

**California State University San Marcos
College of Education**

**EDUC 622: Research Methods in Education
Spring 2006
CRN 22287**

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Class Meeting times/Location: Thursday, 4-6:45pm, Westview High, Poway, A-139

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 ongoing 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.

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
- gain knowledge of 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

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.

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 Dr. P. Kelly, Associate Dean.

Ability: 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 needs. 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 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.

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 the assignment of a failing grade for an exam, assignment, or the class as a whole.”

COLLEGE 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. (Additionally, six points will be subtracted for every day of absence.) 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 2 class meetings 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:

A = 90 -100 points

B = 80 - 89 points

C = 70 - 79 points

D = 60 - 69 points

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 (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>

REQUIRED TEXTS/READINGS

Gay, L. R., Mills, G. E., & Airasia, P. (2006). *Educational Research: Competencies for Analysis and Applications*. Columbus, Ohio: Pearson/Merrill Prentice Hall. (Eighth Edition).

Other research articles as assigned.

OPTIONAL TEXT

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

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

COURSE REQUIREMENTS

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. Students who are not doing a traditional thesis must discuss possible alternatives with the instructor as soon as possible.

1. Attendance and Participation	20 points
2. Journal Article Review/Critique	5 points
3. Literature Search	10 points
4. Literature Review	15 points
5. "Statement of the Problem"	15 points
6. Research Proposal	25 points
7. Presentation of Proposal	10 points

1. Attendance and Participation. (20 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 and participate fully in activities. The majority of the points (15 points) for participation will come from a group design, development and presentation of one Core component (a chapter or two) of the Methodological material to be covered in the course. You will be responsible for presenting the material in a dynamic, interactive and exciting way – creating a group activity of choice that will facilitate learning of the material for the class. Your final grade for this aspect of the course will be based on an average between 3 scores: 1) your own evaluation of your performance and efforts for the module; 2) your group member's evaluation of your performance; and 3) my evaluation of your performance based on: a) the presentation itself; b) your evaluation of your performance; and c) your partner's evaluation of your performance. Thus, you must submit a description (limited to one page) on your contributions to the module and any accompanying materials that you feel support your efforts and performance. You also need to submit an evaluation of your partner's performance (again, limited to one page), with specifics as to why you are assigning the points you are. The total points you should assign yourself and your partner are up to 15. **Due April 6th**.

The last 5 points are for participation in class activities.

2. Journal Article Review/Critique (5 points)

Read, review and summarize one journal article, reporting on primary source research. Papers should be no more than two pages, 1 inch margins, 12 point 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. **Due February 2nd**

Submit a hard copy as well as a Word document as an attachment of your work. Be prepared to discuss the article and your critique in class on the 9th.

Be prepared to discuss highlights of the article in class.

3. Literature Search (10 points)

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 point font, Times New Roman. Attach abstracts. **Due February 16th**

4. Literature Review (15 points)

Do a Lit Review on a **topic**, utilizing **primary sources** – Prepare a review of no more than 5 pages, 1 inch margins, 12 point font, Times New Roman Include a minimum of 10 sources from at least 7 different authors. Observe APA guidelines for this and all remaining assignments. Attach a reference page at the end of the review. This page can be the sixth page of your paper. **Due March 9th**. Submit a hard copy as well as a Word document as an attachment. Be prepared to discuss in class if time permits.

The purpose of the literature review is to put the research or project 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? Put your project/issue into a theoretical context. What theories/ principles are you basing your project on? What are your assumptions? The review of the literature puts the project in perspective and lets the reader know why the project is of significance. It also provides a *critical analysis* of the research.

5. “Statement of the Problem” (15 points)

Submit a 3-4 page document that outlines the research problem. You should maintain all formatting guidelines indicated above. **Due March 23rd**. Submit a hard copy as well as a Word document as an attachment. Be prepared to discuss in class if time permits.

Define the research question/problem or project focus. What issue is to be addressed? Why is this issue critical to the field of education? Explain what you hope to accomplish in your thesis/project. Articulate how this research will fill a need in education and who might benefit from this work. Definitions of terms must be very clear. Do not assume that your reader knows what you mean when you use educational jargon.

