

Manhattan Beach

EDUU 600

Research and Evaluation Methods

3 credits

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(best at night)

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(best during day)

docraygen

AIM

COURSE DESCRIPTION

Students learn methods of program evaluation and research in education. Topics include models of program evaluation, experimental research designs, qualitative approaches, instrumentation and measurement, common statistical techniques, critiquing educational research, and evaluation of the special education and counseling programs.

PREREQUISITES

Must be taken first or second in MAE core series.

RESTRICTIONS

The campus offering EDUU 600 must have an approved program that offers the course. This course is not to be listed for undergraduate students.

ESSENTIAL EQUIPMENT AND FACILITIES

Availability of journal articles, at both the professional and research level, in education. Student must have opportunities to access articles in a library environment, as well as access to web-based research search engines linked to Chapman University Library servers. Access to a computer laboratory for at least one class session is required.

COURSE LEARNING OBJECTIVES

By the end of the course the candidate should be able to . . .

1. evaluate a quantitative and qualitative journal article and determine if that research possesses the validity necessary to make it worth adding to the student's expertise on the topic.
2. given a set of data, compute the Mean, Mode, Median, Range, Number, Variance, and Standard Deviation with only the assistance of a basic function (including square root) calculator.
3. name the threats to internal validity of a given research study and determine proper "controls" for each threat.
4. name threats to external validity of a given research study.
5. locate journal articles, books, and documents on a specific topic using manual and computer based searches.
6. use the internet as demonstrated through locating information, primarily journal articles and books, on the web.
7. cite references using current edition APA format, and explore the use of bibliographic add-in programs (e.g., EndNote)
8. develop sample research proposals given research questions in qualitative situations. The proposal will attend to researcher subjectivity/objectivity, site selection, sampling, validity, multiple perspective data collection, analysis, pattern-seeking, interpretation, etc.

9. develop sample research proposals given research questions in quantitative situations. The proposal will attend to issues of objectivity, hypothesis development, sampling and generalization, internal and external validity, statistical analysis, interpretation, etc.
10. develop research proposal supporting requirements of relevant masters program when appropriate.
11. evaluate research proposals of fellow students. Evaluations will clearly show differences between qualitative and quantitative paradigms.
12. discuss appropriate situations for the use of either qualitative or quantitative methods.
13. articulate the appropriate procedure for conducting ethnographic research in an educational setting.
14. describe codes of conduct in research and the necessity of seeking or obtaining approval and consent for all research.
15. discuss hallmarks of ethical research, whether conducting or evaluating it.

MAJOR STUDY UNITS:

1. Introduction to Research in Education
 - A. Understanding the quantitative and qualitative relationship
 - B. Research Designs: Similarities and Differences in Qualitative and Quantitative Research
 - C. Data Gathering and Data Analysis
 - D. Evaluating Qualitative and Quantitative Research
 - E. Reporting Research in Education
 - a. Problem statement formulation
 - b. Research Proposals (as antecedents to conducting research)
 - c. Writing for research versus professionals journals
 - d. Bibliographic requirements
2. Quantitative Design
 - A. Populations and Samples
 - B. Data Collection
 - C. Data Analysis
 - D. Validity
 - a. Internal
 - b. External
 - E. Reliability
3. Qualitative Design
 - A. Site Access
 - B. Data Collection/Types of Qualitative Research
 - a. Ethnographic
 - b. Case Study
 - c. Phenomenological
 - C. Transcription
 - D. Coding
 - a. Category development
 - b. Computer versus manual coding techniques
 - E. Inductive Outcomes
 - F. Reasonability of Analysis
 - a. Disciplined subjectivity
 - b. Limitations on extensions of work
 - c. Strengths of rich data mining
4. Statistics
 - A. Descriptive Statistics
 - a. Graphical representations
 - b. Central tendencies

