This course is designed to introduce doctoral students in School Leadership at FAU to the world of social science and educational research and to the most prominent contemporary researchers in educational leadership.

The underlying premise of the course is that **context matters**. The questions raised revolve around *how, when, where,* and *why* do contexts matter.

Readings, lectures, discussions are presented both face-to-face and on Blackboard [redundancies of meaning, Frank Smith’s seminal studies in psycholinguistics on reading].

**CONCEPTUAL FRAMEWORK:**

Educational leaders must continually learn in order to grow and develop as capable, effective leaders who make good decisions across changing environments. This course is designed along the principles of adult learning. That is, the readings and assignments require students to read, analyze, and reflect on the texts and themselves interactively as self-directed learners. This course challenges the traditional paradigm of teacher present and student re-present in that student presentations are based on prior knowledge, new knowledge, analysis, reflections, and, at the doctoral level, critique.

**Course Objectives:**

For purposes of conducting research, it is important (1) internalize/use the criteria of doctoral research in terms of (a) key words, (b) key names, and (c) the chapters of a dissertation; and, (2) to identify “families” of researchers whose works define the meanings of the constructs used by researchers in their studies.

Knowing the language of research as well as the different “families” however, are preliminary to students situating themselves as novice researchers into the research world as a whole as well as into one of the existing "families." The goal of this orientation course is for novice researchers to begin the journey of finding their place or "home" in this new world.

Internalizing the meanings of dissertation provides incoming students with the language, benchmarks and criteria for defining their own success in this program.

**Required Readings:**

1. Lecturelettes on the “ideal” manuscript
   a. Conceptual Framework
b. Review of Literature
c. Methods
d. Findings

2. History of School Leadership: 1836-1942

3. Food Chain
   a. Conference Proposals
   b. Manuscripts
   c. Journal Articles¹
   d. Books

Assignments and Grading:

Assignments worth 100 points [93 points-100 points=A; 92-90=A-; 89-87=B+;86-80=B; Below 80=conference with professor]

1. Pre-Post-Test, and Definitions’ of Key Research Test=20 points [required]
   a) Certainty of Knowledge? [post on Blackboard]
   b) Definitions in Use [post on Blackboard]

2. Tracing an educational idea/concept/practice through history=20 points [paper in APA format to be posted on blackboard]
   a) when first used
   b) how meanings have changed [era?]
   c) whose meaning prevailed and why [analysis of seminal author/article, discourse and power]
   d) projected future of the idea/concept/practice
   e) do you really want to devote two years of your life to this idea/concept.

3. Annotated Bibliography [or abstracts] of research studies that identify a particular context such as size, class, race, gender, urban/suburban/rural, as influencing the findings of the studies

= 20 points. [Each annotation will refer to samples, methods of data analysis and findings and posted on Blackboard]

a) identify seminal author/article

b) categorize articles in any logical manner that you can justify [argument for a review of lit]

c) does context matter?

4. Posting 6 snapshots of educational leadership researchers = 20 points [posted on Blackboard]

a) highlight the researchers' scholarly contributions [include all vital statistics: research interests, key concepts, dominant research methods]

b) make a list of authors' works in order of importance [justify your order]

5. Categorizing Families the complete class list in "who's who" in educational leadership = 20 points [posted on Blackboard]

a) what families have you created?

b) which families would you like to read/join?

6. Presenting, orally and in writing a synthesis of the above assignments in terms of

a) conceptual framework

b) review of literature

c) proposed methods of analysis