

EDUC 622
Research Methods in Education
UH 441
CRN 30197
Summer 2007

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Office Hours:
4:30-5:30 Tuesdays
and by appointment

Check your email often for class updates and handouts.

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).*

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

Students with Disabilities Requiring Reasonable Accommodations

Students 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.

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.

OBJECTIVES

Students will increase their:

- ability to critique education research
- understanding of various research methodologies
- knowledge of education research
- skills in planning research; and
- ability to summarize and interpret research.

TEXTBOOKS

American Psychological Association. (2001). *Publication manual of the American*

Psychological Association, (5th ed.). Washington D.C.: Author..

Johnson, B. & Christensen, L. (2004). *Educational research*, (2nd ed.)..

New York: Pearson Education.

ASSIGNMENTS:

1. ATTENDANCE & PARTICIPATION

100 POINTS

You are expected to arrive on time, be a good listener and participant, and be prepared for class. Points for overall attendance and participation will be determined at the end of the semester.

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 student 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

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact completing your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

2. CHAPTER DISCUSSION LEADER

100 POINTS

Sign up with a partner to give a sixty minute presentation on one chapter of the textbook. Create overheads and an [interactive](#) presentation using handouts that the class can use to take notes. Email your handout to the professor for approval at least one week before your presentation.

3. RESEARCH PROPOSAL

300 POINTS

The final paper assignment is to write or revise *drafts* of a research proposal in the form of the first three chapters of a thesis in *APA format*. You will also give a 10 minute presentation of your paper *highlighting the methodology (Chapter Three)* at the end of the semester. The first draft of each chapter must be peer reviewed by two classmates before a review by the professor.

Guidelines:

CHAPTER ONE INTRODUCTION

This chapter will define the research focus. Clearly state your question and sub-questions and explain what you hope to accomplish. Definitions of terms must be very clear. Do not assume that your reader knows what you mean when you use educational jargon.

Criteria:

- Are terms and definitions clear?
- Is the question *very* clear? Do you understand exactly what the author hopes to find?
- Is the chapter written in present tense? (With the exception of citations of other research; use past tense or present perfect tense for these--see APA)

CHAPTER TWO REVIEW OF THE LITERATURE

This chapter will put the research in context with what is already known. Review what is currently known (and not known) about the issue. Where is the field in terms of what is happening with the topic? The review of the literature puts the research in perspective and lets the reader know why the question is of significance. It also provides a *critical analysis* of the research. ***You must have at least ten relevant peer reviewed articles for this draft, 20 references total.***

Criteria:

- Is all the research discussed relevant to the question presented in Chapter One?
- Do you understand the essential elements of the each article cited? Did the author provide information on the methodology, subjects, and conclusions of each article? Did the author mention strengths and weaknesses of the research?
- Are the majority of the articles from professional, peer reviewed journals?

CHAPTER THREE METHODOLOGY

This chapter describes the research design and data collection. How will the research be conducted? Why did you select that design? What must be done in order for you to accomplish your goals? In the introduction to this chapter, cite the textbook identifying the methodology you have selected and a clear rationale for using that methodology.

Criteria:

- Are descriptions of the methodology specific enough that someone could replicate?
- Is it clear who did what and when? Is it clear how these decisions were made?
- Whenever possible, did the author use examples of classroom scenarios, student work, teacher lesson plans, etc.?
- Is the chapter written in future tense?
- Think about how well the chapter holds together. Does it all seem relevant and necessary? Could any parts be cut?
- Does it all make sense? What needs clarification?
- Is there a clear and easy to follow organization? Are large pieces of text broken up with subheadings? Are the subheadings indicative of the content?
- Is there a summary and/or a concluding paragraph? This should be a transition to what will follow.
- Are all necessary terms defined? (Assume someone familiar with education will be the reader, but do not assume that they will understand all professional jargon).
- Did the author use spell check?
- Did the author cite properly? Are all citations in the reference page? Anything that is quoted needs a page number. Quotes longer than five lines are set apart by indenting both margins.
- Are there too many or too few quotes? Most times it is preferable to paraphrase and then cite an author.
- As much as possible, did the author find the original source and cite them (rather than citing what someone else cited). However, if the author used a secondary source, did he or she follow the guidelines?
- Did the author use proper tense? APA suggests different tenses for different chapters. The main thing to remember is to be consistent within chapters.

RESEARCH PROPOSAL RUBRIC

	<u>Chapter 1</u>	<u>Chapter 2</u>	<u>Chapter 3</u>
	100	100	100
Organization (20)			
Completeness (20)			

Clarity (20)			
Relevance (20)			
Conventions (20) (including APA)			

Total Score _____

**YOU ARE NOT DONE WITH CHAPTERS 1-3 OF YOUR THESIS OR PROJECT
UNTIL YOUR FACULTY CHAIR SAYS YOU ARE!!!!!!!**

Grading Scale (based on percentages of the above points):

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

APA FORMAT: You will be expected to follow APA format; following are some helpful page numbers:

	<i>5th Edition</i>
Title page	p. 10, 306
Levels of headings	p. 113, 307-8
Page numbers & headers	p. 12, 288
Writing numbers	p. 122
Citations in text	p. 207-214
Block Quotes	p. 121, 117-119
Secondary Sources	p. 245
Electronic Sources	p. 268-281
Reference Page	p. 215-281, 313
Appendixes	p. 326

Helpful Websites:

Guidelines for Institutional Review Board (IRB): (use the exempt form)
<http://www.csusm.edu/research/IRB.htm>

CSUSM Thesis Information:
http://www.csusm.edu/rgsip/graduate_studies/thesis_project.htm

CSUSM Library: <http://library.csusm.edu/>

TENTATIVE SCHEDULE as of May 22, 2007

DATES	TOPIC	PRESENTER	DUE
6-5	Introductions and Course Overview Question Development Writing the Research Proposal	Powell	
6-7	Finding References Electronically Meet in KEL 3400	Sonntag	*Explore research on areas of interest
6-12	IRB Workshop CH 1 Introduction to Educational Research	Collins Powell	*Explore research on areas of interest
6-19	NO CLASS		* Five Possible Research Questions in Order of Interest to Powell Electronically
6-26	CH 2 Quantitative, Qualitative, and Mixed Research CH 3 Developing Research Questions and Proposal Preparation		*Final Question with ten referred journal references
7-5	CH 4 Research Ethics CH 18 Preparation of the Research Report		
7-10	CH 5 Standardized Measurement and Assessment CH 6 Methods of Data Collection		*1 st Draft CH 1 with cover and reference pages (2 hard copies)
7-12	CH 7 Sampling CH 8 Validity of Research Results		2 nd Draft CH 1 electronically to Powell with cover page and twenty (total) references
7-17	CH 9 Experimental Research CH 10 Quasi-Experimental and Single-Case Designs		*1 st Draft CH 2 with cover and reference pages (2 hard copies)
7-19	CH 11 Non-experimental Quantitative Research CH 12 Qualitative Research		*2 nd Draft CH 2 electronically to Powell
7-24	CH 13 Historical Research CH 14 Mixed Method and Mixed Model Research		*1 st Draft CH 3 with reference page (2 hard copies)
7-26	CH 15 Descriptive Statistics CH 16 Inferential Statistics		*2 nd Draft CH 3 electronically to Powell
7-31	Thesis Presentation Thesis Presentation CH 17 Data Analysis in Qualitative Research	King Irwin	
8-2	Presentations		*3 rd Draft CH 1-3 with reference page to Powell electronically
8-9			Final Paper due to Powell Electronically