

Education 622: Research Methods
(3 units)

Mission Statement of the College of Education, CSUSM

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.

Senate Bill (SB) 2042

This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

Instructor	Office	Office Phone	E-mail Address
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Office Hours: Thirty minutes before and after class and by appointment

Class meeting times: Tuesday 4:15 - 8:05 PM @ Oceanside High School

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 Objective: 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.

Required Texts & Readings:

1. Wilkinson, David & Birmingham, Peter. (2003). *Using Research Instruments: A guide for researchers*. NY: RoutledgeFalmer. ISBN 0-415-27279-3 www.routledgefalmer.com

2. One book from suggested readings at end of the chapters in above text.

3. 3-5 research studies on your research method
4. 3-5 research studies on your research topic.
5. Class reader provided on line. (password: exploration)

Recommended Reading:

1. American Psychological Association. *Publication Manual of the American Psychological Association, 5th Ed.* Washington, D.C.: APA.
2. Jaeger, R.M. (Ed.). (1997). *Complementary Methods for Research in Education. (2nd Edition).* Washington D. C.: American Educational Research Association.
3. In order to stay updated regarding educational issues that impact learning and instruction, you are urged to read current research publications in the field. Some examples include: *Educational Researcher, American Educational Research Journal, and Journal of Curriculum Theory.* These and similar publications will be very helpful as you complete the assignments for this course.

Accommodations for Disabilities: Discuss your needs for limited accommodation with the instructor within the first week of the semester. Students requiring substantial accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Located in Craven Hall, Room 5025A, or reach by phone at (760) 750-4905 or (760) 750-4909 (TDD users).

Plagiarism: All work completed for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

Readings: Reading requirements are critical to productive class discussion and assignments and will need your time and attention. The dates the readings and homework assignments are listed on the calendar indicate the date the readings and homework assignments are due.

Course Load: It is expected that for every hour of contact time in a master level course you will complete approximately one hour of work outside of class. Please plan accordingly.

Professional Demeanor: Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to the following:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Description and Expectation for all 4 Assignments

Research Methodology Presentation
Research Proposal Application

Master Thesis Chapter 1-3
Action Plan

RESEARCH METHODOLOGY PRESENTATION 10 POINTS

Each class member will sign up for one research methodology (one section of the textbook) to present to class using handouts and overheads. The 30-minute presentation must include:

- a **critical** discussion of the **methodology** (verbal presentation)
- 2-3 sample studies of methodology (journal articles) on your research topics (Bring copies for all in class)
- a one page critique of each study/article listed above (Bring copies for all in class)
- a visual representation of how the methodology was used in each of the sample studies (Bring copies for all in class)
- time for discussion of assigned questions (verbal)

MASTER THESIS CHAPTER 1-3 DRAFTS 30 POINTS (10 points each)

CHAPTER ONE: DEFINITION OF PROBLEM

This chapter will 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.

Thoughts for the Writer/Reader for Chapter One:

- Are terms and definitions clear?
- Is it clear what the focus of the research will be? One of two formats should be used: 1) The research shows X, Y, and Z, but it doesn't show____. or 2) This research will help build upon the research of X, Y, and Z by _____.
- Are there a minimum of 5 citations?
- Has the author cited research that represents the field and is supportive of the

research question?

- Is the research 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 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 projection? 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.

Thoughts for the Writer/Reader for Chapter Two:

- Is all the research discussed relevant to the question presented in Chapter One?
- Do you understand the essential elements of each research/article cited? Did the author provide information on the methodology, subjects, and conclusions of each research/article? Did the author identify the theoretical framework the research comes out of or is influenced by? Did the author mention strengths and weaknesses of the research?
- Are the majority of the articles from professional, peer reviewed journals?
- Are there any gaps in the research presentation? For example did the author talk about multiple intelligences and not mention work by Howard Gardner?
- Are there transitions between the research projects presented? Does the chapter flow and do the research citations build on each other? Is it clear how the research described in the literature review supports the research for this thesis?
- Is the chapter written in past tense?

