University of Alaska Southeast
11120 Glacier Highway, Juneau, Alaska 99801

EDSE 692, Section JD1
Seminar in Special Education: Secondary Research Methods

Distance students call toll-free: 1-800-570-3591
Participant PIN: 7727884

INSTRUCTORS
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COURSE INFORMATION
Class Meets:
Days: Mondays
Time: 5:30 P.M.-8:00 P.M.
Place: Via audio conference
Credits: 3

OTHER IMPORTANT CONTACT INFORMATION:
UAS Help Desk: 1-877-465-6400 or 796-6400 (for technical support)
Egan Library Reference Librarian: 1-877-796-6502 or 796-6502
Egan Library Website: www.uas.alaska.edu/library/index.html
Elluminate Live! (eLive!) Support Instructions for Students:
http://www.uas.alaska.edu/its/support/helpdesk/coursework/webmeeting/students/index.html
**COURSE DESCRIPTION**
Collection and analysis of secondary data sources related to the field of special education.

**REQUIRED TEXTBOOKS** (To be purchased by the student)

Students enrolled in distance-delivered courses should order their textbooks from MBS Direct. MBS is an online bookstore. Orders can be placed by telephone or online. Students will want to place their orders early to allow time for shipping. Generally allow 7 to 10 business days for shipping.

Contact information for MBS Direct:

**Phone:** 1-800-325-3252  
**Online:** [http://direct.mbsbooks.com/ualaska.htm](http://direct.mbsbooks.com/ualaska.htm)

**OTHER REQUIRED READINGS** (To be provided by the instructors)
  doi:10.1016/j.lisr.2009.04.003
- Harvard Graduate School of Education. (n.d.). *APA exposed: Everything you always wanted to know about APA format but were afraid to ask*. Online tutorial presented by Wendy K. Mages. Retrieved August 19, 2008 from the Harvard Graduate School of Education at [http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html](http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html)
BASIS FOR EVALUATION

Introduction section of Master’s Thesis.................................................. 50 %
Methods section of Master’s Thesis......................................................... 50 %

Grading Criteria
90-100 points .................A
80-89 points .................B
70-79 points .................C
60-69 points .................D
Below 60 points .............. F

ACADEMIC REQUIREMENTS

You will conduct a synthetic review of the literature (also known as a meta-synthesis) on a topic related to the field of special education for your Master’s Thesis project. Your review of the literature will consist of four sections, including: (a) Introduction section; (b) Methods section; (c) Results section; and (d) Discussion section.

In this course (EDSE 692 Seminar in Special Education: Secondary Research Methods), you will write the Introduction and Methods sections of your thesis. In EDSE 698 Master Thesis Project (which will be offered next semester), you will complete your thesis by writing the Results and Discussion sections.

INTRODUCTION SECTION

Creswell (2007) described the elements of the Introduction section as follows:

Topics include an autobiographical statement about experiences of the author leading to the topic, incidents that lead to a puzzlement or curiosity about the topic, the social implications and relevance of the topic, new knowledge and contribution to the profession to emerge from studying the topic, knowledge to be gained by the researcher, the research question, and the terms of the study. (p. 188)

In other words, you should try to answer the following questions when you write your Introduction section:

- Why am I interested in finding out more about this topic? Why do I care about this topic? Why is this topic important to me?
- What are the social implications of this topic? How is this topic relevant to my work as an educator? How is this topic relevant to the field of special education?
- What new knowledge do I hope to gain by conducting this review of the literature? How might this knowledge make me a better teacher? How might my students, their families, and/or my colleagues benefit from this knowledge?
- What is my purpose in conducting this review of the literature?
• What are my research questions?

The Introduction section that you write for this review of the literature should include the following three sub-sections: (a) problem statement; (b) author’s beliefs and experiences; and (c) statement of purpose.

