



***Graduate School of Education***  
**Program: Doctoral Studies in Education**  
**Spring Semester, 2011**  
**SYLLABUS**

- Course title:** EDRS 810: Problems and Methods in Educational Research  
**Meetings:** Innovation Hall 318  
Wednesdays 4:30 – 7:10
- Instructor:** Frederick J. Brigham, Ph.D.  
**Office:** 220 Finley Hall (Second Floor, across from the elevator)  
**Phone:** 703 993 1667 (email is the better way to contact me, my voice mail has an intermittent problem of failing to forward voicemail to me or maintain it on the system.)  
**Email:** [fbrigham@gmu.edu](mailto:fbrigham@gmu.edu)  
**Hours:** 2:00 – 4:00 Tuesday and Wednesday afternoons. Other times may be available by appointment. Please notify me if you are coming, even during office hours, if at all possible. If I know you are coming, I will wait in my office, otherwise; I might be in another room and miss you even though I am there.
- Virtual Office Hours:** I am pleased to respond to questions by telephone or email; however, I am unable to be “on call, 24/7.” Therefore, I am instituting a practice “virtual office hours” this semester. Members of the class may email me at any time, but I am reserving two hours on Monday and also on Wednesday afternoons to respond to emails. Please expect responses to your emails to be made during those hours.

**Course Description**

This is an advanced course in the interpretation and application of education research methods. Emphasizes comparison of alternative philosophies of research, ways of formulating questions/hypotheses, research plans, and analysis procedures. Students evaluate existing studies and investigate a range of research approaches.

Prerequisites: Admission to the Ph.D. program or permission of instructor.

## Course Objectives

Upon successful completion of the course, students will:

- understand what research is, and how it differs from other intellectual and practical activities in education;
- understand the major approaches to educational research, and the implications of the differences between these for doing and evaluating research in education;
- find, understand, evaluate, and apply published research that is relevant to their field;
- design the basic components of small-scale research studies, both quantitative and qualitative, including:
  - identifying a research problem to study
  - formulating the purposes of the study
  - developing a conceptual framework for the study
  - generating appropriate research questions
  - planning relevant and feasible methods of sampling, data collection, and analysis
  - anticipating plausible validity threats, and thinking of ways to deal with these
  - dealing appropriately with ethical issues in the research
- write clearly and coherently about the conceptual framework, questions, and methods used in a research study;
- use the writing style described in the Sixth Edition of the *Publication Manual of the American Psychological Association* (APA) for writing term and research papers;
- reflect on their actions and choices and use that reflection to inform practice;
- present written research results clearly and coherently.

## Course Methodology

This course consists of lectures, large group and online formats, in class and individual or group activities, and individual assignments.

## Required Text

Creswell, J.W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

ISBN13: 978-0-13-613550-1

ISBN10: 0-13-613550-1

This text has a Companion Website that will be employed in this class:

[http://wps.prenhall.com/chet\\_creswell\\_educational\\_3/](http://wps.prenhall.com/chet_creswell_educational_3/)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ISBN-10: 1433805618

ISBN-13: 978-1433805615

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*There is a class website that contains course documents and relevant links. Students are required to download pertinent documents and complete weekly assessments for class.*

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### **Plagiarism**

Plagiarism is a growing concern among faculty at the university level as it is in elementary and secondary education. It is critical that each student complete his or her own assignments, particularly in a course such as EDSE 627 that provides training in an arena of professional performance that is quite technical, so that appropriate formative evaluation, feedback and guidance may be provided. Toward that end, the following definition of plagiarism is provided:

*Plagiarism is the intentional or unintentional use of others' ideas, words, data, figures, pictures, sequence of ideas, or arrangement of materials without clearly acknowledging the source (based on the Mason Honor Code online at: <http://mason.gmu.edu/~montecin/plagiarism.htm>).*

Students who commit plagiarism on assignments and assessments in this course will be assigned a grade of "F" and a recommendation for dismissal from the university will be

forwarded to the Dean of the Education School and the GMU Honor Council.

