

California State University San Marcos
College of Education

EDUC 622: Research Methods in Education
CRN 22479
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Emelyn A. dela Peña, Ed.D.

Phone: (858) 688-2385 (cell)

(858) 822-1476 (office—daytime)

E-Mail: edelapen@csusm.edu

Class Meeting times/Location: Thursdays, 5:30-8:15pm; UNIV 444

Office Hours: by appt. before class

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community October, 1997*)

COURSE DESCRIPTION

A core course designed to introduce educational practitioners to the fields of educational research and evaluation. As such, it explores quantitative and qualitative methods of designing and conducting research and evaluation in the context of classroom settings. It further examines measurement, assessment, common statistical techniques and methods for critiquing research and program evaluation studies.

Knowledge Base

This course is a master's level course. The knowledge base of this course is founded in the experience of the instructor, textual materials, and resources provided by the College of Education research faculty. The overall purpose of this course is to present the knowledge and skill required by professional educators to conduct meaningful and appropriate research within the educational setting as well as be informed consumers of research.

Instructional Methodology

This course is designed to model a constructivist learning environment that honors the skills and knowledge of the students in the course. A significant portion of class time will be devoted to coverage of textual material, and some course content will be covered through student-led discussions and interactive classroom activities.

Course Objectives

This course enables students to become effective, confident consumers of research and evaluation by providing a foundation of knowledge in the area of research methods that will enable them to read research and program evaluation reports with enough understanding to determine a study's merits. In addition, students will write a research proposal for a thesis or project that will fulfill the requirements for earning a Masters in Education. Therefore students will:

- find, critique, and summarize educational research

- gain knowledge of education research
- be able to summarize and interpret research
- understand various research methodologies and research designs
- understand issues and procedures for using a variety of data collection and analysis techniques
- understand the scientific approach to conducting research and how it effects the development of a research proposal
- develop a research proposal that will serve as a draft for a Master thesis or project
- utilize APA style writing and citation

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process.

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Writing

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways. The assignments for this course meet this requirement.

Plagiarism

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 6th edition. Failure to do so may result in failure of the course.

E-mail & Online Discussion Protocol

Email & On-Line Discussion Protocol Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact instructor or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Here are a few things to consider: Would I say in person what this e-mail specifically says? How could this e-mail be misconstrued? Does this e-mail represent my highest self? Am I sending this e-mail to avoid a face-to-face conversation? In addition, if there is ever a concern with an electronic message sent to you, please talk to that person face-to-face to correct any confusion. For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>

COURSE REQUIREMENTS

COLLEGE OF EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or they may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should students have extenuating circumstances, they should contact the instructor as soon as possible. (Adopted by the COE Governance Community on 12/19/97)

ATTENDANCE AND PARTICIPATION

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups. The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows:

1. Missing more than 2 class meetings will result in the reduction of one letter grade.
2. Arriving late or leaving early on more than 3 occasions will result in the reduction of one letter grade.
3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis.

These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING STANDARDS

Grading Scale: (based on percentages of the available points)

A = 100 – 94
A- = 93 – 91
B+ = 90 – 88
B = 87 – 84
B- = 83 - 81
C = 80 - 71

Submission Schedule: Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or www.apastyle.org/index.html

REQUIRED TEXTS

NOTE: Assigned texts and readings MUST be brought to ALL class sessions.

American Psychological Association. *Publication manual of the American Psychological Association, 6th edition*. Washington, DC: APA. (2nd Printing)

Creswell, J.W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. 3rd Edition. Upper Saddle River, NJ: Merrill Prentice Hall.

HIGHLY RECOMMENDED TEXTS

Fink, A. (2005). *Conducting research literature reviews: From the internet to Paper*. 2nd Edition. Thousand Oaks, CA: Sage.

Thomas, R.M. (2005). *Teachers doing research: An introductory guidebook*. Thousand Oaks, CA: Sage.

ASSIGNMENTS

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Moreover, The Writing Center (Kellogg Library 1103 – 760-750-4168) is available to support your individual requirements.

