

California State University San Marcos
Research Methods in Education – EDUC 622 – Fall 2003
Tuesdays ACD 301

Dr. Kathy Norman 311 University Hall knorman@ csusm.edu
Office Hours: Tuesday one hour prior to class, and by apt. (760) 750-4314

Required How to Design and Evaluate Research in Education, 5th Edition
Textbooks: by J.R. Fraenkel and N.E. Wallen, McGraw Hill

Publication Manual of the American Psychological Association.
Washington, D. C.: American Psychological Association.

The Elements of Style.
by W. Strunk and E.B. White, New York: MacMillan

Course Description

This course is designed to introduce educational practitioners to the fields of educational research and evaluation. 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.

Course Objectives

Students will increase their:

- ability to critique education research
- understanding of various research methodologies
- knowledge of education research
- skills in planning research; and
- ability to summarize and interpret research.

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)

COE Attendance Policy

Due to the dynamic and interactive nature of course in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. If three class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of "A". If four class sessions are missed, the highest possible grade that can be earned is a "C". If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

Students with Disabilities Requiring Reasonable Accommodations.

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 courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

E-mail

You must go to [ACD 202](#) to activate your CSUSM e-mail account.

Assignments

1. WEEKLY COMPREHENSION QUESTIONS

13 pts.

Twenty-four hours prior to the beginning of each class session, you should submit a total of three questions based on the week’s reading, to the instructor by email on the class Web CT site. Bring copies to class for your own use during our discussion. One of the questions should be a “challenge” question for which you do not have an answer. For the other two questions, write questions and their answers to capture what you see as the major/interesting/provocative points of the readings. (1 pt. for each reading assignment)

2. WEEKLY CLASS WEB CT DISCUSSIONS

14 pts.

This course has a Web CT site. You should visit the site (go to courses.csusm.edu and log in) each week, and take part in the weekly discussion on the discussion board. Read the instructions and type your entry. Read entries from other students, and respond to at least two entries. You should enter your entry by no later than Friday so that other students will have time to respond to your entry before class on Tues. You may also post questions you have or other ideas, concerns, etc. to the discussion board. (1 pt. Each)

3. SEPT. 30 WEB CT ASSIGNMENT: OBSERVATION

10 pts.

OBSERVATION ASSIGNMENT RUBRIC

<u>Category</u>	<u>Distinguished 2</u> pts.	<u>Acceptable</u> 1 pt.	<u>Unacceptable</u> 0 pt.	<u>Your Score</u>
Organization				
Completeness				
Content				
Relevance				
Cogency				

Total Score _____

Categories for Evaluation Explanation

1. Organization. Evidence of a logical and meaningful consistency in the structure of the response to the structure of the assignment, evidence of planned presentation having a clear flow from the beginning, through the middle, to the conclusion.
2. Completeness. Evidence of having covered all parts of the assignment in the response.
3. Content. Evidence of having developed the response from significant concepts and insights gained from the readings, drawing upon relevant theories, literature, and citing sources in APA form and style as appropriate.

4. Relevance. Maintenance of pointed and clear relationships in response to the assignment, avoidance of digression from the main points of assignment, avoidance of boilerplate or filler material, and avoidance of redundant matter and educational jargon.
5. Cogency. Depth and breadth of insight, reasoning, and understanding exhibited in response through the integration of thought and argument.

Levels of Performance Explanation

1. Distinguished
 - a. Few errors—proper grammar, spelling, and punctuation.
 - b. Clear focus and use of appropriate/consistent tense and tone.
 - c. Depth and complexity of ideas—details, reflection, analysis, and thought.
 - d. Use of references indicates substantial research.
 - e. Use of a variety of sentence length and structure (follows APA form and style).
2. Acceptable
 - a. Some errors in grammar, spelling, and punctuation
 - b. Grammatical errors do not interfere with communication.
 - c. Focused on a purpose—suitable tone and use of historic present.
 - d. Depth of ideas supported by relevant details.
 - e. Use of references indicates ample research.
 - f. Logical organization.
 - g. Varied sentence structure—acceptable and effective language.
3. Unacceptable
 - a. Attempt to establish and maintain purpose and communicate with the audience.
 - b. Unelaborated idea development and repetitious details.
 - c. Unelaborated details.
 - d. Use of few references.
 - d. Use of non-current literature.
 - e. Errors in grammar, spelling, and punctuation
 - f. Lapses in focus and coherence.
 - g. Use of simplistic and awkward sentences.
 - h. Use of imprecise and simplistic language.