### **George Mason Blackboard:**

Our class will be using the new version of Courses, called **Bb Learn 9.1 (Bb 9.1)**.

To log in, visit the myMason portal site at <http://mymason.gmu.edu>.

If you cannot log into Blackboard, contact the **ITU Support Center** at **(703) 993-8870**.

### ***File Names for Online Submission***

**You must include your name in the file name** when you submit in the Blackboard Assignment Folder. I will add five percent of the possible points for each submission if your file downloads with your name in the title. The system will *not* add your name to your submission as is required for this class. It will label it on the server but when it downloads, only the name of the file *as it appears on your computer* will be transmitted. The name must be assigned to the file on your computer before you send it to the Assignments file. For example:

**<your-last-name-here\_quantitative\_method\_section>**  
**<your-last-name-here\_qualitative\_method\_section>**  
**<your-last-name-here\_HSRB\_proposal>**  
**<your-last-name-here\_CITI\_certificate>**  
**<your-last-name-here\_Final>**

I have set the points on the Blackboard site to reflect the bonus points. Grades for the course will be based on the point values stated in the syllabus.

### **General Course Requirements<sup>1</sup>:**

It is expected that each person enrolled in this class will:

1. Read all assigned materials for the course.
2. Attend each class session<sup>2</sup> and participate in classroom activities that reflect critical reading of materials.
3. Complete the online Mandatory Training for Person's Conducting Research with Human Subjects.
4. Complete homework assignments, including weekly online quizzes and submit results to professor prior to each class meeting.
5. Write and submit a complete human subject proposal to match the quantitative intervention study method section assignment.

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<sup>1</sup> Late assignments will not be accepted by the instructor.

<sup>2</sup> Don't ask me if it is all right to miss class. It is not. It is, however, sometimes necessary to miss a class meeting. The decision about whether or not it is *necessary* is yours. I believe that it is demeaning to both of us for me to evaluate the legitimacy of your reasons. If something happens that you want me to know about, feel free to tell me, but if you need to miss class and it is a rare occurrence, I don't need to know why. If it is a long-term or recurring problem, we should devise a strategy to deal with it together. In either case, missing class does not alter the due dates for assignment. It is the responsibility of the student to ensure that he or she understands the material missed on the night of an absence.

6. Write two method sections: one quantitative intervention study and one qualitative research study.
7. Present one method section to the class.
8. Complete one take home exam.

### Specific Course Requirements

**Online weekly quizzes:** Students are asked to complete and submit online quizzes on each week's assignment. There is a send link at the bottom of the publisher's webpage. It looks like this:

The screenshot shows a form titled "E-mail Your Results". It contains the following elements:

- A text input field for "My name is (first last):" with a red arrow pointing to it.
- A label "E-mail my results to:" followed by a list of radio button options: "Me", "Instructor", "TA", and "Other". A blue arrow points to the "Me" option, and a red arrow points to the "Instructor" option.
- A table with two columns: "E-mail address:" and "Send as:". Each row corresponds to one of the radio button options. The "Send as:" column contains a dropdown menu with "Text" selected.
- A "Help" link at the bottom left.
- An "E-mail Results" button at the bottom right.

Fill in the parts with the arrows. My email is [fbrigham@gmu.edu](mailto:fbrigham@gmu.edu). I recommend emailing the results to yourself so that you do not have to retake the exam if there is your message becomes lost in cyberspace. **Please complete the first line**, "My name is..." Without that, the results arrive with no identification at all and you will not receive credit.

### Mandatory Training for Persons Conducting Research Using Human Subjects:

Students are required to complete Mandatory Training for Persons Conducting Research Using Human Subjects. Information is available online:

<http://research.gmu.edu/ORSP/HumanTraining.html>. Following this link downloads a word document with complete instructions for the procedure. The document downloads to you computer and does not usually open automatically, so you must find it after the download. The training takes between two and five hours and can be accessed directly (without the downloaded instructions) from: <http://www.citiprogram.org>. Copy and paste your completion certificate, then place a copy of certification of training completion on the digital drop box Blackboard site.