- c. Variability
- d. Correlation
- B. Inferential Statistics
 - a. Null hypothesis
 - b. Significance levels (p values)
 - c. Comparisons of means (t-tests and ANOVAS)
 - d. Nonparametric tests
 - e. Multivariate analyses
- 5. The Experimental Nature of Research
 - A. Experimental research
 - a. Validity
 - b. Reliability
 - c. True and quasi experimental designs
 - d. Controls
 - B. Nonexperimental research
 - a. Correlation
 - b. Survey
 - c. Ex post facto
 - C. NCLB and experimental research
 - a. The value of experimental and nonexperimental designs
 - b. The value of qualitative research
 - D. Action Research Design Protocols
 - a. Qualitative versus quantitative approaches
 - b. Basic action research protocol hallmarks
 - c. Implementing action research on school sites
- 6. Computer uses in Education Research
 - A. Accessing research literature online
 - B. Conducting computerized data searches from a university database/library catalog
 - C. Referencing Internet data using APA format
 - D. Ethical and responsible use of Internet resources

INSTRUCTIONAL STRATEGIES

Instructional strategies for this course will include lecture, open discussion and debate, written assignments, demonstrations, computer related searching, analytic applications, and significant hands-on experiences relative to the critique of studies and development of a research proposal.

Critiqued articles must be from refereed journals.

REQUIRED TEXTS

McMillan, J. H. & Schumacher, S. (2005). *Research in education: A conceptual introduction*. New York: Longman Press. (ISBN: 0-321080874)

Chapman On-Line Bookstore: WWW.mbsdirect.net/chapman

Have access to:

American Psychological Association (2005). *Publication manual of the American Psychological Association* (5th ed.). Washington D.C.

RECOMMENDED TEXTS

- Anfara, Jr., V. A. (2006). *Theoretical frameworks in qualitative research*. Thousand Oaks, CA: Sage Publications.
- Flick, U. (2006). *An introduction to qualitative research, 3rd edition*. Thousand Oaks, CA: Sage Publications.
- Fraenkel, J. R. & Wallen, N. E. (2003). *How to design and evaluate research in education*. Boston: McGraw Hill.
- Jupp, V. (2006). *The Sage dictionary of social research methods*. Thousand Oaks, CA: Sage Publications.
- Marshall, C. (2006). *Designing qualitative research, 4th edition*. Thousand Oaks, CA: Sage Publications.
- Sander, S. (2006). *How to do research in your school*. Thousand Oaks, CA: Sage Publications.
- Seidman, I. (1997). *Interviewing as qualitative research, 2nd edition*. New York: Teachers College Press.
- Weis, L., & Fine, M. (200). *Speed bumps: A student-friendly guide to qualitative research*. New York: College Teachers Press.

STUDENT PERFORMANCE REQUIREMENTS

Graduate students are expected to maintain a 3.0 (B) average, however A and B grades must be earned in the course through meeting the criteria for such grades as outlined by the instructor.

METHODS OF EVALUATION FOR DETERMINING GRADES

It is recommended that students minimally critique 2-3 research articles, define and provide examples of key terms, and develop a research proposal.

ATTENDANCE AND OTHER CLASS POLICIES

Class Attendance policies are determined by each instructor and shall be included on the course outline distributed during the first week of each class. The university recommends as a minimal policy that students who are absent 20% of the course should be failed.

CHAPMAN UNIVERSITY COLLEGE ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, Chapman University has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. Chapman University is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) *always* aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of Chapman University College.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that's managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and *documented* draft, typed or computer printed unless otherwise specified.

DOCUMENTATION

Any material not original to the student must be cited in a recognized documentation format (APA, ASA, MLA or Chicago-style) appropriate to the particular academic discipline. For quick reference to documentation standards for various fields you may refer to: www.chapman.edu/library/reference/styles.

Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

ACADEMIC INTEGRITY

As a learning community of scholars, Chapman University emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the *Chapman University College Catalog*.

ACADEMIC WRITING GUIDE

Student's Name _____ **Instructor** _____

Paper Assignment _____ **Course Title** _____

(Instructor: Read the entire paper through then reflect on its merits employing the following criteria. Our goal is to provide guidance to the student progressively in order to improve the quality of his or her writing.)