A. The Problem

Please refer to the following examples as you write The Problem sub-section of your Introduction section:


B. Author’s Experiences and Beliefs

Please refer to the following examples as you write the Author’s Experiences and Beliefs sub-section of your Introduction section:


C. Purpose of this Review of the Literature

Please refer to the following examples as you write the Purpose of this Review of the Literature sub-section of your Introduction section:

METHODS SECTION

The *Methods* section should let the reader know exactly how you went about collecting and analyzing the articles that you reviewed for your thesis project. Your *Methods* section must include the following sub-sections: (a) selection criteria; (b) search procedures; (c) coding procedures; (d) publication type; (e) research design; (f) participants, data sources, and findings of the studies; and (h) data analysis / emergent themes. You *might* decide to include additional sub-sections in the *Methods* section, but you are not required to do so.

A. Selection Criteria
You must explain to the reader why you chose to *include* certain articles in your review of the literature and why you chose to *exclude* other articles.

Please refer to the following examples as you write the *Selection Criteria* sub-section of your thesis:


B. Search Procedures
You need to inform the reader that you conducted systematic searches of the following four databases to collect articles for your review of the literature: (a) Educational Research Information Center (ERIC) (Ebscohost); (b) Professional Development Collection (Ebscohost); (c) Education Journals (ProQuest); and (d) Education Abstracts (OCLC FirstSearch). You also need to describe the search term combinations that you used to search each database.

Please refer to the following examples when you write the *Search Procedures* sub-section of your thesis:

Your database searching assignments will help you to write the search procedures subsection of your thesis as you progress through the semester. For each of the four databases you search, you will document your search procedures and the articles you found that you choose to include in your study.

- **ERIC (Ebscohost) Search Procedures** (with findings) is **DUE 10/19**.
- **Professional Development Collection (Ebscohost) Search Procedures** (with findings) is **DUE 11/02**.
- **Education Journals (ProQuest) Search Procedures** (with findings) is **DUE 11/16**.
- **Education Abstracts (OCLC FirstSearch) Search Procedures** (with findings) is **DUE 11/30**.

Here is the suggested strategy for your note taking for the above assignments, using a successful search from Duke and Ward (2009) as a sample.

<table>
<thead>
<tr>
<th>Search #</th>
<th>Term 1</th>
<th>Search Strategy</th>
<th>Term 2</th>
<th>Search Strategy</th>
<th>Term 3 OPTIONS or NOTES</th>
<th>Search Strategy</th>
<th>Results</th>
<th>Publication Type</th>
<th>Additional Information / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8)</td>
<td>&quot;information literacy&quot; OR &quot;library instruction&quot;</td>
<td>ERIC Descriptor</td>
<td>&quot;Teacher education&quot;</td>
<td>ERIC Descriptor</td>
<td>Boolean search= &quot;information literacy&quot; OR &quot;library instruction&quot; AND &quot;teacher education&quot;</td>
<td>19</td>
<td>Limited to publication type: Journal Articles and Education Level: Higher Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The search above was our final successful search in ERIC and the one we chose to document for our readers. We had conducted many numerous searches before the one above that we also took detailed notes on. However, through the process, we found the above search to be the best one because it really focused in on the literature we wanted to examine. We printed and marked the 19 articles from this search as a reminder they were from THIS particular ERIC search using THESE particular search terms, and then we scanned and read all 19 of the articles. We came to the conclusion that really only 6 of the articles fit our selection criteria (Duke & Ward, p. 9). We were able to easily write this part of the search procedures and tell the reader exactly what articles we found because we were very organized in keeping track of what articles came from what database, with what search terms.
For each of the database search procedures and findings assignments due on 10/19, 11/02, 11/16, and 11/30, you will submit:

- a completed table tracking all of your searches in the database, noting the most successful search you have conducted;
- a written summary of your most successful search;
- a list of references (in APA style) to the articles found in the successful search.

Written summary of above search:

**ERIC (Ebscohost).** A Boolean search using the subject descriptors (“information literacy” OR “library instruction”) AND (“teacher education”) limited to the publication type “journal articles” and the educational level “higher education” returned 19 results. Six of these results met our selection criteria and were included in this review of the literature (Beile & Boote, 2002; Braun, 2003; Dennis, 2001; Lau, 2001; Orr & Cribb, 2003; Toifel & Franklin, 1998).