**Completion of Human Subjects Proposal:** Students will write a human subjects proposal to accompany *either* a quantitative intervention research or a qualitative research method section. I *strongly* encourage you to use the quantitative method as your basis for the HSRB proposal. HSRB proposals for qualitative research are much more difficult to complete adequately. The materials are available on the web and the class Black Board site: <http://www.gmu.edu/pubs/osp/humansubjects.html>. Place an electronic version on the digital drop box Blackboard site.

**Method Sections:** Students will write two different method sections replicating and extending previous research studies. Each method section will be written in APA format

(see sample paper on pp 306-320 of the APA manual) and contain relevant sections specific to each type of research design. One will be a **quantitative intervention research** study; one will be a **qualitative research** study (examples of each appear in chapter one of your textbook). Place electronic versions on the Assignments box on the Blackboard site. Your document will include:

1. Cover page (see sample manuscript on Blackboard site or use APA Manual)
2. Abstract
3. Statement of purpose and research questions, including a statement indicating research you are replicating and extending and a relevant citation for the study.
4. Method (5-6 pages)
  - Research design
  - Participants and setting
  - Materials
  - Data sources (dependent variables) instrumentation (where relevant)
  - Procedures (proposed data collection process)
  - Proposed preliminary data analyses
5. References

Your method section should contain enough detail that another person could carry it out in your absence.

**In class/Homework:** Students will be asked to work individually or in small groups on in class/homework assignments throughout the semester. Some assignments are listed on the syllabus, although they may be amended throughout the semester.

You need to find several types of articles throughout the semester. *Please note that ERIC documents, websites, popular press, and trade book sources are **unacceptable** for these assignments.* We need to identify professional resources from peer-refereed (peer-reviewed) journals. Electronic versions of the articles are acceptable and actually encouraged, but they must be from refereed journals. ERIC documents (those with the letters ED in the article identifier) are not refereed and so unacceptable. You need not restrict yourself to any particular domain, but it seems wise to select articles from your area of interest.

When you are requested to find a particular article (e.g., an experimental intervention research study, a survey research study) identify either in the margins of the article or by highlighting within the electronic version of the articles, the relevant parts of the study:

- (a) the purpose;
- (b) the research questions;
- (c) the research design, including independent and dependent variables when relevant;
- (d) the participants;
- (e) the materials;
- (f) the data sources, outcome measures and/or dependent variables or measures;
- (g) the research procedures;
- (h) the data analysis procedures;
- (i) the results; and
- (j) implications, if any from the study.

I expect students to come to class prepared to give a short synopsis of the purpose, method, and results of the paper they select. I will call on students at random and expect each to provide an oral overview of the study to prompt discussion of the research design and how it relates to our topic.

**Presentation:** One method section will be presented orally using audio-visual aides (e.g., PowerPoint slides) during a ten-minute presentation. Place a copy of the slides on digital black board. Sign up sheets for presentation times will be distributed in class. Sample PowerPoint templates will be available.

**Class Participation and Attendance Policy:** Because of the importance of lecture and discussion to your total learning experience, I encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. With reference to the grading scale described later in this syllabus, you will note that this percentage is equivalent to a full letter grade. Students who must miss a class are responsible for completing all assignments and readings for the next class.

**Bring flash drive or other relevant media to class in order to save work completed during class.** You may also attempt to email your work from the computer used in class to your own email account. Be aware that the technology support team reinstalls a new disc image on each university-owned computer in each lab every night. The disc image contains no user-created files and has the effect of erasing everything that was saved on the drive during the previous day. Any failure in email transmission will, therefore, result in the loss of your work and require you to complete it again. Saving to your own device is a far more secure procedure.

