

## EDRS 811: Quantitative Methods in Educational Research Fall 2012

**Course Time: Monday 4:30-7:10 p.m. Room 320 Innovation Hall**

**Instructor: Angela Miller, Ph. D.**

Office Hours: Thursday 4:00-6:00 p.m. and by appointment

Office Hours Location: West Building, Room 2105

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**Course Description:** The purpose of this course is to develop students' understanding of statistical ideas and procedures required for conducting statistical analyses and applications of quantitative methods in the practice of educational research. The course will reinforce and build upon concepts and skills acquired in EDRS 620. Students will learn through a combination of reading assignments, hands-on experience in using a computer program for data analysis, and application activities. Students will be expected to identify and report on quantitative methods used in published research (i.e., journal articles), to analyze data using the Statistical Package for Social Sciences (SPSS), and to provide written report of methodology and results.

**Prerequisite:** Successful completion of EDRS 620 (or its equivalent) or permission of instructor.

*Note: The first 3 weeks of the semester will be a very fast paced review of material that you have already been exposed to (distributions, hypothesis testing, descriptive statistics, central limit theorem, t-tests).*

### **Required Materials:**

(1) Dimitrov, D. M. (2008) Quantitative Research in Education: Intermediate & Advanced Methods. NY: Whittier Publications. ISBN: 978-1-57604-301-1

(2) Access to SPSS software. There are computer labs on campus that provide access to SPSS. You may also rent SPSS for the semester (6 months) at <http://www.e-academy.com>. It is the student's responsibility to ensure access to SPSS outside of class time as there will not be sufficient time in class to complete required assignments.

(3) A simple nonprogrammable calculator that has a square root function.

**Course Goals:** This course is a one-semester statistics course design to expand students' understanding of ANOVA techniques and an introduction to regression analyses. By the end of the semester, it is expected that you will be able to:

- a. understand the logic of hypothesis testing, type 1 and 2 error, and statistical power;
- b. Demonstrate a conceptual understanding of the following statistical techniques: one-way, two-way, and three-way ANOVA, part and partial correlation, ANCOVA, and simple and multiple regression;
- c. Demonstrate via linear equation and explain each of the techniques listed above in terms of the general linear model;
- d. Select and justify an appropriate test statistic for a particular hypothesis;
- e. Explain and examine underlying assumptions of each analysis as well as make recommendations for analysis if the assumptions are not upheld;
- f. Develop SPSS computer skills necessary for conducting statistical analyses;
- g. Write-up reports of statistical analyses using correct APA format;
- h. Read, understand, and interpret results of all analyses covered in the course.

**Course Format:** The class sessions will include lecture, small group discussion, and discussion of SPSS output. **Questions are encouraged.** The lab portion of the class will provide time for hands-on computer work that is directly related to the homework and course goals.

**Class Preparation:** Information on course assignments, weekly quizzes, and notes for class lectures are available on the course Blackboard site.

For assistance with Blackboard students may email [courses@gmu.edu](mailto:courses@gmu.edu), call (803) 993-3141, or go to Johnson Center Rm 311 (office hours: 8:30 am-5 pm). For general technical assistance, students may call 9703) 993-8870 or go to the counter in Innovation Hall.

**Class Attendance & Participation:** Students are expected to come to class on time, complete assignments, and participate in class discussions.

### **Statistics Study Tips:**

- 1 Read widely; then read some more.
- 2 'Google' difficult concepts. There is lots of helpful statistical information on the web.
- 3 Check for understanding frequently. This means that when a formula is presented, take time to see if you can explain how the formula works. If Greek letters are difficult for you, write out what each letter means.
- 4 Complete as many questions/problems as possible at the end of the chapters.
- 5 Develop examples of research questions and hypotheses that are appropriate for each statistical technique.
- 6 Form a study group.
- 7 Start the homework as soon as possible after class; waiting until the night before it is due does not help you process the material.

