The University of St. Thomas

Ethical Leadership Doctoral Program

EDUC 8322 Leadership for Social Change

Summer 2017

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MISSION

The mission is to prepare and influence bold, socially responsible leaders who will transform organizations. Our central role is to ignite the leadership capacity needed to create vital, democratic, and caring institutions and systems. In keeping with this role, the central focus of our Ed.D. in Ethical Leadership are social justice and equity.

COURSE DESCRIPTION

This course will bring consciousness to leaders to see beyond the four walls of their organization and examine the U.S. as a ‘nation of immigrants’ and the complex interactions of a linguistically and culturally pluralistic society in the USA. A focus is placed on individuals discarded by the global economy. This course aims to achieve the following: a) Reflect on the moral and ethical issues raised by examining their personal beliefs in relationship to social justice teachings to address and mitigate inequities; b) Examine, through Critical Pedagogy Lens, the decisions institutions make that perpetuate inequalities and disenfranchise individuals; and c) Advocate for all people through systematic change that promotes success for all stakeholders.

SOCIAL JUSTICE PRINCIPLES

Subsidiarity - Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at high levels of society when it cannot be done effectively locally.
Dignity and rights of children - Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

People have a right to an education – All people have a responsibility, for the good of society, to contribute to and foster education.

**PROGRAM GOALS**

1. Ethical Leadership: Develop educational leaders who exhibit and promote trust, respect, integrity, honesty, fairness, equity, justice, and compassion as underpinnings in society, including within their professional relationships.
2. Social Justice: Develop educational leaders versed in providing equal opportunities for all individuals regardless of socio economic status as well as providing and developing skills to become successful academically and economically.
3. Interpersonal Collaboration: Develop greater self-awareness, intentionality of action, and stronger relationships with others that lead to constructive interpersonal collaboration.
4. Catholic Intellectual Tradition: To develop reflective, multifaceted, cultural catalysts who integrate faith and culture in their leadership, who internalize their role as one in service of the mind, heart, and spirit, who understand and live what it means to be Catholic in the modern world, and who intentionally lead with an ability to make connections between faith and reason in a technology-rich society—to lead in service of the gospel.
5. Research: Develop reflective scholar-practitioners who conduct research collaboratively and ethically, thereby contributing to the academic body of knowledge, improving professional practice, and promoting positive systemic change.

**STUDENT LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Rigor &amp; Relevance Quadrants Addressed in This Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Explore and articulate an understanding of cultural forces that have contributed to dominance and oppression in society, that promote cultural inconsistencies with ethical beliefs and teachings</td>
<td>C</td>
</tr>
<tr>
<td>2.5 Leaders will identify systematic patterns of inequities in their respective settings and create a plan on how this will be justly addressed.</td>
<td>B</td>
</tr>
<tr>
<td>3.4 Apply systems thinking, chaos/complexity theory, and a collaborative change process (e.g., action research) to guide/influence social, organizational, and/or cultural change.</td>
<td>C</td>
</tr>
<tr>
<td>4.3 Design and facilitate learning environments where critical thought and moral conviction converge, the questions of humanity and</td>
<td>C</td>
</tr>
</tbody>
</table>
demonstrate an understanding of an ideological spectrum beyond the earning of a living that is augmented by how to live life in a moral sense, in an ethical sense, in a value sense.

| 5.5 | Exhibit commitment to the role of evaluator as demonstrated by the use of multiple avenues to create and share knowledge about local, state, and national educational issues. | D |

In addition to the identified Student Learning Outcomes, this course addresses the following **Texas Superintendent Competencies**:

**Competency 002**: Learn-Centered Leadership and District Culture: A superintendent is an educational leader who promotes the success of all students and shapes district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Competency 005**: Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

**Competency 008-010**: Learner-Centered Organizational Leadership and Management: A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**THEMATIC QUESTIONS**

1. What cultural forces contribute to dominance and oppression in society that promote cultural inconsistencies with ethical beliefs and teachings?
2. What systematic patterns of inequities are prevalent in society and how are they manifested and institutionalized?
3. What moral convictions should we as leaders question and challenge when it deals with the dignity of humans especially those earning a living below the poverty line causing us to question the moral, ethical and value of treating all with respect?
4. What platforms or avenues shall we use to create and share knowledge about local, state, and national inequity issues to bring to the forefront?