## Course Evaluation

### RUBRIC FOR In Class/HOMEWORK ASSIGNMENTS

**Adequate assignment (1 point):** Assignment is thorough, thoughtful, correctly done, and submitted on time.

**Marginal assignment (.5 point):** Assignment is carelessly prepared, not thoughtful, or incomplete.

**Inadequate assignment (0 points):** Assignment has little or no value, or is not submitted on time.

### RUBRIC FOR WEEKLY QUIZES

**Adequate quiz score (1 point):** Submitted on time; reflects a score of 90% or greater.

**Marginal quiz score (.5 point):** Score of 80 to 89% reflects lack of content knowledge.

**Inadequate quiz score (0 points):** Score below 80% or not submitted on time.

### RUBRIC FOR FINAL EXAMINATION (15 points)

Item scoring criteria:

**Exemplary response:** (13-15 points) Provides direct and thorough response to question, defines relevant terms, provides specific examples or instances of the concepts being discussed. Answer is directly reflective of lecture, readings, activities, or assignments, or other material of direct relevance to class.

**Adequate response:** (10-12 points) Provides direct and relevant response to question, provides accurate information directly relevant to class readings, notes, or activities. May provide less information, less elaboration, or a less thoughtful overall response than an exemplary response.

**Marginal response:** (5-7 points) Provides some relevant information, but does not demonstrate overall a clear or complete understanding of the relevant concepts.

**Inadequate response:** (0 points) Weak response that does not appear to reflect course content or activities. May include inaccurate information.

**No response:** (0 points) no response or response that is entirely inaccurate.

### **RUBRIC FOR METHOD SECTION ASSIGNMENTS**

**Exemplary paper (18-20 points):** Appropriate topic, thorough and thoughtful purpose and research questions with appropriate study cited for replication and extension, appropriate and clearly described research design, participants, materials, data sources, implementation procedures, and careful brief description of data analyses. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

**Adequate paper (16-17 points):** Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style or APA format errors may be present.

**Marginal paper (14-15 points):** Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style or APA format, or unclear or inappropriate description of implementation of project.

**Inadequate paper (1-13 points):** Paper with substantial problems in important areas such as writing, proposed implementation of intervention, procedures for evaluation of results, or overall thoughtfulness. Contains little or no information of value to field of education.

**Unacceptable/no paper (0 points):** Paper with no value whatsoever relative to the assignment, or no paper turned in at all. May describe a project of no value that was not approved for this assignment.

### **RUBRIC FOR PARTICIPATION, HOMEWORK AND ATTENDANCE**

**Exemplary (9-10 points):** The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student actively participates and supports the members of the learning group and the members of the class.

**Adequate (8 points):** The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.

**Marginal (7 points):** The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.

**Inadequate (6 or less points):** The student is late for class. Absences are not



documented by following the procedures outlined in this section of the syllabus. The student is unprepared for class and does not actively participate in discussions. The student may fail to exhibit professional behavior and dispositions. **Excessive absences can result in additional penalties and potential withdrawal from class.**

### **RUBRIC for HUMAN SUBJECT PROPOSAL**

**Exemplary (9-10 points)** Appropriately written document containing all components, including: protocol contains answers to all questions, clearly written, informed consent forms written in readability and format appropriate for target audience.

**Adequate (7-8 points)** Good overall proposal, but is lacking in one or two of the criteria for an exemplary proposal. Not entirely reflective or thoughtful, or minor writing style or APA format errors may be present.

**Marginal (6-7 points)** Overall, is acceptable but contains one or more significant problems. Contains some useful information, but may have substantial problems with procedures, writing style or APA format, or unclear or inappropriate description of implementation of project.

**Inadequate (<6 points)** Proposal contains substantial problems in important areas such as writing, proposed implementation of intervention, procedures for evaluation of results, or overall thoughtfulness.

### **RUBRIC for HUMAN SUBJECT Online Training**

**Pass (5 points)** Successful completion of online BASIC and other relevant components training on time

**No Pass (0 - 4 points)** Unsuccessful completion of online BASIC and other relevant components or late in completing assignment.

