

California State University San Marcos
Research Methods in Education – EDUC 622 – Fall 2001
5:00 – 7:45 Wednesdays UNIV 460

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Office Hours: 4 p.m. Wed., after class and by apt. (760) 750-4314

Required Introduction to Educational Research, 4th Edition
Textbooks: by C.M. Charles and C. A. Mertler, Allyn & Bacon/Longman

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

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

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

By the end of this class, students should be able to

1. Demonstrate skill in the use of the library to obtain current literature, including the use of ERIC and interlibrary loan.
2. Describe the various types of research and research methodologies. Identify advantages and disadvantages of each type, and describe purposes of the different methods.
3. Read and critique a research report with understanding.
4. Formulate a research problem and conduct a review of the literature.
5. Identify and describe the main components of a research proposal.
6. Prepare and present an original research proposal.
7. Demonstrate an understanding of basic applied statistics and procedures.
8. Describe methods of program evaluation.

College of Education Mission Statement

The Mission of the College of Education Community is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.

COE 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. In this course, the instructor has adopted this additional policy: If you miss two class sessions, you cannot receive a grade of A or A-; if you miss three class sessions, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible.

Course Outline

You must go to ACD 202 to activate your CSUSM e-mail account, or provide another email address.

Beginning Sept. 12, each class will begin with

- Education in the News/Educational Research in the News/Research Tips

- Sharing of Journal Article (2 people/class)

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading Due</u>	<u>Assignment Due</u>
1	Aug. 29	Introduction Literature Review		
2	Sept. 5	Meet in Craven 4307 Library Classroom Locating Articles for a Literature Review Primary and Secondary Resources ERIC and Other Databases Professional Journals and On-Line Publications Ordering Journals from the Annex and Interlibrary Loan Copying articles from Microfiche and Microfilm	Ch. 4	Reading Response
3	Sept. 12	The Nature of Educational Research Types of Ed Research	Ch. 1, 2	Reading Responses
4	Sept. 19	Selecting a Topic for Research	Ch. 3	Reading Response
5	Sept. 26	Interpreting and Summarizing Research	Ch. 5	Reading Response
6	Oct. 3	Designing Research Projects Procedures for Research	Ch. 6, 7	Reading Responses
7	Oct. 10	Analyzing Data and Presenting Findings	Ch. 8	Reading Response
8	Oct. 17	Preparing a Research Report	Ch. 9	Reading Response
9	Oct. 24	Ethnographic Research	Ch. 10	Reading Response LitReview/References
10	Oct. 31	Descriptive and Historical Research Correlational Research	Ch. 11, 12	Reading Responses
11	Nov. 7	Descriptive and Historical Research Correlational Research	Ch. 13	Reading Response
12	Nov. 14	Experimental, Quasi-Experimental and Causal-Comparative Research	Ch. 14	Reading Response
13	Nov. 21	Complete and Write Results of Pilot Study		
14	Nov. 28	Descriptive Statistical Concepts and Procedures --Appendices		Turn in Proposal Ch.1-3, References, Appendices
15	Dec. 5	Present Proposal and Results of Pilot Study Conducting Evaluations		
16	Dec. 12	Present Proposal and Results of Pilot Study Writing Grant Proposals		Pilot Study Results

Criteria for Grading Assignments

A	Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing.	90-100%
B	Completion of assignment in good form with good syntheses and application of information and experiences; writing is good.	80-89%
C	Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.	70-79%
D	Incomplete assignment, inadequate effort and synthesis of information, writing is less than adequate.	60-69%

Course Assignments

1. Reading Responses (due for each chapter)	10%
2. Class Participation and Directorship	10%
3. 20 abstracts and one page overview summary of all abstracts	5%
4. Informal Oral Summary of a Journal Article	5%
5. Literature Review and References	20%
6. Typed Formal Proposal (Ch. 1,2, 3, References, Appendices)	35%
7. Typed Pilot Study Results	10%
8. Presentation of Proposal and Results of Pilot Study w handout	5%

Late assignments will be penalized by a 10-point reduction each day they are late.

