

California State University San Marcos
Research Methods in Education
EDUC 622(3) 41299
Fall 2009 - Fully Online

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Required Textbooks

How to Design and Evaluate Research in Education, 7th Edition (2009) by J.R. Fraenkel and N.E. Wallen. Boston: McGraw Hill. ISBN 0073525960 or 9780073525969.

Publication Manual of the American Psychological Association, 6th Edition (2009). Washington, D.C.: American Psychological Association. ISBN 9781433805615 (softcover), 9781433805622 (spiral bound), or 9781433805592 (hardcover).

The Elements of Style, 50th Anniversary Edition (2008) by W. Strunk and E.B. White, White Plains, NY: Longman. ISBN 9780205632640 or 0205632645.

Mandatory Furlough and Budget Crisis

Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are Sept. 18 and 25, Oct. 2 and 16, Nov. 20, 23, 24, 25, and Dec. 11. Furlough plans may be altered after the beginning of the semester as a result of administrative actions or other emergencies, thus subsequent revisions to this syllabus may occur.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

If you are having problems related to your education and the budget, complete the Student Complaint Form <http://www2.csusm.edu/cfa/Furlough/FurloughResources.htm> (email form to cfa@csusm.edu)

Information on contacting elected officials is at <http://capwiz.com/calpac/state/main/?state=CA>

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.

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)

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.

Resources

The Elements of Style - Read and follow!

APA Manual, 6th Edition - Follow APA guidelines on all formatting, etc. Be cautious using internet sources for APA style because they may reference earlier edition rules or may have incorrect information.

Plagiarism Prevention for Students – This resource provides self tutorial and self- check quizzes to ensure understanding of basic principles. <http://library.csusm.edu/plagiarism/>

Turn It In – This tool is available to faculty and students may be provided access by their instructors. It assists in identifying passages in your writing that is similar to the original work others. This will assist you in identifying un-cited work of others and afford you the opportunity to properly cite it. www.turnitin.com

Course Description

This course is designed to introduce educational practitioners to the fields of educational research and evaluation. We will explore quantitative and qualitative methods of designing and conducting research and evaluation in the context of classroom settings. We will further examine measurement, assessment, common statistical techniques and methods for critiquing research and program evaluation studies. Students will write a research proposal, including the first three chapters, references and appendices. During the course, students will increase their: understanding of various research methodologies and statistical techniques, ability to critique educational research, knowledge of educational research, skills in planning research, and ability to summarize and interpret research.

Course Goals

During the course, students will: □ □

- Develop a working understanding of research methods and designs for educational settings; □ □
- Enhance their practical understanding of both quantitative and qualitative research methods; □ □
- Be able to analyze the strengths and limitations of educational research studies; □ □
- Be able to determine the appropriate use of educational research in addressing student achievement issues in schools. □ □
- Be able to refer to appropriate sources to find the answers to research and evaluation problems and produce a comprehensive review of the literature. □ □
- Develop a working understanding of descriptive and inferential statistical techniques; □ □
- Design a proposal for a research study; and □ □
- Utilize correct APA style writing and citations.

Assessment of Course Objectives

1. Discussions	25 pts.
2. Journals	15 pts.
3. Ch I Statement of the Problem	5 pts.
4. Ch II Review of Literature	10 pts.
5. Team Presentation on Research Method	10 pts.
6. Research Proposal (Ch I-III, References & Appendices)	20 pts.
7. Individual Research Proposal Presentation	5 pts.
8. Other Assignments	10 pts.

Assessment 1

Discussions

Each week you will have Discussion assignments. See Discussion and Journal Guidelines for specifics on expectations and grading.

Assessment 2

Journals

Each week you will have a Journal assignment. See Discussion and Journal Guidelines for specifics on expectations and grading.

Assessment 3

Ch I Statement of the Problem

You will turn in Chapter I Statement of the Problem of the Research Proposal in Module 4. include:

1. Introductory Paragraph including a narrative "hook"
2. Background
3. Statement of the Problem
4. Purpose of the Study
5. Rationale
6. Research Questions
7. Hypotheses
8. Significance of Study (who will benefit)
9. Applications
10. Limitations
11. Definitions of Terms
12. Summary Paragraph leading into Chapter II-Review of Literature

Your writing should "flow" and you should not label each component, although all components should be present. Follow APA format and use 11 or 12 pt. Arial or Helvetica font.

