

**California State University San Marcos
College of Education**

**EDUC 622: Research Methods in Education
Fall 2006
Section 3, CRN # 41269**

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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 ongoing 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.

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:

- critique educational research
- understand various research methodologies
- gain knowledge of education research
- be able to summarize and interpret research
- gain knowledge of descriptive statistics
- gain knowledge of statistical techniques
- develop a research proposal that will serve as a draft for a Master thesis or project
- utilize APA style writing and citation

GENERAL CONSIDERATIONS

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.

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. For the latter, consult Dr. P. Kelly, Associate Dean.

Ability: 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 needs. 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 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.

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.”

COLLEGE 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 s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. (Additionally, six points will be subtracted for every day of absence.) Should the student have extenuating circumstances, s/he 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 two 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:

A = 90 -100 points

B = 80 - 89 points

C = 70 - 79 points

D = 60 - 69 points

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 (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/READINGS

Gay, L. R., Mills, G. E., & Airasia, P. (2006). *Educational Research: Competencies for Analysis and Applications*. Columbus, Ohio: Pearson/Merrill Prentice Hall. (Eighth Edition).

American Psychological Association. *Publication Manual of the American Psychological Association, 5th edition*. Washington, DC: APA.

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Other research articles as assigned.

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

COURSE REQUIREMENTS

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. Students who are not doing a traditional thesis must discuss possible alternatives with the instructor as soon as possible.

1. Attendance and Participation	150 points
2. Research Proposal	300 points
3. Presentation of Proposal	50 points

1. Attendance and Participation. (100 points)

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 and participate fully in activities. Fifty (50) of the points for participation will come from arriving on time, being prepared and participating in group interactions/discussions. The other 100 points will come from a class presentation. You will be responsible for presenting a one hour presentation of a chapter (either alone or in a small group) in a dynamic, interactive and exciting way – creating a group activity of choice that will facilitate learning of the material for the class. You must create a handout that the class can use to take notes. **Please submit a copy of the handout 4 days prior to your presentation for professor approval.** Your final grade for this aspect of the course will be based on an average between scores: 1) your own evaluation of your performance and efforts for the module; 2) my evaluation of your performance; and 3) your group member evaluation of your performance (if there is a group member). Thus, you must submit a description (limited to one page) on your contributions to the module and any accompanying materials that you feel support your efforts and performance. You also need to submit an evaluation of your partner's performance (again, limited to one page), with specifics as to why you are assigning the points you are. The total points you should assign yourself and your partner are up to 50 (each). **Due November 30, 2006.**

2. Research Proposal (300 points)

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/project in APA format. **[PLEASE NOTE: This proposal should be considered a draft of your thesis/project to be written with the guidance of your thesis/project advisor – it is NOT your actual thesis – it is an exercise that teaches you about research. Final approval comes from your thesis advisor.]** The paper should be approximately 10 pages in length. For each of the three chapters, you will have them peer reviewed by two classmates before a review by the professor.

Chapter One: Introduction (100 points)

Define the research question/problem or project focus. What issue is to be addressed? Why is this issue critical to the field of education? Explain what you hope to accomplish in your thesis/project. Articulate how this research will fill a need in education and who might benefit from this work. Definitions of terms must be very clear. Do not assume that your reader knows what you mean when you use educational jargon. You must use APA format.

Criteria:

- Are terms and definitions clear?
- 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 (100 points)

The purpose of the literature review is to 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 project on? 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. **You must have at least 10 relevant peer-reviewed articles for this draft.**

Criteria:

- 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?

Chapter Three: Methodology (100 points)

The Methodology chapter describes the research or project design 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.

Criteria:

- 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 future tense?
- 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 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 indenting both margins.
- 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 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.