4. OCT. 28 WEB CT ASSIGNMENT: INTERVIEWING 10 pts.
INTERVIEW ASSIGNMENT RUBRIC

<u>Category</u>	<u>Distinguished 2 pts.</u>	<u>Acceptable 1 pt.</u>	<u>Unacceptable 0 pt.</u>	<u>Your Score</u>
Organization				
Completeness				
Content				
Relevance				
Cogency				

Total Score _____

5. JOURNAL CRITIQUE 10 pts.

Select one journal article reporting on a research study in your area of interest. Write 2-3 page critique of it. The article should be from a professional journal in education. Create a visual representations of the methodology section and display each in class. Include a discussion of the following.

- Is the title appropriate for the study? Why or why not?
- Was the introduction written in clear language avoiding non-technical language and jargon?
- What is the problem being investigated? Is it clearly stated in the article?
- Why should this problem be researched?
- Is the problem sufficiently limited in scope?
- Does the problem fit into the broader context of current theory and relevant research?
- Does the problem statement make assumptions or unsupported claims or statements?
- How significant is the problem and in what context?
- What is the significance of this problem?
- Does the problem explore an important question, meet a recognized need, or make a useful contribution to a relevant body of knowledge?
- Is the research question clearly and directly stated, and is it related to the hypothesis or hypotheses in the study?
- What is the research question?
- Are operational definitions given? If so, give an example.
- Is the relationship or differences among/between the variables clearly stated?
- What was the background to the study?
- Did the author(s) present a review of literature? Was it relevant? What were the major points from it?
- Describe the methodology in detail.
- Was a sample used in the study? If so, how was it selected?
- How was the data collected and analyzed? Were these methods appropriate?
- Were the results clearly presented?
- What were the major findings of the study and what were they based on?
- What was the conclusion?
- Do the results or findings support the conclusion? Why or why not?
- Are any limitations of the study noted? If so, what were they?
- Are there any internal and/or external threats to the generalizability and or validity of the results? If so, what were they?
- How do the results of this study apply to your research area of interest?

JOURNAL CRITIQUE ASSIGNMENT RUBRIC

<u>Category</u>	<u>Distinguished 2 pts.</u>	<u>Acceptable 1 pt.</u>	<u>Unacceptable 0 pt.</u>	<u>Your Score</u>
Organization				
Completeness				
Content				
Relevance				
Cogency				

Total Score _____

6. RESEARCH STUDY PRESENTATION

10 pts.

Each class member will sign up for one research study example to present to class using visuals and handouts. They will be assigned in class.

The presentation should include:

- A critical discussion of all aspects of the example study, particularly those details about the methodology that cause the study to be called a specific type of study. (Refer to specifics above on other details to include.)
- Another example of the same type of study, but in your own area of research –one that you have thought of (topic, research problem, sample, procedures, etc.)
- Time for discussion

EXAMPLE RESEARCH STUDY PRESENTATION RUBRIC

<u>Category</u>	<u>Distinguished 2 pts.</u>	<u>Acceptable 1 pt.</u>	<u>Unacceptable 0 pt.</u>	<u>Your Score</u>
Organization				
Completeness				
Content				
Relevance				
Cogency				

Total Score _____

7. RESEARCH PROPOSAL

30 pts.

Chapter 1	4 pts.
Chapter 2	8 pts.
Chapter 3	4pts.
References in latest APA format	4 pts.
Appendices (instrument, budget, timeline)	4 pts.
Powerpoint Presentation	6 pts.

The research proposal includes three chapters: introduction, review of literature, and methodology. It will also include references and appendices. You will give a 12-15 minute presentation of your proposal to the class at the end of the semester. Each chapter should be peer reviewed by two classmates.

Each chapter and section will be examined for organization, completeness, content relevance, cogency;

RESEARCH PROPOSAL RUBRIC

<u>Category</u>	<u>Chapter 1</u> Max 4 pts	<u>Chapter 2</u> Max 8 pts	<u>Chapter 3</u> Max 4 pts	<u>Refer- ences</u> Max 4 pts	<u>Appen- dices</u> Max 4 pts	<u>Presen- tation</u> Max 6 pts
Organization						
Completeness						
Content						
Relevance						
Cogency						

Total Score _____

8. FINAL ASSIGNMENT

3 pts.

Write a reflective summary of your perceived personal growth in research class. This summary should be no more than 2 pages.