**Course Requirements**

- **Participation in Class (20%)**: Learning is a reciprocal process. Accordingly, your informed involvement is not only essential, but also required. Informed involvement necessitates that you review assigned readings prior to class, and be prepared to discuss
their strengths, weaknesses, and potential relevancy to evidence-based educational practices during classes. Absences will put the student in a disadvantaged posture given the breadth, depth, and intensity of the course. Absences will be negotiated with your professor.

- **Thematic Questions/On-Line Discussions (20%)**: The online discussions and thematic questions serve as drivers as well as the enablers for our work on a weekly basis. These loaded inquiries are designed to promote breakthrough dialogues. The focus of the topics, discussions, readings, on-line excursions, writings, etc., is guided by a single thematic question culminating each module. Students are expected to respond to the thematic question in a manner that reflects a thoughtful, scholarly response to the question while embedding tenets of research from our readings. Additionally, students are also expected to acknowledge other students’ perspectives by raising new or unique ideas or applications. A rubric for the Peer-Review-Process (PRP) to the thematic question will be provided.

- **Think Tank Panel Presentations (20%)**: Each Think Tank will take on the role of a panel of lead readers for reviewing an assigned reading. The review must include (a) preparing and distributing a summary of the reading you are scheduled to present to the class, (b) leading a 30-minute panel discussion of the reading, and (c) following up on questions raised during your presentation and discussion of the review. Being a panelist requires that you not only become more expert than anyone else in the class in interpreting the meaning and significance of your selected reading, but also, that you explain how the reading aligns with previous readings, and most importantly, the implications that the article poses for research and practice.

- **Mini-Literature Review (40%)**: A mini-literature review embedding a minimum of ten (10) research articles will be written by each student. With the educational topic of the student’s interest, this assignment will adhere to APA style and reflect the following components:

  - **Introduction** – a paragraph explicating the essence of your work.
  - **Problem Statement** – the root-level issue based on research.
  - **Background of the Problem** – the problem in the context of its importance in the literature.
  - **Setting** – relevant information about the setting as it relates to the framing of the problem.
  - **Purpose** – an analysis of a critical issue in public school systems.
  - **Review of the Literature** – the progression of the problem in current literature.
  - **Research Question(s)** – in the form of a question(s), exactly what is to be solved as result of the review of the literature.
• **Conclusion** – how the research citations have supported the research question(s) augmented with implications and recommendations.

Students are expected to meet the touchstone date for each component through consultation with the Academic Writing Seminar instructor, other professors in the summer course cluster as well as through the Peer-Review Process (PRP). The PRP requires a ‘student-to-student’ scrutiny of each of the components of the Mini Lit Review assignment. The PRP is a quality control measure that ensures the facts presented in the Mini Lit Review are based on solid, scientific studies -- not opinions. Additionally, the PRP constitutes a method for evaluating scholarly work that meets the criteria for each component of the Mini Lit Review. **The due date for the Mini Lit Review is Tuesday, August 1, 2017.** The document will be uploaded to Blackboard via EDUC 8040 Policy course and will be assessed by the three instructors (Drs. Garcia, Torres & Leiker) in the summer 2017 course cluster.

**COURSE OUTLINE (Subject to change based on teaching/learning pace).**

**Module 1: Concepts, Assumptions & Constructs of the Role of Education in Social Change**

The purpose of this module and its readings is to present an overview of the trajectory of the systemic educational reform movement over the course of the last three decades as well as the relationship between education and social change. Read these articles with these intentions in mind. Focus on identifying and distinguishing recurring issues from those issues that have emerged in recent years, such as the stepped-up emphasis on evidenced-based educational interventions and decision-making.