1. Attendance and Participation	150 points
2. Working Research Proposal	300 points
3. Presentation/Action Plan	50 points
4. Quizzes	40 points
5. Article Critiques	30 points
6. Feedback to your peers	30 points

TOTAL POSSIBLE POINTS 600 points

1. Attendance and Participation. As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of YOUR participation. Toward this end, you are expected to attend every class.

2. Working Research Proposal & Action Plan. To prepare you for future research, you will complete key components of a research proposal. Additionally, you will provide a brief presentation of your working research proposal and include an action plan (i.e. an explanation of next steps). Each component of your working proposal will reviewed by two classmates **before** it is reviewed by the instructor. Specific details and requirements will be provided.

3. Presentation and Action Plan. You will give a **10 minute presentation** of your paper *highlighting your research proposal* at the end of the semester. Be prepared to have a short Powerpoint presentation (15 slides maximum) or poster session. In addition be prepared to share an action plan detailing next steps in advancing your research project, including proposed timelines.

4. Quizzes. You will be assigned four online quizzes from the companion site of your text book. Please refer to the class schedule for due dates. Each multiple choice self-assessment contains 20 questions with each being worth .5 points. Access the website and quizzes through the textbook link on the home page. You can use any and all material during the time you take the quiz. Once quizzes are completed and graded online, email results to edelapen@csusm.edu.

5. Article Critique. Because your ability to find and use published literature is paramount to your understanding of research methods, you will be reading, summarizing, and interpreting a variety of published articles. This practice will prepare you for the literature review portion of any research project and strengthen your critical analysis skills as a consumer of published research. You will select an article that interests you and provide a written response following the specified criteria. Additional details and requirements will be provided.

6. Feedback to your peers. Each component of the research proposal will be reviewed by peers before review by the instructor. You are expected to give thoughtful and critical feedback to each other and provide constructive comments in order to help each other advance through the proposal process.

7. Extra Credit. You may take two additional quizzes from chapters in your text, not assigned in the syllabus (Ch. 12 and Ch. 14). Each quiz has a total of 20 questions, each worth 0.5 points each. Email results of the quizzes to edelapen@csusm.edu, for a possible 20 additional points.

TENTATIVE COURSE SCHEDULE

DATE	TOPIC/ACTIVITY	READING	DUE by 11:59 p.m.
Session 1 1/21/10	<p>Introductions Syllabus Review</p> <p><i>What is research? Qualitative and quantitative approaches</i></p>	Ch. 1 & 2	<p>Bring all required textbooks to class</p> <p>Identify a topic of interest</p>
Session 2 1/28/10	<p><i>Research problem, purpose and questions</i></p> <p>Journal Review Guidelines</p>	Ch. 3 & 5	<p>Quiz for Ch. 3 and 5 www.prenhall.com/creswell</p> <p>4 possible research questions</p>
Session 3 2/04/10	<p><i>Finding References Locating Published Research</i> Meet in Kellogg 3400</p> <p>Identify a list of databases that seem most relevant to your topic of interest</p>	<p>Ch 4</p> <p>Boote & Beile (2005) article (emailed to you)</p>	<p>Quiz Ch. 4</p> <p>Bring a list of key words that you can use for your library searches, related to your topic of interest</p>
Session 4 2/11/10	<p><i>Collecting, Analyzing, and Interpreting Qualitative Research</i></p> <p>Article Discussion</p>	<p>Ch. 8 & 9 Peer-reviewed article of your choice</p>	<p><i>Article Critique #1 Use journal review guidelines</i></p> <p>5 Citations that relate to your topic of interest—ANNOTATED</p>
Session 5 2/18/10	<p><i>Collecting, Analyzing, and Interpreting Quantitative Research</i></p> <p>Article Discussion</p>	<p>Ch 6 & 7 Article of your choice</p>	<p><i>Article Critique #2 Use Boote & Beile rubric</i></p> <p>5 Citations that relate to your research question--ANNOTATED</p>
Session 6 2/25/10	<i>Action Research Designs</i>	Ch. 18	5 pages of lit. review. Email to triad and to instructor.
Session 7 3/4/10	<p><i>Survey Designs</i></p> <p>Article Discussion</p>	<p>Ch. 13</p> <p>Review of Lit. 2 articles of your choice</p>	<p><i>Article Critique #3 Comparing 2 articles</i></p> <p>Completed feedback to each other of 5-page lit. review. Email to triad and instructor, or bring to class.</p>
Session 8 3/11/10	<p><i>Experimental Designs</i></p> <p>Online--Work on Annotated References and Chapter.</p>	Ch. 11	<p>Quiz Ch. 11</p> <p>Draft of one CHAPTER**. Email to triad and instructor.</p>
Session 9 3/18/10 Dr. Travers	<i>Narrative Research Designs</i>	Ch. 16	Completed feedback for each other of first draft chapter. Email or bring copies to class.
Session 10 3/25/10 Dr. Welch	<p><i>Ethnographic Designs Case Studies</i></p>	<p>Ch. 15 TBA</p>	<p>Draft of another CHAPTER. Email to triad and instructors due 3/28/10.</p>

