

California State University San Marcos
Research Methods in Education – EDUC 622 – Fall 2002
5:00 – 7:45 Wednesdays ACD 408

Dr. Kathy Norman
Office Hours: Wednesdays 4-5 p.m. and by apt.

311 University Hall

knorman@ csusm.edu
(760) 750-4314

**Required
Textbooks:**

Introduction to Educational Research
by C.M. Charles and C. A. Mertler, Allyn & Bacon/Longman

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, or provide another email address.

Assignment Descriptions

1. RESEARCH METHODOLOGY PRESENTATION 20%
Each class member will sign up for one research methodology to present to class using a Powerpoint Presentation and Handouts. You should email the presentation to me prior to the day of the class.

The 90 minute presentation should include:

- a **critical** discussion of the **methodology**
- a visual representation of how the methodology was used in the sample study
- time for discussion of assigned questions

Excellent resources are

http://cwabacon.pearsoned.com/bookbind/pubbooks/charles2_ab/

http://highered.mcgraw-hill.com/sites/0072532491/student_view0/

http://occawlonline.pearsoned.com/bookbind/pubbooks/mcmillan2_awl/chapter1/deluxe.html

2. JOURNAL CRITIQUES 20%

Write a one page critique of two journal articles about educational research. They should be from professional journals in education. Create visual representations of the methodology sections and put each on a large piece of paper to display in class.

3. FINAL PAPER 40%

Chapter 1	10%
Chapter 2	10%
Chapter 3	10%
References and Appendices	10%

The final paper assignment is to write the first three chapters (plus references and appendices) of a thesis. You will give a 15 minute presentation of your paper to the class at the end of the semester. Each chapter must be peer reviewed by two classmates.

4. FINAL POWERPOINT PRESENTATION with 1-2 page handout 10%

5. ATTENDANCE AND PARTICIPATION 10%

Points for overall attendance and participation will be determined at the end of the semester.

Grading Scale and Criteria

<u>A level</u>		Outstanding work on assignment, excellent syntheses of information and experiences, 100-94
	A	great insight and application, and excellent writing.
93-91	A-	
<u>B level</u>		Completion of assignment in good form with good syntheses and application of
90-88	B+	information and experiences; writing is good.
87-84	B	
83-81	B-	

<u>C level</u>	C	Completion of assignment, adequate effort, adequate synthesis of information and 80-71 application of information and experiences, writing is adequate.
D and below	D	Incomplete assignment, inadequate effort and synthesis of information, writing is Below 70 less than adequate.

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/FOCUS OF THE THESIS/PROJECT

This chapter will define the research or project focus. Explain what you hope to accomplish in your thesis/project. 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.

EDUCATIONAL RESEARCH GRADESHEET

Name _____

Attendance present, late or absent)

Sept. 4

Sept. 11

Sept. 18

Sept. 25

Oct. 2

Oct. 9

Oct. 16

Oct. 23

Oct. 30

Nov. 6

Nov. 20

Nov. 27

Dec. 4

Dec. 11

Dec. 18

Assignments

	<u>Percent of Grade</u>	<u>Your Grade</u>
1. RESEARCH METHODOLOGY PRESENTATION	20%	
2. JOURNAL CRITIQUES	20%	
3. FINAL PAPER	40%	
Chapter 1	10%	
Chapter 2	10%	
Chapter 3	10%	
References & Appendices	10%	
4. FINAL POWERPOINT PRESENTATION & 1-2 pg handout	10%	
5. ATTENDANCE AND PARTICIPATION	10%	

EDUC 622 – Fall 02
Class Schedule

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>	<u>Reading for Next Class</u>	<u>Discussion Questions for next class</u>
1	Sept. 4	Introduction/Course Overview Selecting a Topic and Research Question(s) Types of Educational Research Plan for Methodology Presentations		Ch. 1,3,4	
2	Sept. 11	Meet in Craven 3202 Library Classroom Library Resources and Literature Reviews Dr. Gabriella Sontag		Ch. 2, 10	Exercises10.1,10.2
3	Sept. 18	Ethnographic Research (Researcher 1-Christine) Types of Educational Research Refining a Topic and Research Questions	School District Research Policy/Approval Form (Human Subjects Review)	Ch. 5, 11	Exercises11.1
4	Sept. 25	Descriptive Research (Researcher 2-Michelle) Interpreting & Summarizing Published Research Review/Edit Chapter 1	Chapter 1 draft		
5	Oct. 2	Human Subjects Protection and Institutional Review Board (Dr. Gina Grimshaw)	Chapter 1 revision	Ch. 6	Exercises11.2
6	Oct. 9	Historical Research (Researcher 3-Julie) Designing a Research Project		Ch. 7	Activity 1, p. 280
7	Oct. 16	Case Studies (Researcher 4-Barb) Journal Article Critique Presentations	Article Critiques	Ch. 12	Exercises12.1,12.2
8	Oct. 23	Correlational Research (Researcher 5- Kelly) Procedures and Tools for Gathering Data		Ch. 13	Exercises13.1,13.2
9	Oct. 30	Action Research (Researcher 6-Jojie) Review/Edit Chapter 2	Chapter 2 draft	Ch. 8	Exercise 13.4
10	Nov. 6	Evaluation Research (Researcher 7-Erik) Analyzing Research Data and Presenting Findings	Chapter 2 revision	Ch. 9, 14	Exercises14.1,14.2
11	Nov. 13	Experimental and Quasi-Experimental Research (Researcher 8-AI)			Exercises14.3,14.5

		Preparing a Research Report Writing Grant Proposals	
12	Nov. 20	Causal-Comparative Research (Researcher 9-Debbora) National Board for Professional Teaching Standards Review/Edit Chapter 3	Chapter 3 draft
13	Nov. 27	Independent Work: Review and Edit Final Papers/Complete Appendices/Complete Powerpoint Presentation	
14	Dec. 4	Presentations	
15	Dec. 11	Presentations	Final Paper
16	Dec. 18	For Final—Attend Thesis Project Presentations	