Criteria	Comments	NSW	Dev	WD
The writer demonstrates an understanding of the assignment by using a style, form and language that is appropriate for its intended audience.				
The writer has chosen a topic in accord with the assignment and limited it sufficiently to explore in depth in the space allotted.				
The paper focuses its presentation by means of a clear statement of purpose (thesis statement, hypothesis or instructor posed question) and logically organized sub-topic paragraphs or sections.				
The writer substantiates abstractions, judgments and assertions with specific illustrations, facts and evidence appropriate to the assignment and/or discipline.				
The writer has added to on-going discussions of the topic with his or her own critical analysis, rather than simply repeating what others have said through quotation-stacking, paraphrasing or summaries.				
The writer draws upon research whenever necessary to support critical analysis or assertions made and properly acknowledges the work of others by utilizing a standard documentation format acceptable for the course.				
The paper conforms to the minimal essentials of Standard American English grammar, word choice, spelling and punctuation.				

N S W = Needs Significant Work,

D = Developing

WD = Well Developed

OVERALL RATING

The writer meets the needs of the particular audience and succeeds in his or her intended purpose--honestly engaging the subject and establishing her or his authority by offering a persuasive	Needs Significant Work	Developing	Well Developed
	—————→		

and supportable analysis.

Comments:

A. *If this version of the paper is to receive a grade, the grade is* _____. *Instructor* _____ *Date* _____

AMERICANS WITH DISABILITIES ACT STATEMENT

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the Campus Director or Advisor as soon as possible. **This is the student's responsibility.** Information about services, academic modifications and documentation requirements can be obtained from the Director of a Chapman University College campus.

QUICK ACCESS TO THE ON-LINE CHAPMAN LIBRARY RESOURCES

<http://www.chapman.edu/library/>

SELECTED BIBLIOGRAPHY

Abbeduto, L. (2004). *Taking sides: Clashing views on controversial issues in educational psychology*. Guilford, CT: McGraw Hill/Dushkin.

American Psychological Association (2005). *Publication Manual of the American Psychological Association* (5th ed.). Washington D.C.: American Psychological Association.

Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches* (2ⁿ ed.). Thousand Oaks, CA: Sage Publications, Inc.

DelCampo, D. S. & DelCampo, R. L. (2004). *Taking sides: Clashing views on controversial issues in childhood and society*. Guilford, CT: McGraw Hill/Dushkin.

Diamond, A. (2000). Close interrelation of motor development and cognitive development of the cerebellum and prefrontal cortex. *Child Development*, 71, 44-56.

Ellingson, S.A., Miltenberger, R.G., Stricker, J., Galensky, T.L., & Garlinghouse, M. (2000). Functional assessment and intervention for challenging behaviors in the classroom by regular classroom teachers. *Journal of Positive Behavior Interventions*, 2, 85-97.

Foster, L. H., Watson, T. S., Meeks, C., & Young, J. S. (2002, December). *Single-subject research design for school counselors: Becoming an applied researcher*. Retrieved January 18, 2005, from http://www.findarticles.com/p/articles/mi_m0kOc/is_2_6/ai_96194765

Greenstein, T. N. (2006). *Methods of family research, 2nd edition*. Thousand Oaks, CA: Sage Publications.

Hayward, B., & Schmidt-Davis, H. (2000 July). *A longitudinal study of the vocational rehabilitation service program*. Rehabilitation Services Administration, U.S. Department of Education, Fourth Interim Report: Characteristics and outcomes of transitional youth in vocational rehabilitation. Washington, DC: Research Triangle Institute.