CHAPTER THREE: METHODOLOGY

This chapter describes the research or project designs 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.

Thoughts for the Writer/Reader for Chapter Three:

- 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.?
 - Are the following addressed: sampling, site, selection, in what ways is the author an insider/outsider with this sample/site data collection, analysis, validity, member checks, reciprocity, human subject review, who benefits/loses, study limitation, usefulness,
 - Did the author explain the methodology choice and how the methodology is a good match for the research question?
 - Is the chapter written in past tense?
 - If a project, did the author list conclusions from the review of literature and list specifically how those conclusions will be implemented into the final project?
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- **General Guidelines for Peer Review:**
 - APA format should be followed. Read APA for important information on such things as spacing, margins, headings, etc.
 - Give the author specific feedback on what you understood and what you didn't understand
 - Think about how well the chapter holds together. Does it all seem relevant/necessary? Could any parts be cut? Are there parts that seem floating and need support?
 - Is it clear? Does it all make sense? What needs clarification?
 - Is there a clear and easy to follow organization? Are large pieces of text broken up? Are there appropriate subheadings?
 - Is the theoretical orientation of the writer clear?
 - Is there an introduction/preview for each chapter?
 - 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 40 words are set apart by single spacing and indenting both margins?

- Are there too many or too few quotes? Many times it is preferable to paraphrase and then cite an author.
- Did the author use citations to their full potential, explaining how the citation is important to this study, or did the author just paste a quote in with no or little explanation?
- 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. Chapter 1 is in present tense, Chapter 2 can be present or past, Chapter 3 is in past tense. The main thing to remember is to be consistent within chapters.

CSUSM RESEARCH PROPOSAL

30 POINTS

You will need to submit an “Application for Approval for Research” before beginning research.

Your research proposal must include:

- CSUSM research application form (1 page)
- CSUSM research proposal (10 questions)
- Participant consent form/letter

We will begin a draft of your research proposal Session 3 in class. We will also work on the draft again Session# 7.

Your proposal will be due to Dr. Elsbree Session #8 and will be worth 20 points.

To earn 10 more points you must have draft approved and submit the final actual proposal to Internal Review Board (IRB) before Session #11. If you do not submit a proposal to the IRB by Session #11 the highest grade you can earn for this class is a “B”.

**Application for Approval For Research Involving Human Subjects:
Individual Investigator Projects**

Please check CSUSM Human Subjects Guidelines and select all that apply:

Full review*

Expedited Review

Name of Faculty Member/Supervisor: _____

Date: _____

Phone: _____

College: _____

Title of Proposed Project: _____

Names of Experimenter(s): _____

E-mail Address (experimenter/s): _____

Facilities where project will be carried out: _____

Is this submission part of an external grant proposal*? No Yes

If yes, is IRB approval required for consideration of the proposal? No Yes

If yes, specify the date the IRB must respond to your application: ___/___/___
Mo Day Year

Estimated beginning and ending dates of project: _____

Signature of Faculty Member/Supervisor: _____

Note: Please submit:

* **Full review** - ten (10) copies of this proposal; full review applications must be submitted a minimum of 10 days prior to IRB meetings, the 2nd Wed. of each month

* **Expedited review** – four (4) copies of this proposal

Copies should be submitted to the Office of Academic Resources (CRA 5210). If you have any questions regarding this form and/or the dates of upcoming IRB meetings, please contact the IRB Chair at x8820. *Proposals seeking external funds must undergo a full review.

RESEARCH PROPOSAL

Please address each of the following questions, on a separate sheet. All 10 points must be addressed, in order. Incomplete applications will be returned to the investigator. Please do not attach a separate research proposal.

