Course & Section Nos.	EDUC 622
Course Title	**Research Methods in Education**
Class Roster No.	**20212**
Course Day(s)	**Tuesday**
Time	**5:30 – 8:20pm**
Course Location	**Online**
Semester / Year	**Spring 2021**
Instructor	**Emiliano C. Ayala, Ph.D.**
Phone	**N/A due to COVID**
E-Mail	**ecayala@csusm.edu**
Office	**N/A due to COVID**
Office Hours	**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

Syllabus is subject to change.

COURSE DESCRIPTION

In EDUC 622, Research Methods in Education, you will explore quantitative and qualitative methods of designing and conducting research in the context of classroom settings. EDUC 622 is designed to help you improve your knowledge of research and your understanding of various research methodologies, enhance your skills in planning and conducting research, develop your abilities in summarizing and interpreting research, and advance your abilities in critiquing educational research. You will develop a proposal for a research project in 622. All graduate students take 622 and develop a research proposal, regardless of the type of culminating experience they plan to complete. All students completing graduate degrees should be able to plan and carry out research, and write up the results, conclusions and implications of research studies.

Course Prerequisites

For all 600-level School of Education courses, admission to the MA 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 field of special education, students will prepare a Literature Review on research related to their thesis or project (GWAR)
- After selecting one peer-reviewed research study, students will be able to complete a thoughtful critique, focusing on what they believe to be the strengths and weaknesses of the research study
- After reading relevant research studies and evidence-based practices, students will be able to analyze and synthesize the research to write a Research Project Proposal (Chapters 1, 2 and 3) that guides his/her research study or project

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

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

PSLO #1: Professional Dispositions: Demonstrate positive professional dispositions and ethics inclusive of social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning.

PSLO #2: Culturally Proficient Inclusive Schooling: Develop an action plan for creating and sustaining a culturally proficient inclusive schooling environment.

PSLO #3: Assessment and Program Planning: Conduct and analyze formal and/or informal assessment data to develop assessment reports and Individual Education Program goals based upon individual students' assessed needs.

PSLO #4: Research Analysis: Analyze and integrate research in educational and professional settings.

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

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Mertler, C.A. & Charles, C.M. (2011). Introduction to educational research. 7th Edition.

American Psychological Association (2020). *Publication Manual of the American Psychological Association.* 7th Edition. ISBN: 978-1-4338-3216-1

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

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 in a hybrid format (synchronous and asynchronous)

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

All assignments are expected to be submitted on-time. 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. Please see grading criteria noted below for specifics.

Student Collaboration Policy

Select assignments include student collaboration on a required basis. The intent of these collaborative assignments are to promote student-to-student learning and scaffolded strategies of greater support and feedback. As a graduate level seminar, professional and courteous collaboration is expected.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

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

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 pedagogical 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.

- Each assignment is described below – additional details are provided on the Cougar Course site.
- A weekly course schedule will be provided that indicates when assignments are due.
- For all writing assignments, please double space, use 12 font, with one-inch margins.
- One class session may be missed without penalty to your grade—however, <u>absences do not change assignment due dates</u>. Two to three missed sessions will drop your final grade by 1/2 grade point (A to A-, A- to B+, etc.). If you miss three or more class sessions, you cannot pass this course.

Assignments and Grading: (200 points total)

Attendance and Participation	**75 points**
Partner Chapter Expert	**15 points**
Developing a Research Agenda (Part 1 and 2)	**10 points**
Research Article Critique	**25 points**
Comprehensive Research Proposal (Chapters 1-3)	**75 points**
Collaborative Institutional Training Initiative (CITI) - required activity.	**Pass/Fail**

Of note on assignments:
- 24 hour no penalty/my computer ate my homework rule applies to all submissions. However, repeated late submissions for this 24 hour rule may result in a lower grade.
- Points will be deducted if assignments are submitted late (up to 50% deduction).
- No credit or points will be awarded after one week from the original due date.

Grading Standards

Grades will be determined by the total number of points earned divided by the total number of points possible (200) and follow the percentage (%) categories below.

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.

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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-

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Brief Assignment Descriptions and Expectations

Attendance and Participation   **75 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 activities. All online assignments including completion of **CITI Training** and **Editorial Team** activities are included in this grade. *Missing between 2 and 3 classes will result in a lower grade. Missing three or more will constitute a failure in this course.* Being consistently late and/or leaving class early can also lower your grade. These measures should be viewed as taking individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Developing your Research Proposal   **10 points**
This assignment is structured in two parts (Part 1 and Part 2). Each part is worth five points. These two connected assignments use guided questions to help you frame your EDUC 622 research topic and ultimately prepare Chapter 1 (Introduction) of your research project. Please refer to the assignment description in Cougar Courses for greater detail.

Partner Chapter Expert (PCE)   **15 points**
Toward the latter part of the semester, you and your partner will be given 45 minutes to present a chapter of your choice via Zoom. Your instruction must include the use of PowerPoint, Prezi, or a similar platform. Choose a chapter that interests you by selecting one from the list provided in Cougar Courses. With a partner, you will become our "class experts" for that chapter and instruct others during one class session. Dates for your selected chapter are provided in our course calendar. The following PCE elements are expected:
1. Present the key ideas from your chapter including a review of important terminology/concepts.
2. Link the chapter key concepts to examples from daily practice (translate into practice).
3. Provide one peer-reviewed article as an exemplar from your chapter (application in practice).
4. Include a 15-minute application activity related to the chapter (small group or whole class).
5. Feel free to adopt teaching strategies (CCRQ, KWL) or expect pre-lesson activities as desired.

Research Article Critique   **25 points**
For this assignment, you will select one article provided by your instructor and summarize then critique the research. The brief 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 brief summary, complete a thoughtful critique, focusing on what you believe to be the 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. Please refer to the assignment description and related resources in Cougar Courses for greater detail.

Comprehensive Research Proposal   **75 points**
This summative assignment will have you prepare a comprehensive research proposal. Recall that this assignment is not (necessarily) reflective of your MA culminating activity (thesis or project) but one assumes it is closely related. As a Research Methods course, your ability to prepare an Introduction, Literature Review, and Methodology for a proposed research study is expected. Separate assignments/activities within this course will prepare you to complete this comprehensive paper. Please refer to the assignment description in Cougar Courses for greater detail.

Other Course Elements   **None**
As a course tied to you MA program, other 622 activities support programmatic requirements (GWAR, Submission of IRB; submission of programmatic forms, etc.) but are not awarded course points.