**Session 1: Saturday, June 3, 9:00 – 12:00**


**Session 2: Saturday, June 10, 9:00 – 12:00**


**Session 3, Saturday June 17, 9:00 – 12:00**


Module 1 Thematic Question: What accounts for the apparent incapacity of educational systems to scale up demonstrably effective strategies and practices in teaching, learning, assessment, and teacher professional development, particularly in light of the substantial body of empirical evidence demonstrating the need for different strategies and practices for different segments of the student population?

Module 2: The Pluralistic Society: The Contextual Background for Social Change

Whether public, private, or chartered, school systems reflect a microcosm of society. As such, education leaders must make sense, and subsequently frame inputs they receive from multiple, overlapping contexts of their school environments. The readings for this module help to solidify your conceptualization of the symbiosis between society and education. Serving as a backdrop to further your understanding of social change, these articles blend the constructs of the changing demographics in the U.S., racial equity and reform to challenge current paradigms about sustaining institutional change.

Session 4: Saturday, June 24, 9:00 – 12:00 (11:00 – 12:00 Library Services)


Session 5, Saturday, July 1 (online session)


Module 2 Thematic Question: One of society’s potent push on education systems is accountability. Our accountability systems, as they are currently designed and implemented, fail to reflect the real demands of school improvement. These systems characterize and compare schools and school districts with one another in a seemingly unfair, if not irrational, manner. What are the advantages and disadvantages of responsiveness of schools to their varying constituencies?
Module 3: Education in a Democracy

In theory, citizen participation in decision-making is a primary attribute of a democratic society. The purpose of the readings in this module is twofold. First the readings will introduce you to the concept of democratic theory in the context of school reform. Second, the collection will give you some sense of the difficulties in managing the change process with both intended as well as unintended results. Additionally, the readings for this module focus on perspectives of the challenges of systemic reform in schools. You are encouraged to identify institutional patterns and trends in the evolution of education in a democratic society in these works.

Session 6, Saturday July 8, 9:00 – 12:00


Session 7, Saturday July 15, 9:00 – 12:00


Module 3 Thematic Question: Power and politics undergird decisions in every arena of education. Research has shown us that education constituencies often have varying perspectives on why and how school reform should occur as well as what the education agenda should comprise. Why has it been so difficult for educational researchers, policymakers, and the larger polity to achieve agreement on the proper allocation of responsibility for student academic achievement?

Module 4: Institutional Change in Education

In this module, the purpose of these reading assignments is to deepen your understanding of the meaning of institutional change in education as currently being conceptualized by elected officials and policymakers. The articles are intended to introduce you to one of the formidable challenges educational leaders face: abstracting, transferring, and replicating demonstrably
effective institutional strategies and practices from one educational setting to another. Notably, this pool of research invites you to view institutional change from multiple perspectives.

**Session 8, Saturday, July 22, 9:00 – 12:00 (11:00-12:00, Cohort 1 Mentoring)**


**Session 9, Saturday, July 29, 9:00 – 12:00**


**Module 4 Thematic Question:** The “deep structures of schooling” often advance or inhibit systemic reform in education. While these structures may work in enabling a reform effort in one scenario, they may easily work against another reform in a different scenario. Which institutional strategies/practices for promoting system-wide educational improvements are likely to work in different kinds of school settings, and how should proven strategies be modified in order to accommodate local circumstances on a timely basis?

**ACADEMIC INTEGRITY**

Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper or project, reference your information, websites, books, etc. that is not your own.
STUDENT ACCOMMODATIONS

If you have a documented disability that may impact your performance in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center, 713.525.6953 or 3162.

USE OF UST EMAIL ACCOUNTS

All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements.

Helpful numbers:

1. UST Technology Help Desk: 713-525-6900
2. Blackboard help: 713-525-3153

Schedule of Assignments is Tentative and subject to changes based on what students need.

