Course & Section Nos.	**EDUC 622**
Course Title	**Research Methods in Education**
Class Roster No.	**40203**
Course Day(s)	**Wednesdays**
Time	**5:30 – 8:20pm**
Course Location	**UH 440**
Semester / Year	**Fall 2019**
Instructor	**Annette M. Daoud, Ph.D.**
Phone	**760.750.8519**
E-Mail	**adaoud@csusm.edu**
Office	**University Hall 410**
Office Hours	**Before class and by appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

This core course is designed to introduce educational practitioners to the fields of educational research and evaluation. We will explore quantitative and qualitative methods of designing and conducting research in the context of educational settings. We will further examine measurement, assessment, common statistical techniques and methods for critiquing research and program evaluation studies.

Course Prerequisites

For all 600-level School of Education courses, admission to the MA program or specific certificate program is a prerequisite.

COURSE LEARNING OUTCOMES

- After reading the required texts, students will be able to participate in an online dialogue and peer review by critically analyzing assigned readings
- After selecting and reviewing peer-reviewed research in the fields of multilingual and multicultural education, students will create an annotated bibliography on research related to their thesis or project
- After selecting one peer-reviewed research study from the annotated bibliography, students will be able to complete a thoughtful critique, focusing on what you believe to be the strengths and weaknesses of the research
- After reading relevant research studies and evidence-based practices, students will be able to analyze and synthesize the research to write a literature review that guides his/her research study or project

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The Master of Arts in Multicultural / Multilingual Education Program assesses four (4) Program Student Learning Outcomes (PSLO).

PSLO 1: Critical Examination of Equity
Critically examine issues of educational equity, diversity and social justice in the fields of multicultural and multilingual education.

PSLO 2: Culturally Responsive Pedagogy
Design culturally responsive pedagogy that addresses the needs of students from culturally and linguistically diverse backgrounds.

PSLO 3: Community Engagement
Design socially just and equitable educational action plans that improve engagement for families from culturally and linguistically diverse backgrounds and /or their communities.

PSLO 4: Analyze Research
Analyze and synthesize research and evidence-based practices in the field of multicultural and multilingual education.

In EDUC 622, students demonstrate they have mastered PSLO 4: Analyze Research.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Mertler, C.A. (2019). Introduction to educational research. 2nd Edition. Los Angeles, CA: SAGE Publishing.

American Psychological Association (2010). *Publication Manual of the American Psychological Association.* 6th Edition. ISBN: 978-1-4338-0561-5

Additional required readings are available electronically on the course website (Cougar Courses).

Cougar Courses

You have access to the EDUC 622 Cougar Course when you register for the class

GENERAL CONSIDERATIONS

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- For this Hybrid courses, the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total 45 hours per unit of credit. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

All University Writing Requirement

The All-University Writing Requirement of 2500 words is satisfied in the course across the combined assignments,

Course Format

This course is offered as a hybrid (HY). It includes both face-to-face and online (FO) instruction.

Necessary Technical Competency Required of Students

Candidates (Course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, course website use, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. **All assignments will be submitted electronically**. Details will be given in class.

Contact Information for Technical Support Assistance

For assistance regarding technology, the CSUSM Student Technology Help Desk can be reached at 760.750.6505 or on their webpage: https://www.csusm.edu/sth/support/index.html

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Final Exam Statement

EDUC 622 does not have a final exam.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Policy on Late/Missed Work

No credit will be given if you miss an in-class assignment. Assignments submitted late will not receive full credit. If extenuating circumstances exist, you should contact the instructor as soon as possible to make appropriate arrangements.

Student Collaboration Policy

Select assignments include student collaboration on a required or optional basis, depending on the assignment. In general, presentations will be collaborative, while select written assignments will allow candidates to choose whether to collaborate or work independently to complete them.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

The professor reserves the right to change, add to or delete any material or assignment within this course

Course Assignments

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each participant being well prepared. My role will be to "facilitate" and to intervene or redirect class discussions as necessary, rather than to exclusively lecture on a weekly basis, or be the main focus of the class. You will work to develop your knowledge base through the readings, discussions, presentations and assignments.

Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work, and online work.

Discussion Posts, Peer Reviews and Online Activities	20 points
Annotated Bibliographies	20 points
Article Critique	20 points
Review of the Literature (PSLO 4: Analyze Research)	40 points

Grading Standards

All students are expected to participate in class and online activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled **before** the class meeting. Assignments should be typed and double-spaced in a Word Document. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. A minimum grade of a B- is required to pass this MA level (600) course.

93 –100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B- (minimal passing grade)
77 – 79	C+
73 – 76	C
70 – 72	C-

Assignment Descriptions

Discussion Posts, Peer Reviews and Online Activities   **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 class meetings; arrive fully prepared for classroom activities (i.e. assignments completed BEFORE class) and participate wholly in classroom and online dialogue—including your discussion posts in response to readings and all peer review activities. All online assignments including completion of CITI Training are included in this grade. ***Missing more than one class, in person or on-line will result in a lower grade.*** Being consistently late and/or leaving class early can also lower your grade. These measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Annotated Bibliographies   **20 points**

Because your ability to find and use published literature is paramount to your understanding of research methods, you will be reading, summarizing, and interpreting a variety of published research studies. This practice will prepare you for the literature review portion of any research project and strengthen your critical analysis skills as a consumer of published research. Each student will collect **4 peer-reviewed (minimum) resources** related to your area of emphasis. Use reputable, peer-reviewed educational journal articles of research studies (not newspapers, magazines, editorials, media) that you will need for the literature review of your MA thesis/project.

Students will write an annotated bibliography (approximately half a page each) for each peer-reviewed resource using the following APA-style reference format:

        a) List reference in APA format
        b) Write a brief description of the study
        c) Explain participants, setting and procedures of the study
        d) Describe methods used to collect data
        e) Provide results of the study
        f) Write your analysis of the study

RUBRIC - Annotated Bibliographies (20 points)

Criteria	Credit Range Developing, 14 pts. & below	Credit Range Approaching, 15-17 points	Credit Range Meets, 18-20 points
Content scope of the assignment with regard to producing an annotated bibliography *5 points*	Evidence of research of an education topic **lacks depth**. **Narrow** examination with **little or no evidence** of criteria being met for the annotated bibliography.	**Some** evidence indicating **some** research of peer-reviewed resources in education for topic selection. Criteria met at **moderate** level through annotated bibliography.	**In depth** evidence indicating **extensive** research of peer-reviewed resources related to a topic in education. **Substantial** evidence criteria met through annotated bibliography.
Descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. *10 points*	**Little or no** evidence indicating **minimal or no** descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. **Little or no evidence** of criteria being met.	**Some** evidence indicating **some explicit** descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. Criteria met at **moderate** level.	**In depth** evidence indicating **extensive and explicit** descriptions of the study: brief description of the study; participants, setting and procedures; methods used to collect data; results; and analysis. **Substantial** evidence has been met.
APA format for annotated bibliography *5 points*	**Little or no** provision of an APA aligned annotated bibliography of 2-4 peer-reviewed sources. **Little or no evidence** of criteria being met.	APA aligned annotated bibliography of no fewer than 3-4 peer-reviewed sources. Criteria met at **moderate** level.	APA annotated bibliography of no fewer than 4 **highly regarded** peer-reviewed sources. **Substantial** evidence has been met.

