 1	December 8	Poster	100

* 8 Required Graded Blogs, 15 points each, for a total of 120 points.

G. Course Grades:

Course grade Chart

Honors (H)

Satisfactory

Unsatisfactory

Total Points

920-1000

800-919

799 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.

Policies:

Incomplete Grades

For this course, an “I” (Incomplete) Grade will be granted only if the student has actively attended to the course requirements but needs extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes necessary, the instructor will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time).

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648---7890, drsrecep@pitt.edu. (412) 228---5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for these courses.

Academic Integrity Guidelines

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the [University Guidelines on Academic Integrity](#)

Provided here is the School of Education [Academic Integrity Policy](#). Please read the policy carefully.

The rights and responsibilities of faculty and students are described in the [University's Academic Integrity Guidelines](#).

Departmental Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (See below) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to

the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer

Federal and State Background Checks and Clearances

All SOE students are now required to have federal and state clearances on file if they are working with or observing children as part of any university class or requirement. We are putting in place a new system that will be in place soon to make sure that we are in compliance. For now, see [how students can get their clearances](#).

The School of Education [Policies and Forms](#) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

Communications

Email

1. Email directly from CourseWeb or your *Pitt* email. I do not answer emails that are not from a pitt.edu address.
2. Tell me who you are and help me figure out what you need: In the subject line, it helps if you mention what you need, so I can look it up and respond faster. I cannot memorize all your monograms, so please sign all emails with your name!
3. **Telephone Calls or Office Appointments**
You may need to have a conversation about something in the course. I will arrange either a telephone “office hours” or meetings on an as needed basis. Just email me and let me know your available time/days. I will be glad to schedule a conference between 9am and 4pm during the week, at a mutually convenient time.

Resources

Education Library Guide

See this Hillman Library [customized libguide](#), a gateway to resources for education students and faculty,

Religious Observances

See the [Provost’s annual memo](#) about religious observances.

Office of Diversity and Inclusion (ODI)

Resources, consultation, and bias incident reporting: <https://www.diversity.pitt.edu/>
Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.pitt.edu/>

Catalogs

The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

- [Pittsburgh Campus Graduate and Professional Studies](#)

Student Mental Health

Counseling Center, in the Wellness Center in Nordenberg Hall:
<https://www.studentaffairs.pitt.edu/cc/> Call 412-648-7930, any time.

Sexual Assault Response: 412-648-7856

Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see:
<http://www.studentaffairs.pitt.edu/cars/>

Student Affairs Summary: [Faculty and Staff Guide for Helping Distressed Students](#)