References selected from above search:


**NOTE:** You will also keep track of any articles you find through ancestral searches. We describe ancestral searching on p. 9 in Duke and Ward (2009). In ancestral searching, the researcher traces articles cited by other researchers. You will find some articles for your literature review as you read other articles and see possibilities in the list of references. You will need to keep track of how you found every single article you include in your review and note this in the Search Procedures sub-section of the Methods section. If you discover an article that meets your selection criteria in an ancestral search, make sure to note this on the article and in your notes.
C. Coding Procedures
You will develop and use a coding form to categorize the information presented in each article that you review. You must classify each article according to publication type (e.g., empirical study, descriptive article, position paper, guide, annotated bibliography, etc.). If the article is an empirical study, you must also classify it according to: (a) research design (i.e., quantitative research, qualitative research, mixed methods research); (b) participants; (c) data sources; and (d) findings. You might decide to develop additional categories, but you are not required to do so. You will describe your coding procedures for the reader.

Please refer to the following examples as you write the Coding Procedures sub-section of your thesis:


D. Publication Type
You will need to define the following publication types for the reader:

- Empirical study
- Descriptive article
- Position paper
- Guide
- Annotated bibliography
- Review of the literature

Please refer to the following examples when you write the Publication Types sub-section of your Methods section:


E. Research Design
You will need to define the following research designs for the reader:
• Quantitative research
• Qualitative research
• Mixed methods research

Please refer to the following examples when you write the Research Design sub-section of your Methods section:


F. Participants, Data Sources, and Findings
Please refer to the following examples when you write the Participants, Data Sources, and Findings sub-section of your Methods section:


G. Data Analysis / Emergent Themes
The Stevick-Colaizzi-Keen method is a highly reductive method of data analysis frequently used by researchers working within the phenomenological tradition of qualitative inquiry to systematically distill essential concepts, issues, and themes from text. You will use a modified version of the Stevick-Colaizzi-Keen method to analyze the articles that you have collected. We will teach you how to use this method of data analysis in the spring 2009 semester when you take EDSE 698 (Master’s Thesis Project).

Please refer to the following examples as you write the Data Analysis / Emerging Themes sub-section of your thesis:

OUTLINE & LEVELS OF HEADINGS

Introduction

The Problem

Author's Beliefs and Experiences

Purpose of this Review of the Literature

Methods

Selection Criteria

Search Procedures

ERIC (Ebscohost).

Professional Development Collection (Ebscohost).

Education Journals (ProQuest).

Education Abstracts (OCLC First Search).

Coding Procedures

Publication type.

Research design.

Participants, data sources, and findings.

Data Analysis / Emergent Themes
**SCHEDULE**

**09/14 - WEEK ONE**
- Introductions
- Discuss syllabus

**09/21 - WEEK TWO**
**READ:**

**CLASS DISCUSSION:**

**NOTE:** Come to class prepared to ask at least one question and/or make one comment about each reading.

**09/28 - WEEK THREE**
- Thomas will discuss the *Author’s Beliefs and Experiences* sub-section of the Introduction section.
- Jennifer will discuss Egan Library Distance Services, setting up an ILLiad account and RefWorks.

**REVIEW:**

**NOTE:** View Breeze Presentation: *Egan Library Distance Services* before class and be prepared to ask at least one question and/or make one comment about the services and resources provided. Link to Breeze presentation: https://uascentral.uas.alaska.edu/onlineLib/_portfolios/JDBROWN/JDBROWN_1527/

**10/05 - WEEK FOUR**
- Thomas will discuss *The Problem* sub-section of the Introduction section.
- Thomas will discuss the *Selection Criteria* sub-section of the Methods section.
- Jennifer will discuss the *Search Procedures* sub-section of the Methods section.
- Jennifer will discuss the **ERIC (Ebscohost) Search Procedures**.

**REVIEW:**

**NOTE:** First draft of *Author’s Beliefs and Experiences* is **DUE TODAY**. Please send this draft to Thomas via E-mail as a Word document.

**10/12 - WEEK FIVE**
- Thomas will discuss *The Purpose of this Review of the Literature* sub-section of the Introduction section.
- Jennifer will review the **ERIC (Ebscohost) Search Procedures**.
- Jennifer will schedule appointments with students using eLive to demonstrate search procedures individually.