1. Purpose of project and background.

Remember that you are writing for a committee with diverse educational backgrounds. Let us know the question you are trying to answer, how your study will be able to answer it, and why the question is important. This section should be no longer than 2 pages; often a few paragraphs will suffice. Do not cut and paste the literature review out of a research proposal.

2. Participant population and recruitment procedures.

Describe the characteristics of the proposed population, and the methods used to recruit them. If you will be using flyers or advertisements to recruit participants, include them with your application. If you will be recruiting participants through another organization (e.g., medical organizations, hospitals, after-school programs, clubs or societies), please provide a letter of support from the organization. Explain the rationale for including any participants whose ability to give voluntary informed consent may be in question (e.g., children, prisoners, the mentally disabled). Describe the racial/ethnic and gender composition of the sample. If participants will be excluded on the basis of race or gender please provide a clear rationale.

3. Details of the procedures to be used.

This needs to be detailed enough so that the committee can evaluate for themselves any risks involved in your study. Include verbatim instructions, copies of questionnaires etc. as appropriate.

4. Include a detailed description of the debrief/feedback that will be provided to the participants.

Participants should be debriefed about the nature of the study, and any deception that was involved, as soon as possible after their participation. All participants should be given the opportunity to learn the results of the study after it is completed.

5. Describe any potential risks to the dignity, rights, health or welfare of the human participants.

Risks may be both physical and psychological, and include risks of privacy and confidentiality.

6. Describe the safeguards you will use to minimize the risks, including how you will handle confidential information.**7. Assess the benefits of the study, both for the participants and for society in general.****8. Assess the risk benefit ratio.****9. Describe the qualifications and experience of the experimenters (including student experimenters).****10. Describe the procedures you will use to obtain informed consent.**

Justify the use of any deception in your study. If you are using a consent form, attach a copy (see the template consent form on the web site). Separate consents are required if you will be video- or audio-taping participants. If, for methodological reasons, you do not wish to have participants sign a consent form, explain why not, and outline the alternative procedures used to obtain informed consent (e.g., returning an anonymous questionnaire may constitute informed consent, verbal consent may be provided for a telephone interview; see the guidelines on waivers of documentation of informed consent)). Participants should still be given a written information sheet about the study that includes all the information normally on a consent form. If children are involved, describe procedures for obtaining the child's assent, as well as parental consent.

Guidelines on Informed Consent

A. Do I need to obtain informed consent?

Informed consent is a dialog between the researcher and participant about the nature of the research, its risks and benefits, and the participant's rights. It is an ongoing process that may occur at several points during the research, and not just at the beginning. Informed consent is a basic right of research participants. However, the IRB may waive the requirement for informed consent in special circumstances. A waiver of informed consent may be issued if

a) The research is exempt from IRB review and it is not practically possible to obtain informed consent. Examples include observational research of public behavior, or archival research of publicly-available data;

b) The research involves only the assessment of activities that are not voluntary. This is most common in educational research, in which the research activity involves only participation in regular classroom activities. Informed consent is required for those portions of the research that are voluntary. It is also required if the participants could be identifiable in any way in any published report of the research. For example, if samples of student journals were to be included in a Master's thesis, students (and their parents if appropriate) would provide informed consent; or

c) It is necessary to withhold some information from participants for scientific reasons. If you are using deception in your research, participants should still consent to as much of the research as is possible, the deception be justified by the benefits of the research, the procedures do not include any greater risk than that to which participants have consented, and the deception is revealed at the earliest possible time.

All other research requires informed consent.

B. Do I need a consent form?

The consent form is the documentation of informed consent. The consent form provides documentation both for the researcher and the participant. In some cases, the requirement for documentation of informed consent may be waived. In all cases, participants should still receive a written statement from the researcher that includes all the components of informed consent. A waiver of documentation of informed consent may be issued if

a) The research involves no greater than minimal risk, and it is not practical to obtain documentation of informed consent. Examples are telephone interviews or anonymous surveys. In the case of a telephone interview, participants should still provide informed consent orally, and have the option of receiving a written statement in the mail. For anonymous surveys, participants consent by returning the survey. However, they should still have a cover letter to keep that includes all the components of informed consent.

b) The research involves greater than minimal risk, but the primary risk involves confidentiality, and the consent document would link the participant to their data. For example, in survey or interview research on sensitive topics, participants may not want any document to exist that links them to the research. In these cases, a signed consent form may be optional, and the wishes of the participant govern. The participant should still receive a copy of the consent form for their own records.

