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**Research for Change**

**EDAD 8636**

**Spring 2023**

**[Draft]**

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Policy, Organizational, and Leadership Studies

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**Course Description[[1]](#footnote-2)\***

Educational leaders, particularly superintendents, are increasingly being held accountable for student performance and achievement, but also for how data are collected, presented and used to monitor students' progress and to inform other decision-making in school districts. The purpose of this course is to help participants acquire the abilities to critically consume, evaluate and produce research and evaluation information that leads to change in leadership. This course focuses on developing skill sets to critique research and to conceptualize, design and conduct practitioner-based research projects specifically related to the practice of educational leadership. Emphasis will be placed on understanding how educational research contributes to knowledge about effective professional practices related to student performance and achievement.

Research design, data collection and analysis procedures, coupled using data to inform leadership decision will be explored through lecture, class discussion, readings, small work group activities and individual/team projects. Individual and team projects are the primary vehicles for applying analytical tools and research procedures for change in leadership. In addition, the course addresses professional and ethical standards for best practice in developing, implementing and using research information. The framework and content for this course are based on standards developed by the Pennsylvania Inspired Leadership program. Ideally, research helps educational leaders question, explore, analyze, and summarize problems of interest. Methods, designs and data analysis procedures are selected to match a specific research topic, question or context. In order to make these choices wisely, educational leaders should have exposure to and knowledge of a variety of tools and procedures. In general, this course examines the logic and procedures of research and evaluation of educational issues with a heavy emphasis on application (i.e., use of data sources, sub-group analysis for decision making). This course (structured in a research workshop format) offers a doctoral-level survey of research and evaluation methods in education focused on decision-making. The course will cover both the theory and practice of research for change in educational leadership settings.

**Purpose**

The purpose of this course is to provide a foundation in the use of research for practical purposes. Research is used here as both a noun: research that already exists in the field (i.e., the research literature) and a verb: conducting and directing original research. You will hone your critical eye regarding the research of others and you will develop a more sophisticated understanding of why, when, and how to conduct research. You will learn how to design, implement, collect data on, analyze, and refine a change idea. Specifically, we will be working together to achieve the following goals:

1. You will grow as a scholarly practitioner, able to transform the field through inquiry in practice
2. You will develop the skill to cultivate others as scholarly practitioners
3. You will enhance your ability to survey a variety of quantitative, qualitative, and mixed methods research studies for their practical significance to your evolving approach to improvement
4. You will draw connections between unique problems of practice in particular school settings with universal problems of practice discussed in the research literature
5. You will build your capability for socially just and equitable change through the use of practice-based research
6. You will identify and address ethical, moral, social, and political issues related to research
7. You will integrate practical wisdom with research knowledge to identify, critically analyze, and solve problems of practice
8. You will evaluate and revise your understanding of leadership, problem-finding, decision-making, problem-solving, and organizational improvement in education

**Schedule – How this Course Will Be Taught**

***Class Sessions*.** Class meets in person every other Tuesday from 5:30 – 8:00.

Dates are as follows: 1/17, 1/31, 2/14, 2/28, 3/14, 3/28, 4/11, 4/25

Room: Ritter Hall, 208

***Synchronous Virtual Sessions.*** During the weeks when we do not meet in person, we will schedule individual and group Zoom meetings to apply the design research approach to your individual projects and to address specific questions related to each of your projects. Link:

https://temple.zoom.us/my/johnjhall

***Office Hours.*** Individual meetings can be scheduled as needed: in-person, by phone, or via Zoom. Send an email to arrange a time.

**Assignments**

***Materials***

* No required text
* Articles, book excerpts, and other media will be posted on *Canvas*, by week
  + In some cases, there is a PDF version of an article as well as a link to an online version

***Reading Guides***

* A reading guide will be posted on *Canvas* each week to accompany the book chapters and articles that we read, as well as the requisite steps in your improvement process
* The reading guides will outline the order in which to read the texts and draw your attention to important aspects
* Review each guide before you read and complete the guide afterward — initially without referring back to the texts (this is a valuable learning strategy)
* Each guide, when necessary, will include a preview of particular information that will help with comprehending the text
* Each guide, when necessary, will include clarification of issues that arose in the responses to the previous week’s guide
* The guides are formative and informal — don’t spend a lot of time on style and formatting
* The guides will be evaluated mostly on your effort to address each question — correctness matters, but this is an iterative process
  + If your responses are not appropriately thorough, I will let you know
  + The evaluation of the reading guides accounts for approximately a third of the course grade
* Student responses on the reading guides will inform discussions in subsequent classes

***Design Research Project***

The main assignment for the course is to conduct an improvement science project and then prepare a report on your project.