Schedule for Think Tank Presentations:

<table>
<thead>
<tr>
<th>Think Tank</th>
<th>Presentation Date</th>
<th>Research Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 10, 2017</td>
<td>Sharma &amp; Montiero (2016)</td>
</tr>
<tr>
<td>2</td>
<td>June 24, 2017</td>
<td>Turner (2015)</td>
</tr>
<tr>
<td>4</td>
<td>July 15, 2017</td>
<td>Marsh &amp; Whohlstetter (2013)</td>
</tr>
<tr>
<td>5</td>
<td>July 22, 2017</td>
<td>Cuban (2013)</td>
</tr>
</tbody>
</table>

Suggested Model for Summarizing Readings for Presentation to Cohort:

- Background/Context: Description of prior research on the subject and/or its intellectual context and/or its policy context
- Purpose/Objective/Research Question/Focus of Study: Discrimination of what the research focused on and/or why
- Setting: Specific descriptions of where the research took place
- Population/Participations/Subjects: Description of the participants in the study, who (or what), how many, key features
- Intervention/Program/Practice: Specific description of the intervention, including what it was, how it was administered, and its duration
- Research Design: Description of the research design (e.g. qualitative case study, quasi experiment, secondary analysis, analytic essay, randomized-controlled field trial)
- Data Collection and Analysis: Description of plan for collecting and analyzing data, including description of data
- Findings/Results: Description of main findings with specific details
- Conclusions/Recommendations: Description of conclusions and recommendations of author (s) based on findings and overall study

## Rubric for Peer-Review-Process (PRP) to Thematic Questions

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectations (ME)</th>
<th>Below Expectations (BE)</th>
</tr>
</thead>
</table>
| **Breadth of interaction with thematic question** | Online response:  
• Answers all aspects of the thematic question  
• Provides a thoughtful reaction to the topic  
• Includes examples from student’s school experience that support or provide an alternative perspective  
• Offers probing questions that extend the thematic question  
• Suggests new or unique ideas that add to the question  
• Infuses other learning from research | Online response:  
• Reflects a brief acknowledgment of the topic  
• Provides a “yes” or “no” response  
• Includes comments with no connection to practice  
• Includes a summary of what was read or seen with no original thought or reflection  
• Makes no connections with previous readings on the topic |
| **Timeliness of response to thematic question** | Completes the response to the thematic question on time. | Is late in completing response as evidenced by the failure to meet due dates. |
| **Quality of thematic question response** | Online response:  
• Shows evidence of reflection & insight to thematic question  
• Supplements the response with research from previous readings  
• Acknowledges other students’ perspectives  
• Adds to other students’ views by raising new or unique ideas or application  
• Includes an example from the student’s professional experience  
• Asks a probing question or makes a comment that extends the response | Online response:  
• Acknowledges the thematic question without expanding on it  
• Provides little or no evidence of thought about the idea or application  
• Reflects a minimal extension of the thematic question  
• Includes no school or professional anecdote |
## Important Dates To Remember

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday, June 10, 2017</td>
<td>3:00 – 4:00</td>
<td>Academic Writing Seminar, Dr. Garcia</td>
</tr>
<tr>
<td>Saturday, June 17, 2017</td>
<td>3:00 – 4:00</td>
<td>Meeting with Mentor</td>
</tr>
<tr>
<td>Saturday, June 24, 2017</td>
<td>11:00 – 12:00</td>
<td>Library Services: Accessing Databases</td>
</tr>
<tr>
<td>Friday, July 7, 2017</td>
<td>7:00 – 8:00</td>
<td>Academic Writing Seminar</td>
</tr>
<tr>
<td>Saturday July 8, 2017</td>
<td>3:00 – 4:00</td>
<td>Meeting with Mentor</td>
</tr>
<tr>
<td>Saturday, July 22, 2017</td>
<td>11:00 – 12:00</td>
<td>Meeting with Mentor</td>
</tr>
<tr>
<td>Saturday, July 22, 2017</td>
<td>3:00 – 4:00</td>
<td>Academic Writing Seminar</td>
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# Mini Lit Review: Criteria and Standards for Benchmarks