### **RUBRIC FOR Presentations**

**Exemplary presentation (10 points):** Keeps within the time limits; reflects poise, clarity, knowledge and interest in the content being presented; reflects a high level of preparation; make effective use of overheads, handouts, demonstrations; describes very clearly the treatment(s) under consideration; keeps the audience engaged; provides information of interest and value to audience.

**Adequate presentation (8-9 points):** Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less polished or prepared, may be vague in some place, or may fail to completely engage the audience.

**Marginal presentation (6-7 points):** Presentation provides relevant information, but demonstrates only a limited understanding of the topic or project. Style, handouts, or visual aids may be less than inadequate.

**Inadequate presentation (1-5 points):** Weak overall presentation that reflects very little knowledge of topic or project. May appear very poorly prepared, or may not have followed directions. Handouts or visual aids may be inadequate or lacking.

**Unacceptable/no presentation (0 points):** Completely unsatisfactory presentation, with no reasonable reference to topic or project; or no presentation made.

### Grading Scale

Weekly on line quizzes	17 pts
Human Subjects on line training completion	5 pts
Human Subject Proposals	10 pts
Method Sections (2 @ 20 pts each)	40 pts
Method Section Presentation	10 pts
Exam	15 pts
In Class/Homework, Class Participation and Attendance	3 pts
<b>TOTAL</b>	<b>100 pts</b>

### Letter grades will be assigned as follows:

A+ 98-100%	A 93-97.49%	A- 90-92.49%
B+ 88-89.49%	B 83-87.49%	B- 80-82.49%
C 70-79.49%	F below 70%	

### Homework Assignments

*IF WE ALTER THE SCHEDULE, MOVE THESE ASSIGNMENTS TO THE RELEVANT CLASS*

- Class 2:* Select a *published research article* from the library. Read the article; bring it to class having identified: the research problem, the literature review, the purpose or research questions, the method section, the data collection procedures, the data analyses and the discussion. Highlight each area by identifying it in the margins.
- Class 4:* Select a *published literature review* article from the library. Read the article; bring it to class having identified the parts of the review in the margins.
- Class 5:* Select a *published experimental quantitative research intervention study article* from the library. Read the article; bring it to class having identified: the research problem, the literature review, the purpose or research questions, the method section, the data collection procedures, the data analyses and the discussion. Highlight each area by identifying it in the margins.
- Class 9:* Select a *published qualitative research article* from the library. Read the article; bring it to class having identified: the research problem, the literature review, the purpose or research questions, the method section, the data collection procedures, the data analyses and the discussion. Highlight each area by identifying it in the margins.
- Class 12:* Select a *published survey research* article from the library. Read the article; bring it to class having identified: the research problem, the literature review, the purpose or research questions, the method section, the data collection procedures, the data analyses and the discussion. Highlight each area by identifying it in the margins.

### Tentative Course Schedule

Week	Date	Topic	Reading/Preparation	Due
1	8/31	Review syllabus Introduction to the Field of Educational Research; Introduction to GMU Policy for Human Subjects		<p>SET UP</p> <ul style="list-style-type: none"> <li>• Blackboard section</li> <li>• PRENTICE HALL WEB SITE</li> <li>• <a href="http://www.citiprogram.org">http://www.citiprogram.org</a> and</li> <li>• <a href="http://www.gmu.edu/pubs/osp/humansubjects.html">http://www.gmu.edu/pubs/osp/humansubjects.html</a> IN CLASS</li> </ul>
2	9/07	Guest: Anne Driscoll, MS, MIS Education Liaison Librarian 703-993-3715 <a href="mailto:adrisco2@gmu.edu">adrisco2@gmu.edu</a> How to use the relevant databases effectively at the GMU library Meet @ class time in the Johnson Center Library Instruction room.	Johnson Center Library Instruction Room	<ul style="list-style-type: none"> <li>• Think of a research topic of relevance to your area of interest. Be ready to search and locate refereed publications relevant to you area.</li> </ul>
3	9/14	Overview of Educational Research	Chapters 1, 2 & 3	<ul style="list-style-type: none"> <li>• Weekly quizzes for chapters.</li> <li>• Bring an empirical research article of your choice to class. <ul style="list-style-type: none"> <li>○ Identify the research problem,</li> <li>○ the literature review,</li> <li>○ the purpose or research questions,</li> <li>○ the method section,</li> <li>○ the data collection procedures,</li> <li>○ the data analyses and the discussion.</li> <li>○ Highlight each area by identifying it in the margins.</li> </ul> </li> <li>• Post your marked article on the class website or bring a marked hardcopy to class and provide it for your instructor.</li> <li>• Be prepared to give a five-minute summary of the study.</li> </ul>