6. Research Proposal (25 points)

You will write the first three chapters of a thesis/project in APA format. This proposal should be considered a **draft** of your thesis/project to be written with the guidance of your thesis/project advisor. The paper should be approximately 10 pages in length. **Due April 27th**. **Submit both a hard copy and a Word document as an attachment. Ensure you cite your reference properly.**

- a. Chapter 1: “Statement of the Problem” – Assignment #5
- b. Chapter 2: Literature Review – Assignment #4
- c. Chapter 3: Methodology – as part of this Assignment #6

The Methodology chapter describes the research or project design and data collection. How will the research/project be conducted? What must be done in order for you to accomplish your goals? In the introduction to this section, you must cite research that supports using the methodology you have selected and a clear rationale for using that methodology.

Thesis Proposal Outline

Title

Table of Contents

Chapter 1 – Introduction to Study
Statement of the problem
Purpose of the study and rationale
Research questions and hypotheses
Significance of the study and applications
Limitations
Definitions of terms

Chapter II – Review of Literature
Introduction
Summary of literature review

Chapter III – Methodology
Introduction
Design
Subjects
Materials
Procedure
Analysis

References

7. Presentation of Proposal (10 points)

Presentations will be made during the last 2 classes. You will be expected to give a 10-minute presentation of your research and articulate the action plan you will follow to complete your thesis. Please be prepared with an evaluation instrument or process that you give the audience for your presentation.

TENTATIVE COURSE SCHEDULE

(This schedule is tentative subject to negotiated changes in response to class demands)

DATE	TOPIC/ACTIVITY	READING ASSIGNMENT
Session 1 1/19/06	<i>Introductions, Research interests, Background Experience</i>	
Session 2 1/26/06	<i>Review of Syllabus; Assignment of Core Modules; Review of Theses; Locating and Reviewing Related Literature</i>	Arrive with 2-3 Topics you have tentatively identified as ones you may pursue for your thesis. Review Chapters 21 and 22
Session 3 2/2/06	<i>An Introduction to the Process of Research; Selecting and Defining a Research Topic; Preparing a Plan</i> Assignment #2 DUE	Chapters 1, 2, and 3; Be prepared to discuss your narrowed focus in groups and with the class; Be prepared to discuss your understanding of the chapters
Session 4 2/9/06	<i>Selecting a Sample and Measuring Instruments</i>	Chapters: 4 & 5; Be prepared to discuss Assignment#2; and the chapters
Session 5 2/16/06	<i>What is Action Research? IRB Procedures & Process</i> Assignment #3 Due	Chapter: 20; Come prepared with ideas for an Action Research study – class activity; IRB activity
Session 6 2/23/06	No Class Meeting: <i>Time to work on Literature Review and Methods Presentations</i>	Literature Review and IRB http://gra.sdsu.edu/irb/tutorial/
Session 7 3/2/06	<i>Quantitative Methods: Descriptive and Correlational Research; Descriptive Statistics</i>	Chapters: 6, 7, & 11; Read thoroughly; Be prepared to present material to class in assigned groups
Session 8 3/9/06	<i>Quantitative Methods: Inferential Statistics; Single-Subject Experimental Research</i> Assignment #4 Due	Chapters: 10 & 12; Read thoroughly; Be prepared to present to class
Session 9 3/16/06	<i>Quantitative Methods: Causal-Comparative and Experimental Research; Post-analysis Considerations</i>	Chapters: 8, 9 & 13; Read thoroughly; Be prepared to present to class
Session 10 3/23/06	<i>Qualitative Methods: Overview and Data Collection</i> Assignment #5 Due	Chapters: 14 & 15; Class activity
Session 11 3/30/06	No Class Meeting: <i>Work on Integration Chapters 1 & 2 (Lit Review & Statement of Problem)</i>	Contact me via email if you need assistance with integration
Session 12 4/6/06	<i>Qualitative Methods: Narrative & Ethnographic Research</i> Assignment #1 Due	Chapters: 16 & 17: Be prepared to present to class

Session 13 4/13/06	<i>Qualitative Methods: Data Analysis</i> <i>Mixed Methods: integrating Quantitative & Qualitative Research</i>	Chapters 18 & 19: Class activity; wrap-up of methods
Session 14 4/20/06	No Class Meeting: Time for completion of thesis proposal	Contact me via email if you need assistance
Session 15 4/27/06	<i>Thesis Presentations</i> Assignment # 6 Due	
Session 16 5/4/06	<i>Thesis Presentations</i> Closure	