## Summer Year 1: Literature Review

<table>
<thead>
<tr>
<th>Semester, Y1</th>
<th>Benchmark</th>
<th>Description/Touchstones</th>
<th>Approx length</th>
<th>Meet Standard</th>
<th>Approaching Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer, Y1</td>
<td>Introduction</td>
<td>The typical pattern of the opening portion begins with a brief introductory paragraph without a heading. This introduction serves only to get the readers into reading the study by setting the stage for presenting the research work that follows.</td>
<td>.5 page</td>
<td>The introduction provides the readers with the pertinent details of the study.</td>
<td>The introduction provides the readers with limited details of the study.</td>
<td>The introduction contains vague and limited details of the study.</td>
</tr>
<tr>
<td>Summer, Y1</td>
<td>Statement of the Problem</td>
<td>In this section, the researcher focuses the issue or study topic and situates the research topic within theory, policy and/or practice. Briefly discuss and cite the published literature regarding the research topic/problem. It is essential to point out gaps or deficiencies in the literature in this section. The problem statement provides an overview of the study. It states (1) what the study is about, (2) why is the study important and timely, (3) what contributions the study might make to the existing research base and practice, and (4) how the study fits into the existing field.</td>
<td>Evidence is compelling and strongly supports ideas.</td>
<td>The problem is thoroughly examined and content shows an in-depth understanding of the problem.</td>
<td>The problem is defined using multiple perspectives to explore the complexities of the problem.</td>
<td>The problem statement challenges own perceptions and beliefs</td>
</tr>
<tr>
<td>Summer, Y1</td>
<td>Background of the Problem</td>
<td>This section is a brief introduction to the research based on the literature. Research problems are the issues, controversies, or concerns that guide the need for the study (Creswell, 2015). Begin with a paragraph that identifies the topic of the study in a way that appeals to a wide readership. If possible, use a narrative hook to cause the reader to pay attention, or perhaps elicit an emotional or attitudinal response, spark interest, or provide encouragement for the reader to continue reading.</td>
<td>1 page</td>
<td>Evidence is compelling and strongly supports ideas.</td>
<td>The breadth and depth of information are accurate, representational, and current.</td>
<td>Evidence may be sufficient, but ideas are not well supported.</td>
</tr>
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12 (summer 2017)
### Setting and Population of the Problem

- Provide relevant information about the setting (district(s) and/or state) as it relates to the framing of the problem.
- Provide a deeper understanding of the emergence of the equity issues that plague the educational system.

### Purpose of the Study

A purpose statement identifies the variables, their relationship to each other, the study site, and the study participants. Creswell (2015) presents several guidelines that will assist the researcher in developing a quality purpose statement.

- Write the purpose statement in a single sentence.
- Begin the purpose statement with a key identifier: “The purpose of this study…”
- If you plan to use a theoretical basis for conducting the study, introduce it by stating that you plan to “test a theory.”
- Three options exist for using variables in the purpose statement:
  - You seek to relate two or more variables;
  - You seek to compare a variable composed of two or more groups in terms of the dependent variable;
  - You seek to describe one or more variables.
- If variables are related, or groups compared, specify the independent and dependent variables and any control or intervening variables.
- State the independent variable from the first position in the sentence followed by the dependent variable. If control or intervening variables are observations are perceptive, creative, and interesting.

| .5 page | The study is clearly and directly linked to the problem statement. The study addresses an important gap in the existing literature on the topic. | The study is indirectly linked to the problem statement. The study addresses minor gaps in the existing literature on the topic. | The study is vaguely related or unrelated to the problem statement. The study does not make any original contributions to the literature. |
used, state them in the third position in the sentence.
- Identify the participants and the study site(s).