**REVIEW:**
NOTE: First draft of *The Problem* is **DUE TODAY**. Please send this draft to both Thomas and Jennifer, via E-mail, as a Word document.

NOTE: First draft of *Selection Criteria* is **DUE TODAY**. Please send this draft to both Thomas and Jennifer, via E-mail, as a Word document.

**10/19 - WEEK SIX**
- Thomas will discuss the *Coding Procedures* sub-section of the Methods section.
- Jennifer will discuss the *Professional Development Collection (Ebscohost)* Search Procedures.
- Jennifer will schedule appointments with students using eLive to demonstrate search procedures individually

**REVIEW:**

NOTE: First draft *The Purpose of this Review of the Literature* is **DUE TODAY**. Please send this draft to both Thomas and Jennifer, via E-mail,

NOTE: First draft of *ERIC (Ebscohost) Search Procedures (with findings)* is **DUE TODAY**. Please send this draft to Jennifer via E-mail as a Word document.

**10/26 - WEEK SEVEN**
- Thomas will discuss the *Publication Types* sub-section of the Methods section.
- Jennifer will review the *Professional Development Collection (Ebscohost)* database Search Procedures.
- Jennifer will schedule appointments with students using eLive to demonstrate search procedures individually

**REVIEW:**

11/02 - WEEK EIGHT
• Thomas will discuss the *Research Design* sub-section of the Methods section.
• Jennifer will discuss the *Education Journals (ProQuest) Search Procedures*.
• Jennifer will schedule appointments with students using eLive to demonstrate search procedures individually

REVIEW:

NOTE: First draft of *Coding Procedures, Publication Types, Research Design, Participants and Data Sources, and Findings of the Studies* is DUE TODAY. Please send this draft to Thomas via E-mail as a Word document.

NOTE: First draft of *Professional Development Collection (Ebscohost) Search Procedures (with findings)* is DUE TODAY. Please send this draft to Jennifer via E-mail as a Word document.

11/09 - WEEK NINE
• Thomas will discuss the *Participants and Data Sources* sub-section of the Methods section.
• Jennifer will review the *Education Journals (ProQuest) Search Procedures*.
• Jennifer will schedule appointments with students using eLive to demonstrate search procedures individually

REVIEW:

NOTE: First draft of *Research Design* is DUE TODAY. Please send this draft to Thomas via E-mail as a Word document.
11/16 - WEEK TEN

- Jennifer will discuss the Education Abstracts (OCLC FirstSearch) Search Procedures.
- Jennifer will schedule appointments with students using eLive to demonstrate search procedures individually

REVIEW:


NOTE: First draft of Participants and Data Sources is DUE TODAY. Please send this draft to Jennifer via E-mail as a Word document.

NOTE: First draft of Education Journals (ProQuest) Search Procedures (with findings) is DUE TODAY. Please send this draft to Jennifer via E-mail as a Word document.

11/23 - WEEK ELEVEN

- Jennifer will review the Education Abstracts (OCLC FirstSearch) Search Procedures.
- Jennifer will schedule appointments with students using eLive to demonstrate search procedures individually

REVIEW:


11/30 - WEEK TWELVE

- Thomas will discuss Data Analysis /Emergent Themes sub-section of the Methods section.

REVIEW:


**NOTE:** First draft of Education Abstracts (OCLC FirstSearch) Search Procedures (with findings) is DUE TODAY. Please send this draft to Jennifer via E-mail as a Word document.

**12/07 - WEEK THIRTEEN**

- Jennifer and Thomas will discuss American Psychological Association (APA) publication guidelines and the Reference List.

**REVIEW:** APA Exposed online tutorial
http://gseacademic.harvard.edu/~instruct/articulate/APA/player.html


**NOTE:** First draft of Data Analysis / Emergent Themes is DUE TODAY. Please send this draft to Thomas via E-mail as a Word document.

**12/14 - WEEK FOURTEEN**

- NO CLASS MEETING

**NOTE:** REVISED DRAFT of INTRODUCTION and METHODS sections with Reference List is DUE TODAY. Please send this draft to both Thomas and Jennifer, via E-mail, as a Word document.