Components

* Introduction
  + Your motivation for conducting this project
  + Overview of improvement science and justification for its application in this instance
* The problem
  + Identification of the problem
    - Based on your experience *and*
    - Based on the literature
  + Background on the problem
    - Situated in the national context
    - Situated in the local context
  + Root cause analysis of the problem
    - Fishbone: Categories and contributors (the larger and smaller “bones”)
      * Aspects from your experience
      * Aspects from the literature
    - Include detailed description of most important aspects
* The aim
  + Must be specific and measurable
* Drivers of change
  + System map
  + Driver diagram
    - Primary and secondary drivers
* Theory of action
  + If \_\_\_\_\_\_, then\_\_\_\_\_\_ statements
  + Will likely have multiple components (multiple “if \_\_\_\_\_, then \_\_\_\_\_” statements)
* Change idea
  + Design
  + Plan for implementation
* Data plan (*Methods* lite)
  + Plan for collecting data
    - Outcome data
    - Process data
  + Plan for analyzing data
  + Possible ethical issues and how you addressed them
* The data – analyzed

Organization

* The paper may be organized a number of different ways, as long as it includes the components listed above and flows well
* Figures and tables are always beneficial
  + Label figures and tables clearly
  + Reference and explain figures and tables in the text
  + You can also include figures and tables in an appendix, if that’s easier
* In the appendix you can also include artifacts from your study, such as meeting agendas, rubrics, protocols, or interview questions (no need to include the entire transcript of an interview)
  + If you have hand-written some of the artifacts, including the fishbone diagram, you can just take a photo and embed it in the text
* Throughout the paper, incorporate material read and discussed in the course

Maximum: 25 pages double spaced

More information will be provided during the course.

Due May 7th

Submitting Assignments

* Submit all assignments via email to: johnhall@temple.edu
* Guidelines
  + Label each file with your name, assignment name, and date; e.g., Hall Reading Guide 1 (due 1 31 23).
  + Reading guides should be single spaced with 1” margins and 12-point font
  + The final paper should be double spaced with 1” margins and 12-point font
  + Citations should be formatted according to APA, 7th edition; see the APA website: <http://www.apastyle.org/> and Purdue’s Owl website: <https://owl.english.purdue.edu/owl/> for guidance

**Assignment Overview (subject to change)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Dates** | **Topics** | **Readings** | **Assignments** | **Due** | **Class** |
| **1-2** | 1/17 – 1/30 | * What counts as research? * The practice of research, the practitioners of research * Identifying a problem of practice | * Lewis (2015) * Park et al. (2013) * Education Development Center (2019) | * Reading Guide 1 * Draft Problem of Practice * Draft Fishbone | 1/30 | 1/31 |
| **3-4** | 1/31 – 2/13 | * The role of literature * Parsing the problem of practice * Driving change | * Bryk (2010) * Bryk et al. (2015), Ch. 5 * Mintrop (2016), Ch. 1 & 2 | * Reading Guide 2 * Revised Problem of Practice * Revised Fishbone, Driver Diagram, & System Map | 2/13 | 2/14 |
| **5-6** | 2/14 – 2/27 | * Is the use of theory just theoretical? * Theories of action | * McKenney & Reeves (2012), in Spector et al. (2012), Ch. 11 * Kekahlo et al. (2014) | * Reading Guide 3 * Driver Diagram * Draft Theory of Action | 2/27 | 2/28 |
| **7-8** | 2/28 – 3/13 | * Action research * Lesson study | * Svoboda (2017) * Kolbert (2017) * Grant (2021) | * Reading Guide 4 * Revised Driver Diagram * Revised Theory of Action | 3/13 | 3/14 |
| **9-10** | 3/14 – 3/27 | * What should we measure and how? * Standardized tests: What are they good for? | * Remler & Van Ryzin (2015), Ch. 4 * Berliner & Nichols (2007) * Braun & Mislevy (2005) * Hess (2018) | * Reading Guide 5 * Draft Paper | 3/27 | 3/28 |
| **11-12** | 3/28 – 4/10 | * Change is hard * Establishing causality | * Fullan (2009) * LeMahieu et al. (2017) * Russell et al. (2017) | * Reading Guide 6 * Peer Review of Paper | 4/10 | 4/11 |
| **13-14** | 4/11 – 4/24 | * System change * Learning in networks | * Coghlan & Brannick (2009) – excerpt * Stigler & Hiebert (2016) * Marley & Levin (2011) | * Reading Guide 7 * Work on Paper | 4/24 | 4/25 |
| **15-16** | 4/25 – 5/7 | * Ethics of improvement science * Leadership and improvement * Refining your paper | * Nolen & Putten (2007) * Davis (2007) | * Final Paper Due | 5/7 |  |