Article Critique   **20 points**

For one article in particular, you will summarize then critique the research. The critique is not a reaction to the article or the material in it. It is not an explanation of the material, nor an amplification of it. Nor is the critique an editorial, a defense of the material from your standpoint. The article critique is (a.) a summary of the research methods and findings, and (b.) your critical analysis of the article. Write a 4-6 page (maximum!) paper based on your summary and critique. The summary must include the research problem/questions; highlights of the literature review; name of the design methodology; participants and setting; key elements of the methods for data collection and data analysis; the findings of the research; and a restatement of the author's recommendations (e.g. why the findings are important to educators, how the findings can inform education, …). After this summary, complete a thoughtful critique, focusing on what you believe to be the

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strengths and weaknesses of the research. That is, the validity and reliability of the data, the methods to collect, the methods to analyze, and concerns about bias in findings and/or conclusions.

Your article critique will be evaluated in the following areas:
Style and APA Format   4 points
Mechanics   4 points
Content and Organization   4 points
Integration and Critical Analysis   8 points

The Article Critique also will be assessed for your Graduation Writing Assessment Requirement: Graduate Level (GWARGL). Criteria for the GWARGL and scoring guidelines are outlined in the policy:
https://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.html

Review of the Literature (PSLO 4: Analyze Research)   **40 points**
The Review of the Literature is a critical and in-depth evaluation of previous research; it serves not only as a summary and critique, but also as a synthesis of the research particular to your area of study. Your review of literature should be organized around common themes that you found in your peer-reviewed research articles, not organized simply as a sequence of individual articles. You should write about the articles within the subheadings of your common themes. You are writing one overview of all of the articles together, not each one separately. Remember to discuss common themes or threads that run through all or some of the papers; do not have one separate paragraph about each paper. If a paper included something unique and significant, you can certainly discuss it. Follow APA guidelines for citation; be sure to give the authors credit if you take something directly from their paper. Use quotation marks and include the page number when you use an exact quote. Ensure that the all of the reviewed articles were the reports of empirical research conducted by the author(s), and that the majority of articles referenced in this chapter are primary sources.

Successful completion of the Review of the Literature assignment meets PSLO 4: Analyze Research.

RUBRIC - Review of the Literature / PSLO 4: Analyze Research   (40 points)

Criteria	4 Exceeds	3 Meets	2 Approaching	1 Unacceptable
Overview of the Research and Evidence-based practices *10 points*	Contextualize and synthesize the research studies and evidence-based practices selected in the field of multicultural and multilingual education by identifying key areas of literature and explains how each area connects to the research thesis or project plus establishes criteria for analyzing and comparing research studies	Contextualize and synthesize the research studies and evidence-based practices selected in the field of multicultural and multilingual education by identifying key areas of literature and explains how each area connects to the research thesis or project	Contextualize the research studies selected in the field of multicultural and multilingual education by identifying key areas of literature	Outlines the research studies selected for the review
Identified Themes and Theoretical Framework	Research studies reviewed are synthesized by themes relevant in the fields of multicultural and multilingual education plus how the themes connect to the research thesis or project	Research studies reviewed are synthesized by themes relevant in the fields of multicultural and multilingual education	Research studies reviewed are synthesized by themes	Research studies reviewed are not synthesized by themes

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5 points	A theoretical framework is identified that the reviewed research comes out of or is influenced by the field plus how the framework lays the foundation for your research thesis or project	A theoretical framework is identified that the reviewed research comes out of or is influenced by the field	A theoretical framework is identified	Theoretical framework is not identified
Review and Analysis of the research and evidence-based practices *20 points*	Summarizes individual peer-reviewed research studies and evidence-based practices using appropriate APA citation formatting plus includes the setting, participants methodology, research findings and conclusions Provides an analysis of the strengths and weaknesses of each research study and evidence-based practice reviewed plus includes conflicts across studies in the theory, methodology, evidence and conclusions	Summarizes individual peer-reviewed research studies and evidence-based practices using appropriate APA citation formatting Provides an analysis of the strengths and weaknesses of each research study and evidence-based practice reviewed	Summarizes individual research studies or evidence-based practices Provides an overall analysis of the strengths and weaknesses of the research and evidence-based practices	A brief summary of each research study and evidence-based practice is provided An analysis of each study and practice is not included
Relevance to the field *5 points*	Summarizes the significance of the research studies and evidence-based practices to the field plus provides insight into the trends or "current state" of the reviewed research Evaluates how the studies reviewed provide a foundation for your research or project and identifies areas or issues pertinent to future study plus evaluates any major methodological flaws or gaps in reviewed research and any inconsistencies in theory and findings	Summarizes the significance of the research studies and evidence-based practices to the field Evaluates how the studies reviewed provide a foundation for your research or project and identifies areas or issues pertinent to future study	Provides a brief summary of the studies and evidence-based practices to the field of multicultural and multilingual education	Does not summarize the significance of the studies and evidence-based practices