FINAL ASSIGNMENT RUBRIC

<u>Category</u>	<u>Distinguished 1 pt.</u>	<u>Acceptable 1/2 pt.</u>	<u>Unacceptable 0 pt.</u>	<u>Your Score</u>
Organization				
Content				
Cogency				

Total Score _____

Research Proposal

Title Page

Table of Contents

Chapter I - Introduction to Study

Background

Statement of the Problem

Purpose of the Study and Rationale

Research Questions and Hypotheses)

Significance of Study and Applications

Limitations

Definitions of Terms

Chapter II - Review of Literature

Introduction

Subtopic Sections (at least 3)

Summary of Literature Review

Chapter III - Methodology

Population and Sample

Procedures

Instrumentation

Data Analysis

Assumptions

References

Appendices

A Time Schedule

B Budget

C Instruments

D others-optional

Proposal Guidelines

CHAPTER ONE INTRODUCTION

This chapter will define the research or project focus. Explain what you hope to accomplish in your research. What issue is to be addressed? Definitions of terms must be very clear. Do not assume that your reader knows what you mean when you use educational jargon.

Thoughts for the Writer/Reader:

- Are terms and definitions clear?
- Is it clear what the focus of the research will be? One of two formats should be used: 1) The research shows X, Y, and Z, but it doesn't show _____. -or- 2) This research will help build upon the research of X, Y, and Z by _____.
- Is the question *very* clear? Do you understand exactly what the author 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 or project in context with what is already known. Review what is currently known (and not known) about the issue. Where is the field in terms of what is happening with the topic? Put your project/issue into a theoretical context. What theories/ principles are you basing your projection? What are your assumptions? The review of the literature puts the project in perspective and lets the reader know why the project is of significance. It also provides a *critical analysis* of the research.

Thoughts for the Writer/Reader:

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

CHAPTER THREE METHODOLOGY

This chapter describes the research or project designs and data collection. How will the research/project be conducted? What must be done in order for you to accomplish your goals? In the introduction to this section, you must cite research that supports using the methodology you have selected and a clear rationale for using that methodology.

Thoughts for the Writer/Reader:

- Are descriptions of the methodology specific enough that someone could replicate?
- Is it clear who did what and when? Is it clear how these decisions were made?
- Whenever possible, did the author use examples of classroom scenarios, student work, teacher lesson plans, etc.?
- Is the chapter written in past tense?

If a project, did the author list conclusions from the review of literature and list specifically how those conclusions will be implemented into the final project?

General Guidelines for Peer Review:

- APA format should be followed. Read APA for important information on such things as spacing, margins, etc.
- Give the author specific feedback on what you understood and what you didn't understand
- Think about how well the chapter holds together. Does it all seem relevant/necessary? Could any parts be cut?
- Is it clear? Does it all make sense? What needs clarification?
- Is there a clear and easy to follow organization? Are large pieces of text broken up? Are there appropriate subheadings?
- Is the theoretical orientation of the writer clear?
- 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 author use spell check?
- Did the author cite properly? Are all citations in the reference page? Anything that is quoted needs a page number. Quotes longer than five lines are set apart by single spacing and indenting both margins.
- Are there too many or too few quotes? Many times it is preferable to paraphrase and then cite an author.
- As much as possible, did the author find the original source and cite them (rather than citing what someone else cited). However, if the author used a secondary source, did he or she follow the guidelines?
- Did the author use proper tense? APA suggests different tenses for different chapters. The main thing to remember is to be consistent within chapters.

Course Grading Criteria

1. Distinguished Category (Grade of A). Reserved for exceptional students. The student is superior in all areas of writing, presentations, and participation. Required research and assignments are superior in both content and writing with outstanding observations and explanations; use of complex, strong vocabulary, appropriate use of APA form and style. Student demonstrates scholarly demeanor, and interest in learning beyond the standard expectation. All papers are turned in on time and the student is actively present during entire class sessions.
2. Commendable Category (Grade of B). Very good in all areas producing the expected reports, writings, and presentations as per the standards established by Argosy University's School of Education. The majority of the assignments are turned in on time.
3. Acceptable or Average Category (Grade of C). Performance is acceptable and meets the minimum requirements.
4. Unacceptable (Grade of F). Absences, late arrival and early departure from class, lack of active participation, student does not demonstrate adequate knowledge of the subject matter. Assignments are not turned in on time.

EDUCATIONAL RESEARCH GRADESHEET

Name _____

Attendance: present, late or absent (please note and sign)

Sept. 2

Sept. 9

Sept. 16

Sept. 23

Sept. 30 Web CT class

Oct. 7

Oct. 14

Oct. 21

Oct. 28 Web CT class

Nov. 4

Nov. 11

Nov. 18

Nov. 25

Dec. 2

Dec. 9

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10 pts.

5. JOURNAL CRITIQUE

10 pts.

6. RESEARCH STUDY PRESENTATION

10 pts.

7. RESEARCH PROPOSAL

30 pts.

8. FINAL ASSIGNMENT

3 pts.

Possible Points

Grade