Week	Date	Topic	Reading/Preparation	Due
4	9/21	Identifying Research Problems; Reviewing the Literature Specifying a Purpose; Research Questions	Chapters 4 and 5 Lovett (2010) from class web site.	<ul style="list-style-type: none"> <li>• Weekly quizzes for chapters.</li> <li>• Bring a literature review paper or your choice to class. <ul style="list-style-type: none"> <li>○ Identify the parts of the review in the margins.</li> </ul> </li> <li>• We will create a coding sheet for use in subsequent classes based on the procedures in you literature reviews/ <ul style="list-style-type: none"> <li>• <a href="http://www.citiprogram.org">http://www.citiprogram.org</a> review on line module prior to class</li> <li>• <a href="http://www.gmu.edu/pubs/osp/humansubjects.html">http://www.gmu.edu/pubs/osp/humansubjects.html</a></li> <li>• Review GMU policies and procedures prior to class</li> </ul> </li> <li>• Weekly quizzes for chapters.</li> <li>• Analyze the <i>Quantitative</i> intervention RESEARCH study posted on the class website. <ul style="list-style-type: none"> <li>○ Identify the research problem, the literature review,</li> <li>○ the purpose or research questions,</li> <li>○ the method section,</li> <li>○ the data collection procedures,</li> <li>○ the data analyses and the discussion.</li> <li>○ Highlight each area by identifying it in the margins</li> <li>○ Post the marked paper on the Blackboard site.</li> </ul> </li> <li>• Work on quantitative method section.</li> <li>• <b>Bring a hardcopy draft of Quantitative Research Method and matching Human Subject proposal due for peer review.</b></li> <li>• Post a copy of the draft on the class website before class.</li> </ul>
5	9/28	The nuts and bolts of human subjects research protections	Review Human Subjects information	<ul style="list-style-type: none"> <li>• <a href="http://www.citiprogram.org">http://www.citiprogram.org</a> review on line module prior to class</li> <li>• <a href="http://www.gmu.edu/pubs/osp/humansubjects.html">http://www.gmu.edu/pubs/osp/humansubjects.html</a></li> <li>• Review GMU policies and procedures prior to class</li> </ul>
6	10/05	Collecting, Analyzing and Interpreting Quantitative Data,	Chapters 6 and 7	<ul style="list-style-type: none"> <li>• Weekly quizzes for chapters.</li> <li>• Analyze the <i>Quantitative</i> intervention RESEARCH study posted on the class website. <ul style="list-style-type: none"> <li>○ Identify the research problem, the literature review,</li> <li>○ the purpose or research questions,</li> <li>○ the method section,</li> <li>○ the data collection procedures,</li> <li>○ the data analyses and the discussion.</li> <li>○ Highlight each area by identifying it in the margins</li> <li>○ Post the marked paper on the Blackboard site.</li> </ul> </li> <li>• Work on quantitative method section.</li> <li>• <b>Bring a hardcopy draft of Quantitative Research Method and matching Human Subject proposal due for peer review.</b></li> <li>• Post a copy of the draft on the class website before class.</li> </ul>
7	10/12	Peer review of method section and matching HSRB proposals in class. Getting Started with SPSS	Whatever chapters are left from 3/03	<ul style="list-style-type: none"> <li>• Work on quantitative method section.</li> <li>• <b>Bring a hardcopy draft of Quantitative Research Method and matching Human Subject proposal due for peer review.</b></li> <li>• Post a copy of the draft on the class website before class.</li> </ul>
8	10/19	Article review and evaluation	Materials provided on website.	<ul style="list-style-type: none"> <li>• Complete review of manuscript submitted for publication and make recommendation to editor regarding publication.</li> <li>• Complete review of APA on manuscript provided.</li> </ul>