**Readings**

Berliner, D. & Nichols, S. (2007). High stakes testing is putting the nation at risk. *Education Week, (26)*27, 36, 48.

Braun, H. I. & Mislevy, R. (2005). Intuitive test theory. *Phi Delta Kappan, 86*(7), 488-497.

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press. [Ch. 5]

Coghlan, D. & Brannick, T. (2009). *Doing action research in your own organization*. (pp. 47-81). SAGE Publications. [Ch. 4, 5, & 6]

Davis, S. H. (2007). Bridging the gap between research and practice: What’s good, what’s bad, and how can one be sure? *Phi Delta Kappan, 88*(8), 568-578.

Education Development Center. (2019). *Building a culture of continuous improvement: Guidebook and Toolkit*. https://www.edc.org/sites/default/files/uploads/EDC-Building-Culture-Continuous-Improvement.pdf

Fullan, M. (2009). Have theory, will travel: A theory of action for system change. In M. Fullan & A. Hargreaves (Eds.), *Change wars*. (pp. 275-293). Solution Tree Press.

Grant, A. (2021, January 31). The science of reasoning with unreasonable people. *The New York Times*.

Hall, J. J. (2022). *A primer on the design approach* [classroom presentation]. Temple University College of Education and Human Development

Hess, F. (2018). *Education reforms should obey Campbell’s Law*. Education Next. <https://www.educationnext.org/education-reforms-obey-campbells-law/>

Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux. [Ch. 19]

Kekahlo, W., Lawton, B., Cicchinelli, L., & Brandon, P. R. (2014). *Logic models: A tool for effective program planning, collaboration, and monitoring*. US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific.

Kolbert, E. (2017). Why facts don’t change our minds: New discoveries about the human mind show the limitations of reason. *The New Yorker*.

LeMahieu, P. G., Grunow, A., Baker, L., Nordstrum, L. E., & Gomez, L. M. (2017). Networked improvement communities: The discipline of improvement science meets the power of networks. *Quality Assurance in Education, 25*(1), 5-25.

Lewis, C. (2015). What is improvement science? Do we need it in education? *Educational Researcher, 44*(1), 54-61.

Marley, S. C., & Levin, J. R. (2011). When are prescriptive statements in educational research justified? *Educational Psychology Review*, *23*(2), 197–206.

McKenney, S., & Reeves, T. C. (2014). Educational design research. In Spector, J. M., Merrill, M. D., Elen, J., & Bishop, M. J. (Eds.), *Handbook of research on educational communications and technology* (pp. 131-140). Springer.

Mintrop, R. (2016). *Design-based school improvement: A practical guide for education leaders*. Harvard Education Press. [Ch. 1 & 2]

Nolen, A. L., & Putten, J. V. (2007). Action research in education: Addressing gaps in ethical principles and practices. *Educational Researcher, 36*(7), 401-407.

Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). *Continuous improvement in education*. Carnegie Foundation for the Advancement of Teaching.