Assessment 4

Ch II Review of Literature

You will turn in Chapter II Review of Literature of the Research Proposal in Module 6. See Research Proposal, below, for list of components. Your review of literature should be organized around common themes that you found in your articles (not by individual articles). You should talk about the articles within the subheadings of your common themes. You are writing one overview of all of the articles together, not each one separately. Remember to discuss common themes or threads that run through all or some of the papers; do not have one separate paragraph about each paper. If a paper included something unique and significant, you can certainly discuss it. Follow correct guidelines for citing: Be sure to give the authors credit if you take something directly from their paper. Make sure you use quotation marks and include the page number if you are taking an exact quote. Make sure that all of your articles were about research studies conducted by the author(s). How do you know if it was research? The authors will discuss the research question(s), how they collected and analyzed data, and what the results

Chapter II should have an introduction that ties the review of literature to your research question. The body of the chapter should be organized by underlying themes or threads (subtopics) that your articles address. You should have a summary at the end that summarizes the review of literature and how it is linked to your research question, and which leads the reader into Chapter III-Methodology. You should also include references. Follow APA format throughout.

Assessment 5

Team Presentation on Research Method

You will work with another person to present one of the Research Methods to the class, using MediaSite or Lecshare Pro. Team presentations on research methods will be in Modules 7-12. Be sure to explain the method thoroughly and to present an example study using that method. You may have the class interact, and/or complete a related assignment. Each research method is highlighted in one of the chapters in your text.

Assessment 6

Research Proposal (Ch I-III, References & Appendices)

You will prepare a formal research proposal. Follow APA format throughout the paper. Be sure to have an introduction and summary for each chapter.

Include:

- Title Page
- Table of Contents
- Chapter I - Introduction to Study
 - “Narrative hook” Introduction
 - Background
 - Purpose of the Study and Rationale
 - Research Questions and Hypotheses
 - Objectives
 - Significance of Study and Applications
 - Deficiencies in what we know
 - Identification of audiences who will potentially benefit
 - Limitations
 - Definitions of Terms
- Chapter II - Review of Literature
 - Introduction (ties literature review to Ch I.
 - Subtopic Sections arranged by theme, not by article
 - Summary of Literature Review
- Chapter III - Methodology
 - Introduction
 - Design
 - Subjects
 - Materials
 - Procedures
 - Data Analysis
 - Summary
- References
- Appendices
 - A Time Schedule
 - B Budget
 - C Instruments
 - D others-optional

Assessment 7

Individual Research Proposal Presentation

You will present your research proposal to the class, using a MediaSite or Lecshare Pro.

Assessment 8

Other Assignments

These include an ERIC Search, Article Critique and several smaller assignments, listed under Module Assignments.

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. 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.

Assignment Grading Criteria

Rubric for Written Assignments

<u>Category</u>	<u>Distinguished</u>	<u>Acceptable</u>	<u>Unacceptable</u>	<u>Your Score</u>
Organization				
Completeness				
Content				
Relevance				
Cogency				

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.

Research Proposal Grading Criteria

Overall Guidelines for Chapters:

- Break up the text as much as possible: use subheadings
- Edit for awkward sentence construction - especially if you have tried to paraphrase someone else's words in order to avoid quoting.
- Try to paraphrase long quotes. If you must keep a long quote, see the APA manual for block quote formatting.
- Each chapter must have an introduction
- Each chapter should end with a summary or conclusion restating the main idea of the chapter
- Proofread, proofread, proofread...

All written work must be in APA format.

18-20 pts. The paper contains all required sections and attempts to answer the inquiry question posed by the author. The author demonstrates ease and facility in expressing ideas, observations, and feelings. The writing flows smoothly and naturally, and is understandable. The author stays on topic. The writing shows development of ideas that are interesting or provocative and creates a vivid image of thoughts or feelings through the use of details. The writing demonstrates insightful and reflective thinking. The author uses lively and concrete language appropriate to the paper's purpose. The author clearly communicates the leadership implications of the proposed study. The author observes all elements of APA rules.

16-17 pts. The paper contains all required sections and attempts to answer the inquiry question posed by the author. The author demonstrates ease and facility in expressing ideas, observations, and feelings. The writing flows smoothly and naturally, and is understandable. The author generally stays on topic. The writing shows development of ideas that are interesting or provocative but may not create a vivid image of thoughts or feelings. The author explores ideas, but may be unwilling to take risks or to reshape his or her thoughts. The writing may demonstrate insightful and reflective thinking that is implied or stated. The author communicates the science/math/technology education implications of the proposed study. The author observes most elements of APA rules.