### **ASSESSMENT:**

- **Online Quizzes (10%):** Each week (beginning week 2) there will be a short quiz posted on Blackboard. The quizzes are composed of short answer and multiple choice items which will cover the basic concepts presented in class and in the textbook. Quizzes are timed (usually 20 minutes) and must be completed during the specified time period. These quizzes are designed to provide you (and me) with feedback about your course progress. Your quiz score cannot lower your overall course grade (unless you have received 0's on quizzes due to failure to complete them). You must complete the online quiz by midnight the day before class meets. You are encouraged to take the quizzes soon after the class meeting; the purpose of the quiz is to help you to isolate key concepts from the class period and to focus your study time.
- **Homework Assignments (15%):** You will have 6 homework assignments. Assignments will be posted on Blackboard following the lecture on the homework topic(s). All assignments need to be completed by the beginning of the class on the due date. No late assignments will be accepted. Some questions will ask you to explain statistical concepts, some will ask you to work out problems, and others will require you to run analyses using SPSS and interpret results. You should show all of your work for any problem that you complete and include appropriate computer printouts (please cut and paste from SPSS to Word). You may work together on your assignments; however, students should submit their own independent write-up of results.

- **Research Article Critique (15%):** You will select one empirical journal article that reports on the results of a quantitative research project that is related to your area of interest. Specific guidelines will be provided early in the semester.
- **Exams (60%):** The two exams will cover the material from the class and textbook and include multiple choice and short answer questions as well as interpretation of SPSS output. The midterm exam is worth 25% and the final exam is worth 35%.

**Grading Scale:** Grades will be assigned based on the following:

|    |         |    |        |   |           |
|----|---------|----|--------|---|-----------|
| A+ | 98-100% | B+ | 88-89% | C | 70-79%    |
| A  | 93-100% | B  | 83-87% | F | below 70% |
| A- | 90-92%  | B- | 80-82% |   |           |

Final grades are based in the assessments described above. “Extra credit” is not available.

## 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 co 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/>].

## Academic Integrity and Honor Code

- GMU is an Honor Code university and students are expected to abide by the honor code on all exams and assignments. [See <http://academicintegrity.gmu.edu/> ].

**Late Assignments:** *As a general rule, late papers/homework will not be accepted.* If you believe you have EXCEPTIONAL circumstances and wish to negotiate to have extra time to complete course work, you must discuss this with me before the day the assignment is due. (Negotiating means that you will be sacrificing a portion, perhaps substantial, of your grade for extra time).

### Tentative Course Schedule

| <b>Date</b> | <b>Class</b> | <b>Topic</b>  | <b>Reading/Due</b>                                    |
|-------------|--------------|---|---|
| 8/27        | 1            | Review: Data, Descriptives & Sampling Distributions<br>SPSS | Ch. 1 & 6-7   |
| 9/3         |              | <b>Labor Day—NO CLASS</b>                                   |   |
| 9/10        | 2            | Review: Research Concepts & Hypotheses Testing              | <b>HW#1</b><br>Ch. 2-5, 8.1 & 8.2                     |
| 9/17        | 3            | Review: T-tests<br>Power                                    | Ch. 8 &<br>Pdf available on Bb                        |
| 9/24        | 4            | Chi-Square<br>Correlation/Simple Regression                 | <b>HW#2</b><br>Ch. 10 & 12                            |
| 10/1        | 5            | Part and Partial Correlation<br>Multiple Regression         | Ch. 11 & 13   |
| *10/9       | 7            | Multiple Regression   | <b>HW#3</b><br>Ch. 13 (cont.)                         |
| 10/15       | 8            | <b>Midterm Exam</b>   |   |
| 10/22       | 9            | One-Way ANOVA   | Ch. 14  |
| 10/29       | 10           | Post Hoc &<br>Planned Comparisons                           | Ch. 14 (cont.)  |
| 11/5        | 11           | Factorial ANOVA   | <b>HW#4</b><br>Ch. 15                                 |
| 11/12       | 12           | Factorial ANOVA   | Ch. 15 (cont.)  |
| 11/19       | 13           | ANCOVA  | <b>HW#5</b><br>Ch. 16                                 |
| 11/26       | 14           | Multiple Regression and ANOVA                               | Ch. 17  |
| 12/3        | 15           | Catch-up (if necessary) & Review                            | <b>HW#6</b>   |
| 12/10       |              | <b>Reading Day</b>  | <b>Article Critique Due<br/>Thurs. 12/13 by 6 pm.</b> |
| 12/17       |              | <b>FINAL EXAM</b>   |   |