Assignment Descriptions

1. Reading Responses (due for each chapter)

We do not have exams in this course in the master of education program. We will demonstrate that students have mastered the concepts and processes in this professional education class by a series of written responses and applications to the readings and class discussions. For the readings, students should present their responses to each chapter in one of the following forms:

- a. a Big Ideas paper explaining the key concepts
- b. a visual or symbolic representation of the key concepts
- c. a graphic organizer that demonstrates the key concepts and their relationships to one another (samples will be provided in class)

The responses should be 1-2 pages. They may be typed or handwritten, but must be legible. They will be checked off for completion each class; representative samples will be examined for closer reading.

Key skills/knowledge:

- At what level have you comprehended the content?
- Is your work a summary of the content presented?

2. Class Participation and Directorship

We operate under the philosophy that classes should be driven by “real work” in the “real world” rather than just assignments. The following represent a sample of job descriptions used and will focus on one class project task undertaken for class project directorships.

1. Celebration Coordinator
This person will keep track of dates and events (including birthdays) that are important for the members of the class, their families and careers. During our class, the Celebration Coordinator will announce dates and events, and ensure that we honor them in appropriate fashion.
2. Class Photographer
This person will take a picture of each student with a digital camera (see professor), and label printouts with names of students.
3. Course Assignment Reporter
This individual will remind classmates of assignment details and due dates.

4. Liaison with the Professor
Students may want an professor to know something, but may not want to say it. The class liaison will bring important information to the attention of the professor, and will also take information back to students. The decision as to whether or not to take particular information to the professor will be made by the liaison, at his or her own discretion.
5. Beginning of Class Room Coordinator
This individual will place furniture in preferred room arrangement at the beginning of each class and will perform tasks to make the learning environment more comfortable. Beginning of Class and End of Class Room Coordinators may work together.
6. End of Class Room Coordinator
This individual will erase boards/straighten up at the end of each class. Beginning of Class and End of Class Room Coordinators may work together.
7. Education in the News Coordinator 1
At the beginning of every third class, this person will share news pertaining to current issues in education in our local community and state.
8. Education in the News Coordinator 2
At the beginning of every third class, this person will share news pertaining to current issues in education in our local community and state.
9. Education in the News Coordinator 3
At the beginning of every third class, this person will share news pertaining to current issues in education in our local community and state.
10. Educational Research in the News Coordinator 1
At the beginning of every third class, this person will share news pertaining to current research in education in our local community and state.
11. Educational Research in the News Coordinator 2
At the beginning of every third class, this person will share news pertaining to current research in education in our local community and state.
12. Educational Research in the News Coordinator 3
At the beginning of every third class, this person will share news pertaining to current research in education in our local community and state.
13. Research Tip Coordinator 1
At the beginning of every third class, this person will share tips related to doing research.
14. Research Tip Coordinator 2
At the beginning of every third class, this person will share tips related to doing research.
15. Research Tip Coordinator 3
At the beginning of every third class, this person will share tips related to doing research.
16. Directorship Coordinator
This person will keep track of students and their Directorships.
17. Coordinator of Final Presentations
This person will keep a list of individuals and the dates they are presenting their proposals and pilot study results to the class.
18. Coordinator of Informal Oral Presentation of Journal Article
This person will keep a list of individuals and the dates they are sharing their articles with the class.
19. Timekeeper 1 for Presentations
This individual will ensure that presentations do not go over allotted time. A warning should be given at 5 minutes, 2 minutes, and end of time.
20. Timekeeper 2 for Presentations
This individual will ensure that presentations do not go over allotted time. A warning should be given at 5 minutes, 2 minutes, and end of time.

21. Reading Response Coordinator 1
This person will examine reading responses turned in & assign completeness rate of 100%, 75%, 50%, or 25%--prior to turning over to professor for review.
 22. Reading Response Coordinator 2
This person will examine reading responses turned in & assign completeness rate of 100%, 75%, 50%, or 25%--prior to turning over to professor for review.
 23. Reading Response Coordinator 3
This person will examine reading responses turned in & assign completeness rate of 100%, 75%, 50%, or 25%--prior to turning over to professor for review.
 24. Coordinator of Web Site List for Relevant Research Sites
This person will keep and distribute a list of web sites that will be of help to educational researchers.
 25. Other
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3. 20 abstracts and one page overview summary of all abstracts

Each student will conduct an ERIC search and will turn in abstracts of 20 articles or documents with one 1-2 page typed summary of the abstracts and how the articles will add to your knowledge about your research topic.