- Heiman, G. W. (2003). *Basic statistics for the behavioral sciences*. Houghton Mifflin Company: Boston.
- Heppner, P. P., Kivlighan, D. M., & Wampold, B. E. (1999). *Research design in counseling* (2nd ed.). New York: Brooks/Cole.
- Johnson, D.R., & Sharpe, M.N. (2000). Results of a national survey on the implementation of transition service requirements of IDEA. *Journal of Special Education Leadership*, 13, 15-26.
- Kauffman, J.M. (2001). *Characteristics of emotional and behavioral disorders of children and youth* (7th ed.). Columbus, OH: Merrill.
- McMillan, J. H. (2004). *Educational research: Fundamentals for the consumer*. Pearson and Allyn & Bacon: Boston.
- Merriam, S.B. (2001). *Qualitative Research and Case study applications in education*. San Francisco: Jossey-Bass.
- Montello, D. (2006). *An introduction to scientific research methods in geography*. Thousand Oaks, CA: Sage Publications.
- Rancer, A. S. (2006). Argumentative and aggressive communication: Theory, research, and application. Thousand Oaks, CA: Sage Publications.
- Sattler, J. M. (2004). *Assessment of children: Cognitive applications*. La Mesa, CA: Jerome M. Sattler Publishing:.
- Sattler, J. M. (2004). *Clinical and forensic interviewing of children and families: Guidelines for mental health, education, pediatric, and child maltreatment fields*. La Mesa, CA: Jerome M. Sattler Publishing
- Schlein, A. M. (2004). *Find it online – 4th edition: The complete guide to online research*. Tempe, AZ: Facts on Demand Press.
- Scott, J. (2006). *Documentary research, four-volume set*. Thousand Oaks, CA: Sage Publications.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. New York: Houghton Mifflin.
- Stangor, C. (2004). *Research methods for the behavioral sciences, (2nd ed.)*. Boston: Houghton Mifflin Company:.
- Thompson, S., & Thurlow, M. (2000). *State alternate assessments: Status as IDEA alternate assessment requirements take effect* (Synthesis Report 35). Minneapolis: University of Minnesota, National Center on Educational Outcomes.
- Thompson, S., Thurlow, M., & Boys, C. (2001). *2001 State special education outcomes: A report on state activities at the beginning of a new decade*. Minneapolis: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M.L., House, A., Boys, C., Scott, D., & Ysseldyke, J. (2000). *State participation and accommodation policies for students with disabilities: 1999 update*. (Synthesis Report 33). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Thorndike, R. M. (2005). *Measurement and evaluation in psychology and education (7th ed.)*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall: .

Thurlow, M., Nelson, J.R., Teelucksingh, E., & Ysseldyke, J. (2000). *Where's Waldo? A third search for students with disabilities in state accountability reports (Technical Report 25)*. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

SELECTED JOURNALS

Counseling

Journal of Counseling & Development
Journal of College Counseling)
Measurement and Evaluation in Counseling and Development
Counselor Education and Supervision
Journal for Humanistic Counseling Education and Development
Counseling and Values
Career Development Quarterly
The Journal of Addictions and Offender Counseling
Journal of Employment Counseling and Development
Professional School Counseling
Elementary School Guidance & Counseling
Educational and Psychological Measurement
Journal of College Student Development
Journal of Counseling Psychology
Journal of Educational Measurement
Journal of Employment Counseling
National Association of Student Personnel Administrators Journal
Journal of Career Planning and Employment
The Personnel and Guidance Journal
New Directions for Student Services
Counseling Psychology Quarterly
Journal of Multicultural Counseling and Development
British Journal of Guidance & Counseling
Journal of Vocational Education and Training
The Journal of College Admission: Journal of the National Association for College Admission Counseling
School Psychology Review
NASPA Journal
British Journal of Educational Psychology
Journal of Educational Psychology

Education Media, Technology, and Science

ALT-J: research in learning technology
Applied Environmental Education & Communication
Computer Assisted Language Learning
Distance Education
Education, Communication & Information
Educational Media International
Educational Technology Abstracts
Interactive Learning Environments
International Journal of Science Education
Learning, Media & Technology
Open Learning
Research in Science & Technological Education
Technical Education & Training Abstracts
Technology, Pedagogy and Education - New to Routledge for 2006