<table>
<thead>
<tr>
<th>Social justice</th>
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<tbody>
<tr>
<td>- What societal developments, ethical, or social justice issues are impacting the research problem?</td>
</tr>
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| Social justice issues are woven into the rationale for the study. |
| Social justice issues are mentioned but are not directly related to the rationale for the study. |
| Social justice is not mentioned in the study rationale. |

<table>
<thead>
<tr>
<th>Review of the Literature</th>
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<tr>
<td>A thoughtful and insightful discussion of related literature builds a logical framework for the research that sets it within a tradition of inquiry and a context of related studies (Marshall &amp; Rossman, 1999). This section should incorporate a tightly-bound and interconnected body of literature that supports the reader in understanding the assumptions and the significance of the research.</td>
</tr>
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</table>

Begin the introduction of the literature review immediately after the chapter title – do not use a heading - with a restatement of the purpose exactly as it was written in Chapter I. At the end of the introductory paragraph, point out how the chapter is organized.

The main topics that are identified should be Level 2 headings in the chapter. Be sure to develop an outline prior to writing this chapter and use headings and sub-headings throughout the literature review for clarity. For a sample outline guide, see https://depts.washington.edu/psych/files/writing_center/outline.pdf.

<table>
<thead>
<tr>
<th>Literature Review Checklist (Roberts, 2004):</th>
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<tbody>
<tr>
<td>1. Limit paragraph length to approximately 10 – 15 lines.</td>
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<tr>
<td>2. One sentence is not a paragraph.</td>
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<tr>
<td>3. Demonstrate to the reader a comprehensive grasp of the field and awareness of important recent substantive and methodological developments.</td>
</tr>
<tr>
<td>4. There is balanced coverage of all issues related to the topic (consenting and dissenting points of view).</td>
</tr>
<tr>
<td>5. The writer has critically analyzed the literature, rather than stringing together a series of citations.</td>
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<tr>
<td>6. A minimum of three-fourths of the</td>
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</table>
literature review addresses the phenomena in the purpose statement and the research questions. The remaining one-fourth sets the stage and gives the big picture of the topic and background of the study.

7. The review contains opposing points of view, see item #4.
8. There is a summary at the end of each section and at the end of the chapter.
9. The bibliography contains at least 40-60 references.
10. The majority of the references have been published within the last five to ten years.
11. Primary sources are the majority of the citations.
12. Authors who make the same point are combined in the citation.
13. Avoid statements which imply that little has been done in the area or that what has been done is too extensive to permit easy summary.
14. Be sure that the literature review covers topics related to all research questions.

Research Question

Research questions (RQ’s) narrow and focus the purpose statement by restating the purpose statement in specific questions that the researcher seeks to answer. Research questions are found in all designs of quantitative research and typically are of three types; relationship research questions, comparison research questions, and descriptive research questions.

Descriptive Questions
Researchers use a descriptive question to identify participants’ responses to a single variable. This variable may be an independent, dependent, or an intervening variable (Creswell, 2015). These types of research questions are answered by the application of descriptive statistics; mean, median, mode (measures of central tendency), standard deviation (measures of dispersion), and percentiles (measures of relative position) are examples.

Sample Script: How frequently do (participants) (variable) at (research site)?
Sample RQ: How frequently do teachers report losing autonomy at high schools in ESC Region IV?
### Relationship Questions

Relationship questions seek to identify the degree and strength of the relationship between two or more variables. These types of questions are answered by inferential statistics using tests of relationship; Spearman Rank Order, Pearson Product Moment, Partial Correlation, Multiple Regression, Binomial Logistic Regression, are some of the more common examples.

Sample Script: How does (independent variable) relate to (dependent variable) for (participants) at (research site)?
Sample RQ: How does a principal's leadership style, relate to teacher autonomy for high school teachers in ESC Region IV?

### Comparison Questions

Comparison questions seek to find out how two or more groups on the independent variable (or expressing the independent variable) differ in terms of one or more outcome variables (example, dependent variables). Most experimental research applies comparison questions, as the researcher applies a treatment to one group but not the other. These types of questions are answered by inferential statistics using tests of difference; independent samples t-test, dependent samples t-test, Chi-Square, ANOVA, are some of the more common examples.

### Conclusion

- Tie together the disparate threads of each of these components.
- Articulate how the research citations have supported the research question.
- Conclude this segment with implications for further study on the topic as well as recommendations for practice.

| Submission of Mini Lit Review | Due: August 1, 2017 |