C. What needs to be included on the consent form?

Many investigators have asked if we have a standard CSUSM Consent Form. We have found that individual projects often require different types of consent, and that a standard form is not practical, although we include a model that works for some projects on our website. However, we offer you here a checklist to help you be sure that your consent form has all the necessary

requirements. Some types of research may require other components of informed consent - see the CSUSM Policy on Research Activities Involving Human Subjects.

_____ On CSUSM letterhead, or says CALIFORNIA STATE UNIVERSITY SAN MARCOS at the top.

_____ Is written in language that is easy for your subjects to understand.

_____ Indicates that the project involves research, and describes the overall purpose of the research.

_____ Describes the procedures that your subjects are agreeing to.

_____ Describes any known risks to the participant.

_____ Describes any direct benefits to the participant as a result of being in the study.

_____ Describes any compensation that will be received as a result of participation (note compensation is different than a direct benefit of the research).

_____ Includes a statement that research participation is voluntary, and that participants may withdraw at any time without penalty.

_____ Includes a statement about the confidentiality of the results, and the way the results will be shared (e.g., will be presented at scientific meetings, shared with an organization etc). Avoid statements like "confidentiality will be maintained to the extent provided by law" unless you know what that extent is, and are prepared to explain it to your subjects if they ask.

_____ Includes the statement "The researcher has answered any questions I have at this time". Avoid statements like "The researcher has fully explained the procedures to me" (your participant doesn't know if you have fully explained the procedures or not).

_____ Includes contact information for the researcher and their supervisor (if the researcher is a student), whom participants can contact if they have questions about the research .

_____ Includes the statement "Questions about your rights as a research participant can be directed to the Chair of the Institutional Review Board at (760) 750-8820.

_____ Includes explicit permission to photograph, audiotape, or videotape participants, and explains what will become of those images.

_____ Is signed and dated by the participant and the researcher.

D. How do I do a consent form with children?

Individuals under the age of 18 cannot legally consent to participate in research. Therefore, a parent or legal guardian must supply consent. However, the child should be involved in the consent process to the extent that is appropriate for their age. At a minimum, children should be told that research is voluntary, and their verbal assent to participate should be obtained. With older children, a written assent document may be beneficial, with the understanding that it does not replace parental consent.

E. What if I need to translate a consent form?

Federal regulations require that informed consent be provided in language that is understandable to the participant. Thus, if a participant (or parent of child participant) does not read in English, a translated consent form is required. The IRB should be provided with the English consent form, the translated consent form, and a back-translation of the consent form along with documentation

of the credentials of the translator. Investigators are free to do their own translation if they are able, however, the back-translation should be done by a qualified translator. (The National Latino Research Center may be able to assist with Spanish translations.)

http://www.csusm.edu/research/InformedConsent_FAQ.htm

ACTION PLAN

5 POINTS

For the final (Session #12) you will give a 5-minute presentation of your research and articulate the action plan you will follow to complete your research.

To prepare for this address the following questions:

- Where are you in the research process?
What is completed and what still needs to be done?
- Outline your research agenda
- What is your next course of action?
- What is your timeline?
- What obstacles are in your way?
- How might you work through/around any possible obstacles?
- When did/will you submit your research proposal to the IRB?
- Have you chosen an advisor? Who?
- Have you chosen the rest of your thesis committee?
- When will you submit your Chapter 1, 2, &/or 3 to your advisor?
- Do you have a peer group to continue to serve as a writing group for your master project completion? If not start to identify who might be useful to you in this process. And approach them before the end of this class.
Your best support during this process will be your peers.