4. Informal Oral Summary of a Journal Article

At the beginning of each class, beginning 9/12, two students will share ideas from articles they have read.

5. Literature Review and References

Turn in a Review of Literature about your topic. Use the format given in class. This will eventually become Chapter II of your proposal.

6. Typed Formal Proposal (Ch. 1,2, 3, References, Appendices)

Research Proposals will involve a project you could conduct in your classroom or school related to your profession and will include Chapters I-III, References, and Appendices. Be sure to follow APA format and to use the methods discussed in class as correct procedures to follow in planning and writing a research proposal.

Research Proposal

- Title Page
- Abstract
- Table of Contents
- Chapter I - Introduction to Study
 - Background
 - Statement of the Problem
 - Purpose of the Study and Rationale
 - Research Questions and Hypotheses)
 - Significance of Study and Applications
 - Limitations
 - Definitions of Terms
- Chapter II - Review of Literature
 - Introduction
 - Subtopic Sections (at least 3)
 - Summary of Literature Review
- Chapter III - Methodology
 - Population and Sample
 - Procedures

Instrumentation
Data Analysis
Assumptions

References

Appendices

- A Time Schedule
- B Budget
- C Instruments
- D others-optional

7. Typed Pilot Study Results

Conduct pilot study. Collect data and synthesize results. Type and hand in results.

8. Presentation of Proposal and Results of Pilot Study w handout

Each student will present an overview of his or her project proposal and pilot study to the class. Include a summary of each of the chapters (1-3), appendices, and pilot study results.

Don't forget the Four Rules Regarding Presentations:

1. Provide a one-two page (no longer) typed summary (not an outline) of your study to each person.
2. Do not read.
3. Practice.
4. Use audio/visual aids. If you use transparencies, use large bold print and do not put much on one page! Do not use normal type size for transparencies.

Course Grades

An "A" student is one who:

- completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at high levels.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all the reading assignments and develops thoughtful and thorough responses.
- produces work that reveals a strong commitment to self-discovery and learning.
- produces work at a high professional level in terms of both writing and content.
- develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is fully engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A "B" student is one who:

- completes all or almost all assignments, all or most on time, and demonstrates the ability to summarize, analyze, and/or reflect at fairly high levels, showing consistent improvement over time.
- varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- completes all or most of the reading assignments and develops thoughtful and fairly thorough responses.
- produces work that reveals a commitment to self-discovery and learning.
- produces work that is close to professional level in terms of both content and writing, working to develop a strong command of writing, speaking, planning and presenting.
- develops presentations, demonstrating significant learning

- presents confidently and intelligently, demonstrating effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- attends almost every class meeting and is regularly engaged during class.
- pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A “C” student is one who:

- completes or attempts most of the assignments, mostly on time, and demonstrates the ability to do some quality summarizing, analysis, and reflection, showing improvement over time.
- varies sources of information for assignments, demonstrating effort in pursuing varied perspectives around important educational issues.
- completes most of the reading assignments and develops thoughtful and sometimes thorough responses.
- produces work that reveals a commitment to some self-discovery and learning.
- produces work that is not yet at a professional level in terms of both writing and content.
- develops a quality presentation, demonstrating learning around a contemporary issue.
- presents confidently and intelligently, demonstrating some effective teaching skills.
- completes assignments in/out of class with a focus on learning and exploration, pushing him/herself a little to better understand the profession.
- attends most class meetings and is often engaged during class.
- pushes him/herself to some new understandings by participating to a moderate degree in discussions, sharing his/her opinions, and valuing others' perspectives.
- contributes to the positive environment of the class by respecting all members.

A “D” student is one who doesn't meet all of the minimal standards of a “C” student; “F” is earned by someone who hasn't completed significant portions of the required work and fails to meet the “C” student standards.