

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDUC 622 – Fall 2008
RESEARCH METHODS IN EDUCATION
University Hall Room 444
Thursday 5:30 pm – 8:15 pm

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Office hours: by appointment

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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 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.

Student Learning Outcomes

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
- be introduced to statistical techniques
- develop a research proposal that will serve as a draft for a Master thesis or project
- utilize APA style writing and citation

Course Requirements

Required Texts Assigned texts and readings *MUST* be brought to ALL class sessions.

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

Mertler, C.A. and Charles, C.M. (2008). *Introduction to educational research*. 6th Edition. Boston: Pearson Publishing.

Recommended Texts

Hubbard, R.S. and Power, B.M. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann.

Lather, P. A. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern*. New York: Routledge.

McMillan, J. H. (2008). *Educational research: Fundamentals for the consumer* (5th ed.). Boston: Pearson/Allyn and Bacon.

Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco: CA. Jossey-Bass.

Assignments

All assignments are due on the dates indicated. Assignments must be electronic, 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.

Attendance & Participation (15 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.

Mini Biography (5 points). Each person comes to the research experience with a unique set of experiences and understanding. To make known your background, experiences, concerns, and ideas about research, you will write a 1-page biography. Specific details and requirements will be provided.

Chapter Discussion Leader (20 points). Individually or in pairs, depending on the size of the class, you will be responsible for leading an “instructional conversation” on a chapter from the required text. You will be teaching the class for that period of time (60 minutes). Please plan accordingly and utilize all of your considerable teaching skills so that the material is comprehended by all learners.

- Create a powerpoint and plan an interactive presentation.
- Email your lesson plan and powerpoint draft to the professor for approval at least one week before your presentation.
- You **MUST** submit and publish your powerpoint on WebCT by 7am of the day you are scheduled to present.
- It is **ALSO** your responsibility to check WebCT weekly on Wednesday after 7am so that you may access and print the powerpoint for that evening’s class. The presenters are **NOT** responsible for providing copies of the powerpoint in class since it will be available on WebCT

Weekly Article Response (10 points). 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. Each week, you will select an article that interests you and provide a written response following the specified criteria. Additional details and requirements will be provided.

Working Research Proposal & Action Plan (50 points). To prepare you for future research, you will complete key components of a research proposal in APA format. These key components will include Introduction to the Study, Review of Literature, and Methodology. Additionally, you will provide a brief presentation of your working research proposal and include an action plan (i.e. an explanation of next steps). This proposal should be considered a **draft** of your Masters thesis or project and is to be written with the guidance of your thesis/project advisor. Each component of your working proposal will be reviewed by two classmates **before** it is reviewed by the professor. Specific details and requirements will be provided.

Grading Standards

Grades will be based on the following grading scale:

A	.....	90	–	100%
B	.....	80	–	89%
C	.....	70	–	79%
F	.....			Below 70%

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.

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.

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 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.* Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

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 COE Attendance Policy is amplified as follows:

- Missing more than one class meeting will result in the reduction of one letter grade.
- Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade.

Please inform the instructor *prior* to an absence.

All-University Writing Requirement

All CSU students must demonstrate competency in writing skills as a requirement for graduation. At California State University San Marcos, students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every course at the University must have a writing component of at least 2,500 words (approximately 10 pages). The assignments for this course meet this requirement.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (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 presentation 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.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. Consult the University catalog for further questions about academic honesty.

Plagiarism: As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, 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 nuances and etiquette. For instance, electronic messages sent in all upper case (or lower 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.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion. For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>.

Tentative Schedule

Date	Topic	Assignment to be completed BEFORE Class Session
Session 1 8/28/08	<i>Welcome</i> <ul style="list-style-type: none"> • Community Building • Syllabus Review • Introduction to Education Research 	
Session 2 9/4/08	<i>Orientation to Educational Research</i> <ul style="list-style-type: none"> • Ch 1 • Ch 2 • Introduction to APA 	Read Ch 1, 2 Skim APA book (esp. pp. xx-xx) Mini Biography
Session 3 9/11/08	<i>Finding References Electronically (Olivas)</i> <ul style="list-style-type: none"> • Meet in Kellogg 3400 • Ch 4 (Locating Published Research) 	Read Ch 4
Session 4 9/18/08	<i>Orientation to IRB Process – Ethics (Collins)</i> <ul style="list-style-type: none"> • IRB Workshop – Meet in _____ • Ch 5 	Read Ch 5 Article Response #1
Session 5 9/25/08	<i>Interpreting and Summarizing the Literature (Lorimer)</i> <ul style="list-style-type: none"> • Ch 3 • Ch 5 	Read Ch 3 Article Response #2
Session 6 10/02/08	<i>Conducting Your Own Research Project</i> <ul style="list-style-type: none"> • Ch 6 • Ch 7 	Read Ch 6-7 Article Response #3
Session 7 10/09/08	<i>Conducting Your Own Research Project</i> <ul style="list-style-type: none"> • Ch 8 • Peer Review Session 	Read Ch 8 Article Response #4
Session 8 10/16/08	<i>Procedures and Exemplars in Nine Types of Research</i> <ul style="list-style-type: none"> • Ch 9 • Ch 10 	Read Ch 9-10 Article Response #5
Session 9 10/23/08	<i>Online</i> <ul style="list-style-type: none"> • Peer Review Session 	
Session 10 10/30/08	<i>Procedures and Exemplars in Nine Types of Research</i> <ul style="list-style-type: none"> • Ch 11 • Ch 12 	Read Ch 11-12
Session 11 11/6/08	<i>Procedures and Exemplars in Nine Types of Research</i> <ul style="list-style-type: none"> • Ch 13 • Peer Review Session 	Read Ch 13
Session 12 11/13/08	Work on Research Proposal (& Conferencing)	
Session 13 11/20/08	<i>Procedures and Exemplars in Nine Types of Research</i> <ul style="list-style-type: none"> • Ch 14 • Ch 15 	Read Ch 14-15
Session 14 12/4/07	<i>Presentations – Action Plan</i>	Working Research Proposal DUE