

EDH 6931
Higher Education Research and Evaluation In Higher Ed
Summer A 2022

PROFESSOR:	Dr. Travis C. Smith
OFFICE:	2-230A Norman Hall
OFFICE HOURS:	Monday & Tuesday 9-12:00pm (Appointments)
CLASS MEETINGS:	Mondays 5:30pm-7:00pm (Optional)
EMAILS:	tcsmith@coe.ufl.edu

Class Creed:

The classroom will be a safe space for all learners regardless of race, gender, class, (dis)ability, cultural background, religion, or sexuality. We will promote and embrace active engagement, critical dialogue, self-reflection, active listening, and authenticity. Each voice is valued in this space as we honor the experiential and content knowledge of every individual.

Course Description¹:

This course considers the practical approaches to qualitative research design. We will explore the nuances of designing a qualitative research design using the following philosophical guide:



Course Outcomes:

Upon completion of this class, students will be able to:

1. Describe key concepts, theoretical perspectives, and controversies on topics related to qualitative research.
2. Identify and implement various qualitative approaches used to solve problems of practice.

3. Design a quality qualitative research project to address educational issues in higher ed.
4. Develop a methodological dissertation chapter.

Required Text:

- APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.

Course Assignments: Grades assigned will be:

A	100 %	to 92.5%
A-	< 92.5 %	to 89.5%
B+	< 89.5 %	to 86.5%
B	< 86.5 %	to 82.5%
B-	< 82.5 %	to 79.5%
C+	< 79.5 %	to 76.5%
C	< 76.5 %	to 72.5%
C-	< 72.5 %	to 69.5%
D+	< 69.5 %	to 66.5%
D	< 66.5 %	to 62.5%
D-	< 62.5 %	to 59.5%
E	< 59.5 %	to 0.0%

Discussion Posts	20 points
Annotated Bibliography	20 points
Methodology Paper	40 points
Final Presentation	20 points

1. Discussion Posts. Each student is expected to adhere to the “Class Creed” which can be found on page one. Students should be actively engaged in course readings, videos, presentations, panels, and discussions. Learning is an active process which means you must participate and invest in course content to make meaning of the information. Students are expected to engage in the weekly discussion post to further the class conversation. The discussion post will be in the format of draft elements for the methodology paper. Students will post their drafts as guided by the prompt and respond to 2 peers with constructive feedback aimed to strengthen their peer’s papers.

2. Annotated Bibliography. This assignment provides students with the opportunity to explore current research regarding a current issue in higher education. Students will create an annotated bibliography based on the topic they seek to write about for their methodology paper. The bibliography should consist of 5 dissertation references and should follow the format below:

- a. APA Title Page
- b. Project Overview 150 words (APA level one heading)
- c. Bibliography pages
 - i. APA Citation of dissertation as a level one heading (bold)
 - ii. One paragraph (no more than 7 sentences) analysis of usefulness of the dissertation chapter 3.

3. Methodological Paper. The purpose of this assignment is to allow students to design and articulate a research project. This assignment is intended to mimic chapter 3 or the methodology chapter of a dissertation. Students will use the template provided via canvas to

create a methodology paper that outlines the qualitative approach for their proposed study. This paper should be no longer than 10 pages. Please follow format below:

- a. Chapter 3: Methodology (introduction)
- b. Nature of Qualitative Research
- c. Methodology
- d. Research Methods
- e. Goodness and Trustworthiness
- f. Researcher Subjectivity Statement
- g. End of Chapter Summary

4. Final Presentation. The purpose of this assignment is to allow students to present their proposed research paper. This assignment is intended to mimic the proposal defense presentation. In 5 minutes, students will present their Chapter 3 via a pre-recorded zoom session. This presentation should consist of a visual aid (ppt, canva, etc) and should articulate the elements included in the methodology paper. Students will pre-record their presentation and upload it to the discussion post assignment. Students are expected to watch all of the presentations and respond to 3 of their peers with thoughtful questions/comments/critiques.

Important Notes:

- All assignments should be saved as lastname_firstname_AssignmentTitle
- All late assignments will be an automatic point deduction and will be accepted based on the teacher's discretion
- All assignments must be submitted via Canvas assignment modules
- Please note that this syllabus is subject to change as needed.

Course Schedule

Wk#	Date	Topics	Learning Artifact Due
1	5/8 - 5/14	Intros; Syllabus Review	Annotated Bibliography
2	5/15 – 5/21	Chapter 3: Methodology (introduction)	Chapter 3: Methodology (introduction)
3	5/22 – 5/28	Nature of Qualitative Research Methodology	Nature of Qualitative Research Methodology
4	5/29 – 6/4	Research Methods	Research Methods
5	6/5 – 6/11	Goodness and Trustworthiness Researcher Subjectivity Statement End of Chapter Summary	Goodness and Trustworthiness Researcher Subjectivity Statement End of Chapter Summary
6	6/12 – 6/18	Reflections	Final Paper and Presentation

All assignments are due 11:59 PM on Saturdays.

COURSE AND UNIVERSITY POLICIES:

Attendance, Make-Up Exams and Assignments

Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Student Honor Code

UF students are bound by the Honor Pledge which states, “We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Class Recording Policy

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving

solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

- Counseling and Wellness Center (CWC): <http://www.counseling.ufl.edu/cwc/> or (352) 392-1575
- University Police Department: (352) 392-1111 or 9-1-1 for emergencies.
- U Matter, We Care: If you or a friend is in distress, visit <http://www.umatter.ufl.edu/> or please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.
- Sexual Assault Recovery Services (SARS): Student Health Care Center, (352) 392-1161.

Academic Resources

- E-learning Technical Support: call (352) 392-4357 (select option 2), e-mail Learning-support@ufl.edu, or visit <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center: Reitz Union, call (352) 392-1601 or visit <http://www.career.ufl.edu> for career assistance and counseling.
- Library Support: visit <http://cms.uflib.ufl.edu/ask> for various ways to receive assistance with respect to using the libraries or finding resources.
 - LibGuides are websites to help you find information about a specific area of study or even a specific class. These guides include suggested books in the library catalog and suggested journals in library database:
 - SPHE: <http://guides.uflib.ufl.edu/studentpersonnel>
 - Higher Education Admin: <http://guides.uflib.ufl.edu/higheredadmin>
- Teaching Center: Broward Hall, call (352) 392-2010 or (352) 392-6420 or visit <http://teachingcenter.ufl.edu/> for general study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, call (352) 846-1138 or visit <http://writing.ufl.edu/writing-studio/> for help brainstorming, formatting, and writing papers.

Student Complaint Process

The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to

file a written complaint to submit that complaint directly to the department that manages that policy.

- Information for residential courses can be found at https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
- Information for online courses can be found at <http://distance.ufl.edu/student-complaint-process/>

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

The Honor Code:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class requirement. Before submitting any work for this class, please read the policies about academic honesty at <http://www.dso.ufl.edu/scr/honorcodes/honorcode.php> and ask the instructors to clarify any expectations you do not understand. It is also expected that all papers submitted for this class be original work for the current fall semester. No papers should be "recycled" from a previous course or other writing assignment without prior permission from the instructor.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>