14-15 pts. The paper contains all required sections and attempts to answer the inquiry question posed by the author. The author demonstrates proficiency in expressing ideas, observations, and feelings. The writing is generally understandable and coherent, but lacks complete coherence. The main idea may shift and be difficult to follow. He or she develops ideas in a somewhat predictable fashion but shows some exploration of thoughts. The author may attempt to convey interesting ideas or vivid images, but fails to develop ideas fully. The writing may show some evidence of insightful and reflective thinking. Science/math/technology education implications of study are vague. The author observes some elements of APA rules.

12-13 pts. The paper contains some of the required sections and attempts to answer the inquiry question posed by the author. The author develops few ideas and thoughts, and has difficulty expressing his or her ideas in a fluent manner. The author may construct rambling sentences or lists of ideas, is sometimes confused, and frequently presents an unfocused collection of generalized details. He or she makes weak or ineffective attempts to explore or create vivid impressions. The writing rarely shows evidence of insightful or reflective thinking. Science/math/technology education implications of study are unclear. Use of APA rules is haphazard.

10-11 pts. There is limited evidence that the paper contains some of the required sections and attempts to answer the inquiry question posed by the author. The author demonstrates halting, fragmented expression of ideas resulting in unconnected and somewhat incoherent writing. It is brief, thin or insubstantial. Ideas and thoughts are barely developed and the author often relies on merely the title or a single word. There is little or no exploration of ideas. The author shows little or no evidence of insightful or reflective thinking.

< 10 pts. There is little or no evidence that the paper contains some of the required sections and attempts to answer the inquiry question posed by the author. The author demonstrates little or no evidence of fluency and little or no coherence. The writing may be garbled and impossible to understand, except for occasional words or phrases. The author relies on the title or a single word without development of ideas or thoughts.

CSUSM Graduate Program Academic Honesty Information

CSUSM has an academic honesty policy. All students are required to adhere to the policy and instructors have responsibilities to enforce the policy.

Academic honesty includes the ethical responsibility to appropriately reference and cite the work of others. In addition to the ethical considerations, the work of others is intellectual property and, as such, is protected copyright law.

Plagiarism is a special type of violation of academic honesty. It is the using others' ideas and words without clearly acknowledging the source of that information."

The CSUSM General Catalog specifies plagiarism as:

1. not giving proper credit for ideas, words, or "specific substance of another's work,"
2. claiming authorship on a group project without actually doing the work,
3. claiming someone else's artistic or scholarly work as your own.

Graduate level writing often requires the quoting, summarizing and paraphrasing of text from published works. This is a complex process. To assist students in appropriately citing the work of others and avoiding situations where citations and references are not provided in the appropriate manner, a list of resources is below. These resources will assure that students have the tools to avoid unintentional violations of the academic honesty policy.

Consequences of Violating the Academic Honesty Policy

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating and plagiarism in connection with an academic program at a campus is listed in Section 41301, Title 5, *California Code of Regulations*, as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction.

Educational Research Class Schedule
EDUC 622 Fall 09 Fully Online

Class

- 1: 8/31 - 9/7 Module 0 Orientation & Ways of Knowing and Types of Research
- 2: 9/8 - 9/14 Module 2 The Research Problem, Variables and Hypotheses
- 3: 9/15 - 9/21 Module 3 Research Ethics and Conducting A Literature Review
- 4: 9/22 - 9/28 Module 4 Sampling and Instrumentation
- 5: 9/29 - 10/5 Module 5 Validity, Reliability, and Internal Validity
- 6: 10/6 - 10/12 Module 6 Descriptive Statistics
- 7: 10/13 - 10/19 Module 7 Experimental Research and Single Subject Research
- 8: 10/20 - 10/26 Module 8 Correlational Research & Causal-Comparative Research
- 9: 10/27 - 11/2 Module 9 Survey Research and Qualitative Research Methods
- 10: 11/3 - 11/9 Module 10 Observations, Interviewing and Content Analysis
- 11: 11/10 - 11/16 Module 11 Ethnographic Research and Historical Research
- 12: 11/17 - 11/30 Module 12 Mixed-Methods Research and Action Research
- Note: Nov. 20, 23, 24, and 25 are my furlough days.
The University is closed Nov. 26 and 27 for Thanksgiving.
- 13: 12/1 - 12/7 Module 13 Proposals, Reports, and Final Presentation