TENTATIVE COURSE SCHEDULE Continued

DATE	TOPIC/ACTIVITY	READING	DUE by 11:59 p.m.
	SPRING BREAK		<i>Feel free to read other research designs not listed in the syllabus</i>
Session 11 4/08/10	<i>Mixed-Methods Research Designs</i>	Ch. 14	Completed feedback to each other of second draft chapter. Email to triad and instructor, or bring to class.
Session 12 4/15/2010	<i>Orientation to IRB Process-Ethics</i> 5:00-6:30 p.m. Commons 206 Peer Review Session		Draft another (last) CHAPTER. Email to triad and instructor.
Session 13 4/22/10	<i>Reporting and evaluating research</i> Preparing a Research Report Peer Review Session/Conferencing	Ch 10	Completed feedback of third draft chapter. Email or bring to class. <ul style="list-style-type: none"> o Bring drafts of all components of your Working Research Proposal o Bring Questions you have about your project
Session 14 4/29/10	<i>Presentations—Action Plan</i>		
Session 15 5/06/10	<i>Presentations—Action Plan</i>		Working Research Proposal DUE

This schedule may be adjusted to accommodate student and/or instructor needs.

**Due to the iterative and organic nature of the proposal process, the order in which researchers complete chapters one, two, and three are not necessarily sequential for all writers. Some researchers prefer to perform the literature review before writing their statement of the problem. Others have a clear idea of their methodology before completing the literature review. Therefore, a draft of three different chapters will be due as indicated in the syllabus. The order in which the chapter drafts are completed will be up to you.

APPENDIX A: Article Critique Assignments

ARTICLE CRITIQUE #1 Due 2/11/10

Choose a peer-reviewed article from your Annotated Bibliography list. Write a 1-2 page review of the article using the journal review guidelines discussed in session 2 (Appendix B). Email assignment to edelapen@csusm.edu.

ARTICLE CRITIQUE #2 (example provided) Due 2/18/10

Read a review of literature (e.g. *Review of Educational Research* article). Use the *Educational Researcher* rubric found in "Scholars before researchers: On the centrality of the dissertation literature review in research preparation" (Boote & Beile, 2005) to critique the article. 1-2 pages.

ARTICLE CRITIQUE #3 (Example provided) Due 3/4/10

Select two articles that are relevant to your topic. Compare (2-3 pages) the two articles and assess:

1. Quality of the design
2. Data collection approaches
3. Types of data collected
4. Data analysis
5. Nature of findings researcher was able to draw based on the methods
6. Analysis of whether you feel conclusions are supported/warranted based on findings and methods used.

Conclude with a brief summary of what you learned from comparing the two articles.