Please note assignments are due whether or not you are present in class that day.

No late assignments accepted unless arrangements are made PRIOR to due date.

All assignments must be submitted by April 20, 2004.

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

College of Education Attendance Policy: Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student **must attend more than 80% of class time**, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". **Notification of absences does not allow students to assume they are automatically excused.**

student's name printed		email	
signature	date	home phone	cell phone
<u>Attendance/Participation/Artifact & Assignment Grade (20 %)</u>			
2/3 #1	3/2 #5	3/25 #9 Thur @CSUSM	1 free absence or 2% extra credit for
2/10 #2	3/9 #6	4/17 #10	perfect attendance
2/17 #3	3/16 #7	4/20 #11	See above ^ for more information
2/24 #4	research @ Kellogg Library	3/23 #8	4/27 #12
			Attendance ____ / 20%
			Professional Demeanor ____ / 5 %

<u>Assignments</u>	<u>Session Due Dates</u>	<u>Percentage</u>
Research Method Presentation	TBA	____ / 10 %
Research Chapter1 (Define Problem)	Session 2, 3, & 4	____ / 10 %
Research Chapter 2 (Literature Review)	Session 5, 6, &7	____ / 10 %
Research Chapter 3 (Methodology)	Session 6, 7, & 8	____ / 10 %
IRB Proposal Drafts (Draft must be approved before submitting IRB to CSUSM)	Session 3, 7, & 8	____ / 20 %
Submit IRB	Session 11	____ / 10 %
Action Plan (Final)		____ / 5 %
		Assignments ____ / 75 %

Total	____ / 100 % = ____ Grade
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Course Grading & Evaluation (no plus or minus grades)
 90-100 pts = A 80-89 pts = B 70-79 pts = C 0-69 pts = No Credit
 (The only way to earn an A is to submit an IRB to CSUSM by April 20th)

Tentative	Class	Schedule	
TOPIC	READINGS	DUE	PRESENTER S
Course Overview Definition of Research Thesis Structure	none	Add Email to class list Research Topic Literature for Research Research Methodology	Elsbree
Hermeneutics and Research Paradigms	Phillips, 2000 Ezzy, 2002 Kohl 1992 Ristock 1996 Capper 1993 Capper 1997	Chapter 1 Draft (distribute to 2 peers for review)	Elsbree
Literature Review Research & Internal Review Board Process	Bruell 1993-94 Roychoudhury 1993-94 IRB	Return Ch 1 Review to Peers	Elsbree
Library Research	Library Materials	Go to CSUSM Library & Locate text on research method, & journal articles on research topic & methodology Ch 1 Revision to Elsbree	YOU
Questionnaires	Wilkinson & Birmingham Chapter 1	Distribute Ch 2 Draft to 2 Peers	Elsbree &
Interviews	Wilkinson & Birmingham Chapter 2	Return Ch 2 to 2 Peers Distribute Ch 3 Draft to 2 Peers	Elsbree &
Content Analysis	Wilkinson & Birmingham Chapter 3	Return Ch 3 to Peers Ch 2 Revision to Elsbree	Elsbree &
Focus Groups	Wilkinson & Birmingham Chapter 4	Ch 3 Revisions to Elsbree IRB Drafts to Elsbree	Elsbree &
Observation & Oceanside/Campus Collaboration	Wilkinson & Birmingham Chapter 5	CSUSM 5:30 – 8:30 pm	Elsbree &
3/29 - 4/9 Spring Break			
Attend AERA	www.aera.net	San Diego Convention Center	Conference Presenter
Research what people say & do	Wilkinson & Birmingham Chapter 6	Final IRB Submitted to CSUSM	Elsbree &
Final: 5 Minute Action Plan Presentations	None	Potluck Dish & Action Plans	Everyone