Remler, D. K., & Van Ryzin, G. G. (2015). Measurement. In *Research methods in practice: Strategies for description and causation* (2nd edition, pp. 168-219). Sage Publications. [Ch. 4]

Russell, J. L., Bryk, A. S., Dolle, J. R., Gomez, L. M., LeMahieu, P. G., & Grunow, A. (2017). A framework for the initiation of networked improvement communities. *Teachers College Record, 119*, 1-36.

Stigler, J. W., & Hiebert, J. (2016). Lesson study, improvement, and the importing of cultural routines. *ZDM Mathematics Education*, *48*, 581–587.

Svoboda, E. (2017). *Why is it so hard to change people’s minds?* Greater Good Science Center. [https://greatergood.berkeley.edu/article/item/why\_is\_it\_so\_hard\_to\_change\_peoples\_minds#](https://greatergood.berkeley.edu/article/item/why_is_it_so_hard_to_change_peoples_minds)

**Policies**

***Temple and COVID-19*.** Temple University’s motto is Perseverance Conquers and we will continue to meet the changing circumstances of the COVID pandemic with flexibility and resilience. Working together as a community to deliver a meaningful learning experience is a responsibility we all share.

***Attendance.*** Attendance at small group and individual synchronous sessions is required, as it enables you to fully engage with the material and to learn from and contribute to the learning of your peers. When possible, please contact me ahead of time if you have to miss a synchronous session. Excessive absences will have an impact on your grade.

***Attendance and Your Health.*** To achieve course learning goals, students must attend and participate in classes, according to your instructors’ requirements. However, if you feel unwell or if you are under quarantine or in isolation because you have been exposed to the virus or tested positive for it, you should not come to campus or attend in-person classes or activities. It is the student’s responsibility to contact their instructors to create a plan for participation and engagement in the course as soon as they are able to do so, and to make a plan to complete all assignments in a timely fashion, when illness delays their completion.

***Student Support Services*.** The following academic support services are available to support you. Check the color-coded system in TUPortal to determine which services are virtual or in-person:

* [Student Success Center](https://studentsuccess.temple.edu/)
* [University Libraries](https://library.temple.edu/)
* [Undergraduate Research Support](http://www.temple.edu/vpus/research/index.html)
* [Career Center](https://www.temple.edu/provost/careercenter/)
* [Tuttleman Counseling Services](https://counseling.temple.edu/access-services)
* [Disability Resources and Services](https://disabilityresources.temple.edu/)

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University ​Cherry Pantry​ and the Temple University Emergency Student Aid Program​ are in operation as well as a variety of resources from the Division of Student Affairs​.

***Technology Specifications for This Course*.**  Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a Student Technology Assistance Application located in TUPortal and linked from the [Dean of Students Support and Resources webpage](https://deanofstudents.temple.edu/support-and-resources).

The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access. [Internet Essentials from Comcast](http://www.internetessentials.com/) provides the option to purchase a computer for $150 and high-speed Internet service for $9.95 a month, plus tax. [The Emergency Broadband Benefit (EBB)](https://www.fcc.gov/broadbandbenefit) is available to purchase Xfinity, Verizon, T-Mobile, and other internet services. Qualified households can receive a temporary monthly credit of up to $50/month toward their internet service and leased internet equipment until the program's funding runs out.

Note that there are technology resources available for students, including some software that is available for free download and other specialty software that may be available for remote access through ITS.

On-campus computer labs have resumed normal operations and are available for student use.

***Accommodations.*** Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (drs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

***Class Recordings.*** I will record our whole-class sessions. If you would like to record your group session, please let me know. Any recordings permitted in this class can only be used for the student’s personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as [FERPA](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) as well as certain copyright laws.  Any recordings made by the instructor or university of this course are the property of Temple University.

***Incompletes*.** Temple University guidelines for incompletes maintain that an instructor may file a grade of **"I" (Incomplete)** for a student only if the student has completed the majority of the work of the course at a passing level and only for reasons beyond the student's control. The student must sign a written agreement with the instructor and the department regarding completion of the work, including: the nature of the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement shall also specify a default grade to be received if the work is not completed by the date indicated.

For instances in which students may want to withdraw from a course, please see the policy on withdrawals at <http://bulletin.temple.edu/undergraduate/academic-policies/withdrawal-policies/>.