Education Policy

Action Learning: Research and Practice
Asia Pacific Journal of Education - New to Routledge for 2005
Assessment in Education: Principles, Policy & Practice
Assessment & Evaluation in Higher Education
British Educational Research Journal
Comparative Education
Compare
Curriculum Journal
Education and the Law
Education Economics
Educational Management Abstracts
Educational Review
Equity & Excellence in Education
Globalisation, Societies and Education
Higher Education Research and Development
International Journal of Leadership in Education
Journal of Curriculum Studies
Journal of Education and Work
Journal of Education for Teaching: International Research and Pedagogy
Journal of Education Policy
Journal of Educational Administration & History
Journal of Further and Higher Education
Journal of Higher Education Policy and Management
Journal of Political Science Education
Leadership & Policy in Schools
London Review of Education
The New Educator - New for 2005
Paedagogica Historica
Perspectives: Policy & Practice in Higher Education
Race, Ethnicity and Education
School Leadership & Management
Sex Education: sexuality, society and learning
Studies in Higher Education
Teaching in Higher Education
Teachers and Teaching: Theory and Practice

Education Research

ALT-J: research in learning technology
Applied Environmental Education & Communication
Asia Pacific Journal of Education - New to Routledge for 2005
British Educational Research Journal
Cambridge Journal of Education
Community College Journal of Research & Practice
Contents Pages in Education
Curriculum Journal
Early Years: Journal of International Research & Development
Educational Action Research - - New to Routledge for 2006
Educational Gerontology
Educational Research
Educational Research Abstracts Online
Educational Review
Educational Studies
Environmental Education Research
Equity & Excellence in Education
Ethics and Education - New for 2006
European Journal of Engineering Education
European Journal of Teacher Education
Gender and Education
Globalisation, Societies and Education
Higher Education Research and Development
History of Education

July 2006

Innovations in Education and Teaching International
International Journal of Early Years Education
International Journal of Leadership in Education
International Journal of Mathematical Education in Science & Technology
International Journal of Qualitative Studies in Education
International Journal of Research & Method in Education
International Journal of Science Education
Irish Educational Studies
Journal of Curriculum Studies
Journal of Early Childhood Teacher Education - New to Routledge for 2005
Journal of Education for Teaching: International Research and Pedagogy
Journal of Peace Education
Journal of Political Science Education - New for 2005
London Review of Education
Oxford Review of Education
Pedagogy, Culture and Society - New to Routledge for 2006
Physical Education and Sport Pedagogy
Reading and Writing Quarterly
Reading Psychology
Research into Higher Education Abstracts
Research Papers in Education
Scandinavian Journal of Educational Research

Leadership and Management Education

Educational Management Abstracts
International Journal of Leadership in Education
Journal of Educational Administration and History
Journal of Education Policy
Journal of Higher Education Management and Policy
Leadership & Policy in Schools
Perspectives
School Effectiveness and School Improvement
School Leadership and Management

School Psychology

ABA Newsletter
ADHD Report, The
Adolescence
Alberta Journal of Educational Research
American Educational Research Journal
American Journal of Education
American Journal on Mental Retardation
APA Monitor
Applied Behavioral Analysis Review
Applied Measurement in Education
Applied Psychological Measurement
Archives of Suicide Research
Assessment
Assessment and Evaluation in Higher Education
Assessment in Education: Principles, Policy, & Practice
Australian Journal of Education
Autism
Behavior Analysis & Therapy
Behavior Modification
Behavioral Interventions
British Educational Research Journal
British Journal of Educational Studies
British Journal of Learning Disabilities
British Journal of Special Education
Canadian Journal of School Psychology
Child Assessment News
July 2006