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SCHEDULE/COURSE OUTLINE

Date	Topic	Assignment
Session 1 August 28	Introduction to Educational Research Choosing a Topic to Study	READ: Chapters 1 and 2
Session 2 September 4	Peer-Reviewed Resources for your Literature Review Working with the Education Librarian – Dr. Toni Olivas	READ: Chapters 3 and 5 *Bring your MA topic to research* **MEET in KEL 3400 at 5:30pm**
Session 3 September 11 **ONLINE**	Identifying Themes Research Questions Research Methods	READ: Chapters 6, 7 and 8 **DUE**: Discussion of the Readings **DUE:** Discussion of Themes, Research Questions and Research Methods
Session 4 September 18	Theoretical Frameworks Case Study Research Action Research	READ: Chapter 9 READ: Hendrick – Introduction to Action Research READ: Yin – How to Know Whether and When to Use Case Study Research
Session 5 September 25	Writing a Research Proposal Single Subject Research Design Guest Speaker: John (CJ) Conrad	READ: Chapter 10 READ: Brusa & Richman - Developing Stimulus Control for Occurrences of Stereotypy Exhibited by a Child with Autism
Session 6 October 2 **ONLINE**	Ethics in Educational Research CITI Training	READ: Chapter 4 **DUE:** Complete the CITI Training Follow the instructions on the CSUSM Graduate Programs website - https://www.csusm.edu/gsr/irb/training.html
Session 7 October 9	Qualitative Data Collection and Analysis Organizing your Review of Literature	READ: Chapter 11 *In-Class Assignment: Outlines of your Review of Literature*
Session 8 October 16 **ONLINE**	Qualitative Data Collection and Analysis Annotated Bibliographies	READ: Chapters 12 and 13 **DUE**: Discussion of the Readings **DUE:** Final Drafts of Annotated Bibliographies for Peer Review
Session 9 October 23	Reading Research Studies with a Critical Eye	READ: Chapter 14 READ: Babinski, et. al. – Improving English Learners' Language and Literacy Skills **DUE: Annotated Bibliographies**

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Date	Topic	Assignment
Session 10 October 30 **ONLINE**	Article Critique Peer Review Discussion of progress on Literature Reviews	*DUE: Final Draft of Article Critique* **DUE**: Peer Review of Article Critique using GWARGL rubric
Session 11 November 6	Article Critique Review of the Literature	*DUE: Draft of Review of the Literature* **DUE: Article Critique – assignment fulfills GWARGL Requirement**
Session 12 November 13 **ONLINE**	Review of the Literature	**DUE**: Final Draft – Review of the Literature for Peer Review
Session 13 November 20	Review of the Literature Research Methods	*In-Class Assignment: Outline of Methodology* **DUE: Review of the Literature (PSLO 4)**
Session 14 November 27 **ONLINE**	Institutional Review Board (IRB) Types of Review: Exempt, Expedited and Full	*DUE: Work on a draft of an Exempt or Expedited IRB form for your thesis or project*
Session 15 December 4	Exempt or Expedited IRB Next Steps of your MA – Chapters 3, 4 and 5	*In-Class Assignment – Exempt or Expedited IRB*

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