

California State University San Marcos College of Education

**EDUC 622: Research Methods in Education**

Fall 2008 CRN 41856

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Class Meeting times/Location: Thursdays, 5:30-8:15 p.m.; UH460

Office Hours: Thursdays, 4:00 – 5:00 p.m.

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**

Research Methods in Education is 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 and school 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
- 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

## **GENERAL CONSIDERATIONS**

### 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 assignment, or assigning a failing grade for an exam or assignment. This action may apply to an individual student or to the class as a whole.”

### 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 the Associate Dean of the College of Education.

### Students with Disabilities Requiring Reasonable Accommodations

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 need. 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 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 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. The assignments for this course meet this requirement.

### Plagiarism

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5<sup>th</sup> edition. Failure to do so may result in failure of the course.

### E-mail & Online Discussion Protocol

Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact the instructor or other students, 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 form of nuances and meanings. Please be mindful of all e-mail and on-line discussion messages you send. All electronic messages should be crafted with professionalism and care. For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>

## **COURSE REQUIREMENTS**

### **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 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 1 class meeting 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: (based on percentages of the available points)

A	100 – 94
A-	93 – 91
B+	90 – 88
B	87 – 84
B-	83 - 81
C	80 - 71

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 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](http://www.apastyle.org/index.html)

## REQUIRED TEXTS

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

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

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

## HIGHLY RECOMMENDED TEXTS

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

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 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. Moreover, The Writing Center (Kellogg Library 1103 – 760-750-4168) is available to support your individual requirements.

1. Attendance and Participation	100 points
2. Working Research Proposal and Action Plan	225 points
3. Weekly Article Response	30 points
4. Mini Biography	20 points
5. Reflective Journal	25 points

1. Attendance and Participation. 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.

2. Working Research Proposal & Action Plan. To prepare you for a future research project, you will complete key components of a research proposal. Additionally, you will provide a brief presentation of your working research proposal and include an action plan (i.e. an explanation of next steps). Each section of your working proposal will reviewed by *at least* two classmates *before* it is reviewed by the professor. Specific details and requirements will be provided.

3. Weekly Article Response. 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.

4. Mini Biography. 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.

5. Reflective/Interactive Journal: Throughout the research process, many thoughts come in and out of your mind. In order to focus your thinking, discover patterns of interest, and develop a reflective practice you will keep a reflective/interactive journal. In this journal, you will note musings, questions, concerns, observations, lessons, conversations, and interactions that surface while attending this class. Some of your entries may be shared with others. Although I will not read your journal, it is expected that you will write in your journal on a regular and consistent basis. Moreover, it is expected that you will **bring your journal to every class session**.

TENTATIVE COURSE SCHEDULE for EDUC622 – Fall 2008<sup>4</sup>

DATE	TOPIC/ACTIVITY	READING	DUE
#1 Aug. 28,	Orientation to Educational Research <i>Community Building</i> Syllabus Review		Bring all required textbooks and printed copies of assignments to class
# 2 Sept. 4	Types of Educational Research And Corresponding Sources of Data <i>Introduction to APA</i>	Ch. 1, 2	<ul style="list-style-type: none"> <li>• Mini Biography</li> <li>•</li> </ul>
# 3 Sept. 11	Finding References Electronically <i>Locating Published Research</i> Meet in Kellogg 3400 @5:30	Ch. 4, 5	<ul style="list-style-type: none"> <li>• Research Strategies Checklist</li> <li>• 2 Research Questions posted to webCT</li> </ul>
#4 Sept. 18	Orientation to IRB Process -Ethics <b>Overview of the research process, challenges, considerations, and connections</b>		<ul style="list-style-type: none"> <li>• 5 Citations posted: webCT</li> <li>• <i>Article Response #1</i></li> </ul>
#5 Sept. 25	Interpreting & Summarizing the Literature <i>Selecting, Refining, &amp; Proposing a topic for Research</i>	Ch. 5, 3	<ul style="list-style-type: none"> <li>• <i>Article Response #2</i></li> </ul>
#6 Oct. 2	Action Research, Evaluation Research, and Mixed-Methods Research Designs <i>Annotating Reference Citations</i>	Ch.15,14	<ul style="list-style-type: none"> <li>• <i>Article Response #3</i></li> <li>• 5 Citations posted: webCT</li> </ul>
#7 Oct 9	Qualitative Research Methods <b>Peer Review</b>	Ch. 10	<ul style="list-style-type: none"> <li>• <i>Article Response #4</i></li> </ul>
#8 Oct. 16	Survey Research <i>Quantitative Research Methods</i>	Ch.11,12	<ul style="list-style-type: none"> <li>• <i>Article Response #5</i></li> <li>• 5 Citations posted: webCT</li> </ul>
#9 Oct.t. 23	Designing a Research Project <i>Procedures/Tools for Gathering Data</i>	Ch. 6, 7	<ul style="list-style-type: none"> <li>• Mini Survey</li> </ul>
# 10 Oct. 30	Peer Review Session – Small Group Collaboration		<ul style="list-style-type: none"> <li>• Chapter 2 Draft</li> </ul>
#11 Nov. 6	In Class: Peer Review Session APA Nuts and Bolts		<ul style="list-style-type: none"> <li>• Chapter 3 Draft</li> <li>• Group Summary due 11/4</li> </ul>
#12 Nov. 13	Experimental, Quasi-Experimental and Single Subject Designs <i>Peer Review Session</i>	Ch.13,14 Appendix	<ul style="list-style-type: none"> <li>• Chapter 1 Draft</li> </ul>
#13 Nov. 20	Analyzing Research Data and Presenting Findings SPSS Interactive Workshop Meet in Computer Lab	Ch. 8, 9	<ul style="list-style-type: none"> <li>• Working Research Proposal Draft</li> <li>• Questions about your project</li> </ul>
Nov. 27	<b>Thanksgiving Break</b>		
#14 Dec. 4	Putting it all together <i>Preparing a Research Report Conferencing</i>		<ul style="list-style-type: none"> <li>• Review of methodologies and proposal criteria</li> </ul>
#15 Dec. 11	Presentations: <i>Action Plan and Process Sharing</i>		<b>Online Posting</b> <b>Due 8/7/08 11:00 a.m.</b> Working Research Proposal Oral Presentation and Action Plan

This schedule may be modified to accommodate student and/or instructor needs