Child Development
 Child Development Abstracts & Bibliography
 Consulting Psychology Journal
 Contemporary Educational Psychology
 Crisis - The journal for crisis intervention and suicide prevention
 Crisis Intervention and Time-Limited Treatment
 Developmental Disabilities Bulletin
 Down Syndrome Research & Practice
 Dyslexia
 Dyslexia: My Life
 Educational and Psychological Measurement
 Educational Assessment
 Educational Psychologist
 Educational Psychology
 Educational Psychology Review
 Educational Research
 Educational Research and Evaluation
 Educational Researcher
 European Journal of Education
 European Journal of Psychological Assessment
 Evaluation
 Interactive Learning Environments
 International Journal of Disability, Development, and Education
 International Journal of Educational Research with Learning and Instruction
 International Journal of Inclusive Education
 International Journal of Selection and Assessment
 International Review of Education
 Intervention in School and Clinic
 Issues in Educational Research
 Journal for the Education of the Gifted
 Journal of Adolescence
 Journal of Adolescent Research
 Journal of Applied Behavior Analysis
 Journal of Attention Disorders
 Journal of Autism & Developmental Disorders
 Journal of Autism and Childhood Schizophrenia
 Journal of Developmental & Physical Disabilities
 Journal of Early Adolescence
 Journal of Educational and Psychological Consultation
 Journal of Educational Psychology
 Journal of Educational Research
 Journal of HIV/AIDS Prevention & Education for Adolescents & Children
 Journal of Intellectual and Developmental Disabilities
 Journal of Intellectual Disability Research
 Journal of Personality and Social Psychology
 Journal of Personality Assessment
 Journal of Psychoeducational Assessment - Provides access to past & present tables of contents and manuscript submission information. JPA is edited by B. Bracken & R. J. McCallum, and is dedicated to issues surrounding educational assessment, legal mandates pertaining to school psychologists, and development of measures.
 Journal of Rational-Emotive & Cognitive-Behavior Therapy
 Journal of Research in Reading
 Journal of Research on Adolescence
 Journal of School Psychology
 Journal of Youth & Adolescence
 Journal on Developmental Disabilities
 Learning Disabilities Research and Practice
 Mental Retardation
 Mental Retardation and Developmental Disabilities Research Reviews
 Methods of Psychological Research - online (e-journal)
 Mid-Western Educational Researcher
 Progress in Behavior Modification

Psychological Assessment
Psychology in the Schools
PsycSCAN: Learning Disorders and Mental Retardation
Research in Developmental Disabilities
Review of Educational Research
Revista de Psicología Educativa - Journal of Educational Psychology
Scandinavian Journal of Educational Research
School Effectiveness and School Improvement
School Psychologist, The
School Psychology International
School Psychology Quarterly
School Psychology Review
Suicide and Life-threatening Behavior

Special Needs

Disability & Society
Educational Psychology
Educational Psychology in Practice
Emotional & Behavioural Difficulties - New to Routledge for 2006
European Journal of Special Needs Education
High Ability Studies
International Journal of Disability, Development and Education
International Journal of Inclusive Education
Journal of Intellectual & Developmental Disability
Reading and Writing Quarterly
Reading Psychology
Special Educational Needs Abstracts

Teacher Education

Asia Pacific Journal of Education - New to Routledge for 2005
Asia-Pacific Journal of Teacher Education
Communication Education
European Journal of Teacher Education
International Journal of Leadership in Education
International Journal of Research & Method in Education
Journal of Early Childhood Teacher Education - New to Routledge for 2005
Journal of Education for Teaching: International Research and Pedagogy
Journal of In-service Education - New to Routledge for 2006
Journal of Political Science Education - New for 2005
Mentoring and Tutoring
The New Educator - New for 2005
Reading and Writing Quarterly
Reflective Practice
The Review of Communication
School Leadership & Management
Studies in Higher Education
Studying Teacher Education: a journal of self-study of teacher education practices - New for 2005
Teacher Development - - New to Routledge for 2006
Teachers and Teaching: Theory and Practice
Teaching Education
Technical Education & Training Abstracts
Teaching in Higher Education

SELECTED DATABASES FOR ARTICLE/BOOK SEARCHES

ERIC: <http://www.jsu.edu/depart/library/graphic/ericnote.htm>
Academic Search Premier
Education Full Text:
Wiley InterScience Education Journals
PsychINFO

To access databases

- Go to the Library Home Page at www.chapman.edu
- Click Libraries on the dropdown box.
Click Leatherby Libraries
Click Search Articles (or books)
Select relevant database

Indicate a preference for current and refereed journals.

***INSTRUCTOR'S CLASS BY CLASS ASSIGNMENT SCHEDULE
[Attach sheets as necessary.]**