Week	Date	Topic	Reading/Preparation	Due
9	10/26	Collecting Analyzing and Interpreting Qualitative Data	Chapters 8 & 9	<ul style="list-style-type: none"> <li>• <b>Quantitative Research Method and matching</b></li> <li>• <b>Human Subject proposal due</b></li> <li>• Weekly quizzes for chapter.</li> <li>• Review the <i>Qualitative</i> research study posted on the class website.               <ul style="list-style-type: none"> <li>○ Identify the research problem,</li> <li>○ the literature review,</li> <li>○ the purpose or research questions,</li> <li>○ the method section,</li> <li>○ the data collection procedures,</li> <li>○ the data analyses and</li> <li>○ the discussion.</li> </ul> </li> <li>○ Highlight each area by identifying it in the margins</li> </ul>
10	11/02	Grounded Theory, Ethnographic and Narrative Designs	Chapters 14, 15, & 16	<ul style="list-style-type: none"> <li>• Weekly quizzes for chapters.</li> <li>• Bring a <i>Qualitative</i> research study to class.               <ul style="list-style-type: none"> <li>○ Identify the research problem,</li> <li>○ the literature review,</li> <li>○ the purpose or research questions,</li> <li>○ the method section,</li> <li>○ the data collection procedures,</li> <li>○ the data analyses and</li> <li>○ the discussion.</li> </ul> </li> <li>• Highlight each area by identifying it in the margins or listing the components on a separate page.</li> </ul> <p>Post the marked article on the Blackboard site</p>

Week	Date	Topic	Reading/Preparation	Due
11	11/09	Experimental and Quasi-Experimental Designs, Correlational and Survey Designs	Chapters 11, 12, & 13	<ul style="list-style-type: none"> <li>• Bring a survey research article to class.               <ul style="list-style-type: none"> <li>○ Identify the research problem,</li> <li>○ the literature review,</li> <li>○ the purpose or research questions,</li> <li>○ the method section,</li> <li>○ the data collection procedures,</li> <li>○ the data analyses and</li> <li>○ the discussion.</li> </ul> </li> <li>• Highlight each area by identifying it in the margins</li> <li>• Post the marked article on the Blackboard site</li> <li>• EXAM POSTED ON BB</li> </ul>
12	11/16	Independent work on qualitative method section and exam		<ul style="list-style-type: none"> <li>• No class meeting, individual appointments for consultation available.</li> <li>• work on final class products, including               <ul style="list-style-type: none"> <li>○ qualitative method section,</li> <li>○ presentations and</li> <li>○ exam.</li> </ul> </li> </ul>
13	11/23	Thanksgiving Recess		No class meeting
14	11/30	Peer review of qualitative method sections.		<ul style="list-style-type: none"> <li>• work on exam</li> <li>• Weekly quizzes for chapters</li> <li>• <b>Draft of Qualitative research method due for peer review.</b></li> <li>• Presentation Templates POSTED on BB</li> </ul>
15	12/07	Single Subject Methodology Mixed Method and Action Research Designs	TBA Chapters 17 & 18	
16	12/14	Summary and synthesis: What have we learned about educational research methods	Finish Exam	<b>Qualitative research method due on Blackboard</b> <b>Poster Presentation of one method section.</b>

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## Other References that I Recommend

- Abelson, R. P. (1995). *Statistics as principled argument*. Hillsdale, N.J.: L. Erlbaum Associates.
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