***Academic Integrity*.** This course will uphold and stress the University’s position on academic honesty, which is as follows:

Temple University believes strongly in academic honesty and integrity; therefore, any kind of academic dishonesty is prohibited. Essential to intellectual growth is the development of independent thought and respect for the thoughts of others. The prohibition against academic dishonesty is intended to foster this independence and respect. Primarily, the three types of academic dishonesty include the following: *Plagiarism, Violating the Rules of an Assignment, and Cheating on Exams.*

Plagiarism is the unacknowledged use of another person’s labor, another person’s ideas, another person’s words, or another person’s assistance. Normally, all work done for the course: papers, examinations, homework exercises, reports, and oral presentations, is expected to be the individual effort of the student presenting the work; any assistance must be reported to the instructor. If the work has entailed consulting other resources — journals, books, a website, or other media — these resources must be cited Everything drawn from a source: suggestions for the organization of ideas, ideas themselves, or actual language, must be cited. In this course, citations must be formatted according to the guidelines of the American Psychological Association (APA). Failure to cite borrowed material constitutes plagiarism. Please go to the university website, which discusses plagiarism: <http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm>.

The University’s policy on plagiarism and cheating requires that any student committing these offenses must receive an F grade for the course. Depending upon the nature of the offense, students may also be suspended or dismissed from the university. Plagiarism and cheating include the following:

* Handing in someone else’s written response as your own.
* Improperly citing the sources of information used in your papers.
* Handing in projects written in cooperation with others, unless their assistance is openly acknowledged and approved by instructor.

See: <http://www.temple.edu/pharmacy_QARA/plagiarism.htm>

***Expectations for Class Conduct.*** The best way to maintain a safe and focused learning environment is for everyone to get vaccinated. Masking is optional in most campus spaces, but is still required in classrooms, labs, studios, healthcare facilities, shuttles or other locations where in-person classes (including examinations) are taking place. For your general health and well-being, hand washing and monitoring your health is still highly recommended.

It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as “shouting” online. Remember to be careful with your own and others’ privacy. In general, have your behavior mirror how you would like to be treated by others.

***Student Conduct Code*.** The College of Education at Temple University promotes education as a primary mechanism for social mobility and social justice for all learners.  Our mission is to prepare all of our students to be ethical and effective professionals who will employ leading-edge understandings and evidence-based practices in whatever setting they work. In order for us to achieve that mission, we have to have high expectations for our students from the onset of their studies.  The Temple University Student Code of Conduct sets forth enforceable rules for conduct, articulates those standards and delineates the process employed when standards are not met. You are expected to become familiar with this document and comply with it.  Note that these standards are not exhaustive and you should be aware that your specific program, professional organizations you may join, licensing and/or local, state and/or federal statutory bodies may also set forth additional enforceable rules of conduct.

1. Temple University Student Conduct Code: <https://studentaffairs.temple.edu/student-conduct-and-community-standards>
2. Pennsylvania’s Code of Professional Practice and Conduct for Educators, Chapter 235:

* <https://www.pacode.com/secure/data/022/chapter235/chap235toc.html>
* <http://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/The-Commission-Professional-Discipline-and-the-code/Pages/default.aspx>

***Appeals*.** It is in the best interest of the College to foster a spirit of justice and fairness among students, faculty, and administrators. Toward this end, the College has established a system intended to afford students an adequate opportunity to appeal academic decisions or academic actions of faculty, administrators, or other College employees. If you would like to appeal an academic decision, you should consult the document explaining the system (<http://education.temple.edu/sites/education/files/uploads/coe/Student-Grade-Appeals-System-05212008Vd.pdf>). That document details the conditions under which an academic decision might be reversed. Appeals of academic decisions must begin with the ombudsperson ([education.ombudsperson@temple.edu](mailto:education.ombudsperson@temple.edu)) and should not be directed to the College's administration.

***Rights and Responsibilities*.** Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) that can be accessed through the following link: <http://policies.temple.edu./getdo.asp?policy_no=03.70.02>.

1. \* From the Temple Course Catalog [↑](#footnote-ref-2)