Thesis Proposal Outline

Title

Table of Contents

Chapter 1 – Introduction to Study

- Statement of the problem
- Purpose of the study and rationale
- Research questions and hypotheses
- Significance of the study and applications
- Limitations
- Definitions of terms

Chapter II – Review of Literature

- Introduction
- Summary of literature review

Chapter III – Methodology

- Introduction
- Design
- Subjects/Participants
- Materials
- Procedure
- Analysis

References

APA FORMAT: You will be expected to follow APA for the following:

	<i>5th Edition</i>
Title page	p. 10, 306
Levels of headings	p. 113, 307-8
Page numbers & headers	p. 12, 288
Writing numbers	p. 122
Citations in text	p. 207-214
Reference Page	p. 215-281, 313
Block Quotes	p. 121, 117-119

3. Presentation of Proposal (50 points)

Presentations will be made during the last 2 classes. You will be expected to give a 10-minute presentation of your research and articulate the action plan you will follow to complete your thesis. You will be expected to highlight the methods that you will use to carry out your research.

TENTATIVE COURSE SCHEDULE

(This schedule is tentative subject to negotiated changes in response to class demands)

ASSIGNMENTS ARE TO BE COMPLETED FOR THE DATE SPECIFIED

DATE	TOPIC/ACTIVITY	ASSIGNMENT
Session 1 8/24/06 -- Moineau	<i>Introductions, Course overview (review syllabus; assignment of core modules), Research interests, Question Development</i>	Review chapters 21 and 22 together in class
Session 2 8/31/06	<i>Library</i>	Arrive with 2-3 Topics you have tentatively identified as ones you may pursue for your thesis.
Session 3 9/7/06 -- Moineau	<i>An Introduction to the Process of Research; Selecting and Defining a Research Topic; Preparing a Plan</i>	Chapters 1, 2, and 3; Come with 5 possible research questions in mind; Be prepared to discuss your narrowed focus in groups and with the class; Be prepared to discuss your understanding of the chapters
Session 4 9/14/06 -- Moineau	<i>Selecting a Sample and Measuring Instruments; Discussion of APA; looking at literature together</i>	Chapters: 4 & 5; Final Question Due with 10 references – you must bring in the hard copies of the 10 referenced articles
Session 5 9/21/06	Library: <i>Time to work on revisions to Chapter One</i>	Contact me via email if you need assistance
Session 6 9/28/06	<i>Qualitative Methods: Overview and Data Collection Peer-review of Chapter One</i>	Chapters: 14 & 15; First Draft Chapter One with cover page (2 hard copies)
Session 7 10/5/06	<i>Qualitative Methods: Narrative Research; What is Action Research? Work on First Draft of Chapter Two</i>	Chapters: 16 & 20; Second Draft of Chapter One to be turned in to professor in class (1 hard copy) – 20 total references should be turned in
Session 8 10/12/06	<i>Qualitative Methods: Ethnographic Research Peer-review of Chapter Two</i>	Chapters: 17; First Draft Chapter Two with cover page and reference page (2 hard copies)
Session 9 10/19/06	Library: <i>Time to work on Chapter Two</i>	Contact me via email if you need assistance
Session 10 10/26/06	<i>Quantitative Methods: Descriptive Research and Correlational Research Work on First Draft of Chapter Three</i>	Chapters: 6 & 7: Second Draft of Chapter Two to be turned in to professor in class (1 hard copy)
Session 11 11/2/06	<i>Quantitative Methods: Experimental Research Peer-review of Chapter Three</i>	Chapters 9: First draft of Chapter Three with reference page (2 hard copies)

Session 12 11/9/06	<i>Quantitative Methods: Single-Subject Research Descriptive Statistics and Inferential Statistics</i>	Chapters: 10 & 11: Second draft of Chapter Three to be turned in to professor in class (1 hard copy)
Session 13 11/16/06 --- Moineau (IRB)	<i>Quantitative Methods: Inferential Statistics</i> <i>IRB</i>	Chapter: 12 Writing an IRB
No session 11/23/06	No Class: Thanksgiving Holiday	
Session 14 11/30/06	<i>Presentations</i>	Final draft of Chapters 1-3 to be turned in with cover and reference pages to professor during class (1 hard copy)
Session 15 12/7/06	<i>Presentations Closing</i>	