APPENDIX B: Journal/Literature Review Guidelines

1. Does the manuscript address issues of social and institutional importance for education? Please explain.
2. Does the theoretical framework guide the focus of the study, its methods, data analysis and conclusions?
3. What are the strengths and limitations of the research design?
4. What are the strengths and gaps in the analysis and data interpretation?
5. How would you assess the quality of the writing (organization, clarity, style)?
6. What could be done to make the manuscript more trustworthy or valid?
7. What do you see as the significance of this study for your own work?

FINAL ASSIGNMENT: Research Proposal

DUE 5/6/10

The final paper assignment is to write or revise *drafts* of a research proposal in the form of the first three chapters of a thesis in *APA format*. The first draft of each chapter must be peer reviewed by two classmates before a review by the instructor.

Guidelines for Research Proposal:

CHAPTER ONE INTRODUCTION

This chapter will define the research focus (5-8 pages). Clearly state your question and sub-questions and explain what you hope to accomplish. Definitions of terms must be very clear. Do not assume that your reader knows what you mean when you use educational jargon.

Criteria for feedback and grading:

- Are terms and definitions clear?
- Is the question *very* clear? Does the reader understand exactly what the researcher hopes to find?
- Is the chapter written in present tense? (With the exception of citations of other research; use past tense or present perfect tense for these--see APA)

CHAPTER TWO REVIEW OF THE LITERATURE

This chapter will put the research in context with what is already known (10-15 pages). Review what is currently known (and not known) about the issue. Where is the field in terms of what is happening with the topic? The review of the literature puts the research in perspective and lets the reader know why the question is of significance. It also provides a *critical analysis* of the research. ***You must have at least ten relevant peer reviewed articles for this draft, 20 references total.***

Criteria:

- Is all the research discussed relevant to the question presented in Chapter One?
- Does the reader understand the essential elements of the each article cited? Did the writer provide information on the methodology, subjects, and conclusions of each article? Did the writer mention strengths and weaknesses of the research?
- Are the majority of the articles from professional, peer reviewed journals?

CHAPTER THREE METHODOLOGY

This chapter describes the research design and data collection (6-10 pages). How will the research be conducted? Why did you select that design? What must be done in order for you to accomplish your goals? Cite the textbooks and/or articles used to identify the methodology you have selected and a clear rationale for using that methodology.

Criteria:

- Are descriptions of the methodology specific enough that someone could replicate?
- Is it clear who will do what and when? Is it clear how these decisions were made?
- Whenever possible, did the writer use examples of classroom scenarios, student work,

- teacher lesson plans, etc.?
- Is the chapter written in future tense?

FOR ALL CHAPTERS:

- Think about how well the chapter holds together. Does it all seem relevant and necessary? Could any parts be cut?
- Does it all make sense? What needs clarification?
- Is there a clear and easy to follow organization? Are large pieces of text broken up with subheadings? Are the subheadings indicative of the content?
- Is there a summary and/or a concluding paragraph? This should be a transition to what will follow.
- Are all necessary terms defined? (Assume someone familiar with education will be the reader, but do not assume that they will understand all professional jargon).
- Did the writer cite properly, using APA conventions?
- Are there too many or too few quotes? Most times it is preferable to paraphrase and then cite an author.
- As much as possible, did the writer find the original source and cite them (rather than citing what someone else cited). However, if the writer used a secondary source, were appropriate conventions followed?

RESEARCH PROPOSAL RUBRIC

	Chapter 1	Chapter 2	Chapter 3
	100	100	100
Organization (20)			
Completeness (20)			
Clarity (20)			
Relevance (20)			
Conventions (20) (including APA)			

Total Score _____

YOU ARE NOT DONE WITH CHAPTERS 1-3 OF YOUR THESIS OR PROJECT UNTIL YOUR FACULTY CHAIR SAYS YOU ARE

Helpful Websites:

Guidelines for Institutional Review Board (IRB): (use the exempt form) <http://www.csusm.edu/research/IRB.htm>

CSUSM Thesis Information: http://www.csusm.edu/rgsip/graduate_studies/thesis_project.htm

CSUSM Library: <http://library.csusm.edu/>