

California State University San Marcos
Research Methods in Education – EDUC 622
Fall 06 Tuesdays 4:00-8:00 p.m.+ 2 hours webct class each week

Dr. Kathy Norman 311 University Hall email through webct
Office Hours: after class and by apt. (760) 750-4314

Required Textbooks: How to Design and Evaluate Research in Education, Sixth Edition, 2006
by J.R. Fraenkel and N.E. Wallen, McGraw Hill

Fundamentals of Descriptive Statistics
By Z.C. Holcomb, Pycszak Publishing

Publication Manual of the American Psychological Association.
Washington, D. C.: American Psychological Association.

Recommended:The Elements of Style.
by W. Strunk and E.B. White, New York: MacMillan

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.

In this course, several classes are held on WebCT. It is important to “attend” the WebCT classes and do the assignments as directed. It is also very important not to miss the “on-ground” classes. If two on-ground class sessions are missed, a student cannot receive a grade of “A”. If three class sessions are missed, the highest possible grade that can be earned is a “C”. Late arrivals and early departures each count as ½ absence. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements. Late assignments are

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.

E-mail

We will use the webct email for this class.

NOTE: Contract Negotiations--The instructor's union, the California Faculty Association (CFA), is entering the second year of contract negotiations and there is a possibility of a work interruption. Updates on this situation will be provided throughout the semester. Please keep in mind that faculty working conditions are student learning conditions.

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.

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

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:

- 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;
- Design a proposal for a Masters thesis or project with a clear connection to science, mathematics and/or educational technology.

Assessment of Course Objectives

1. Journal Article	5%
2. ERIC Search	5%
3. Literature Review	10%
4. Statement of the Problem Section of Research Proposal	10%
5. Research Proposal	30%
6. Presentation of Proposal	5%
7. WebCt Class (Oct. 31)	10%
8. Online Discussions	25%

Assessment 1

5%

Journal Article

Read, review and summarize one journal article, reporting on primary source research. Papers should be no more than two pages, 1 inch margins, 12 font, Times New Roman. Include name of journal, author(s) and title of article. Include research problem, highlights of the literature review, elements of the research design/methodology and describe the findings of the research and why those findings are important to educators. Include three questions you have about the research. Observe APA guidelines.

Assessment 2

5%

ERIC Search

Collect 20 abstracts on a topic of interest to you and turn in a summary of the abstracts. Papers should be no more than two pages, 1 inch margins, 12 font, Times New Roman. Attach abstracts.

Assessment 3

10%

Literature Review

Do a Lit Review on a topic, utilizing primary sources – Prepare a review of no more than 5 pages, 1 inch margins, 12 font, Times New Roman Include a minimum of 10 sources from at least 7 different authors. Observe APA guidelines. Attach a reference page at the end of the review. This page can be the sixth page of your paper.

Assessment 4 **10%**
Submission of “Statement of the Problem” Section of Research Proposal
See Assessment 5a below for elements of the Research Problem.
Three-four pages, 1 inch margins, 12 font, Times New Roman. Your research problem must have a science/math/technology education implication(s). State it overtly. Apply the “so what” test.

Assessment 5 **30%**
Research Proposal
Prepare a formal research proposal. Follow APA format throughout the paper.
Be sure to have an introduction and summary for each chapter.
Chapter 1
“Statement of the Problem” - (“Narrative hook” intro to topic, the research problem which includes implication(s) for science/math/technology education, justification of the importance of the problem, deficiencies in what we know, and identification of audiences who will potentially benefit from your research study. These elements of the “Statement of the Problem” were completed in assignment #4. Expand that narrative to include the purpose statement and research question(s). For quantitative studies, include the hypothesis and research objectives.
Chapter 2
Review of Literature (Based on the review submitted earlier and expanded to include 15 sources from at least 10 different authors.)
Chapter 3
Proposed Methodology. Include the design, subjects, materials, procedure, and describe the analysis.
References
Appendices
Time Schedule, Budget, Instruments

Assessment 6 **5%**
Presentation-Present proposal (Nov. 29)

Assessment 7 10% **10%**
WebCT Class (Oct. 31)

Assessment 8 **25%**
Online Discussions
Class Discussion Questions will be given each class session, and each student is responsible for completing them on the dates indicated on our WebCT class site. Since these discussions account for ¼ of Class Time (2 hours each week), failure to complete them satisfactorily will result in failure of the Class. The 8 Discussions will count 25% of the Course.

Excellent: Reserved for exceptional students. The student is superior in writing, addressing the issue, and participation in the discussion. Outstanding observations and explanations. Entry demonstrates knowledge of the content, text, and class discussions; references to readings, literature researched, and class discussions are clear and included. Use of strong research vocabulary is evident. Student demonstrates scholarly demeanor, and interest in learning beyond the standard expectation. All discussions are on time.

Satisfactory: Discussion entry is acceptable. Writing is satisfactory. Entry demonstrates knowledge of content and references to the text and class discussions. Completed on time.

Unsatisfactory: Lack of active participation. Student does not demonstrate adequate knowledge of the content, writing, class discussions. Not on time.

Failure: Wrote minimal amount; included little content and low writing skills; no references to readings and class discussions.

Class Discussion #	Excellent 90-100 pts.	Satisfactory 80-89	Unsatisfactory 70-79	Failure 0-69	Comments
1					
2					
3					
4					
5					
6					
7					
8					

Average grade for Discussions: _____

Class Resources

The primary text, Educational Research, contains the core information that will be the subject of class activities. Students are encouraged to prepare short answers to questions at the end of each chapter. Web based resources may also be introduced based on student need and interest.

The APA Manual is primarily a reference book, but should be brought to class each session, along with the text.

Students will be referred to other on-line sources of information as specific interests are identified throughout the class meetings.

Please note: Adjustment to the syllabus may be made by the professor during the course.

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.

Research Proposal Grading Criteria

All written work must be in APA format.

90-100 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.

80-89 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.

70-79 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.

65-69 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.

60-65 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.

<60 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.

COE 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.

Resources

APA Manual - Current Edition 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

Citation Machine – This tool provides a way to check if your citation are in APA style. citationmachine.net

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 SIGN-IN AND GRADESHEET

Name _____

Attendance: Sign in present, late or note when absent or left early.

8/29 _____

9/12 _____

9/26 _____

10/10 _____

10/24 _____

10/31 webct class _____

11/14 _____

11/28 _____

Discussion Answer Grades

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Assessments	%	Your Grade	Points
1. Journal Article (due 9/12)	5%		
2. ERIC Search (due 9/26)	5%		
3. Literature Review (due 10/10)	10%		
4. Statement of Problem Section of Research Proposal (due 10/10)	10%		
5. Research Proposal (due 11/28)	30%		
6. Presentation (due 11/14)	5%		
7. WebCt Class (Oct. 31)	10%		
8. Online Discussions (due after each class/prior to next class)	25%		
		Final Grade _____	