

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

EDRS 811: 001 Quantitative Methods in Educational Research
Spring 2015, 3 credits

Course Time: Monday 4:30-7:10 p.m.
Course Location: Room 205 Innovation Hall



Instructor: Erin Peters-Burton, Ph. D.

Office Hours: Thursday 2:00-3:30 p.m. and by appointment

There will be some Thursdays that I will be out of town at research sites or conferences.

Office Hours Location: Room 2001 West Building

Office Phone: (703) 993-9695

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Catalog Description: Emphasizes advanced methods of conducting research using quantitative methods of data collection, and analysis appropriate for research in education. Includes design of experimental and quasi-experimental research studies, and methods of analysis appropriate to these studies, including analyzing variance and multiple linear regression.

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) and EDRS 810 or permission of instructor. *Note: The first few weeks of the semester will be a review of material that you have already been exposed to (principles of research, descriptive statistics, normal distribution, hypothesis testing).*

Required Materials:

(1) Lomax, R. G. & Hahs-Vaughn, D. L. (2012). *An introduction to statistical concepts*, 3rd Ed. NY: Routledge. ISBN: 978-1-415-88005-3

(2) Access to SPSS software. There are computer labs on campus that provide access to SPSS. You can access SPSS software through GMU's virtual computer library at www.vcl.gmu.edu. Information about how to use the virtual computer library is available at http://itservices.gmu.edu/services/view-service.cfm?customel_dataPageID_4609=5689.

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.

Recommended Resource:

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th edition)*. Washington, DC: APA.

Nature of Course Delivery: 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 and will provide time for individual feedback.

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

How to Succeed in EDRS 811 (and in the Doctoral Program)

Many people tend to think of statistics as a static and “cut and dry” field when, in fact, it is neither. Advances in computing have enabled the rapid development of more sophisticated modeling tools. There is no way that you will ever know and understand all of them. What you need to understand are the basic assumptions underlying different models, how to select among them, and where to go to get information to learn more if you need something new.

As doctoral students, my main goal for you is to help you become *expert learners*. It is not realistic for me to be your only source of information, nor is it a viable learning model for the scientists and researchers that you are becoming. Make use of the many resources that are easily available on the web and work with one another.

The most important thing you can bring with you to class is a willingness to try to conceptually understand the material. *Please be active--ask questions and participate.*

Outside of class, remember that reading statistical information takes a long time, and even when you read slowly and deliberately, you will need to go back and revisit it over and over. Many people find that this is not easy material; you should accept struggles as a normal part of the learning process.

Statistics Study Tips

Read widely; then read some more.
‘Google’ difficult concepts. There is lots of helpful statistical information on the web.
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.
Complete as many questions/problems as possible at the end of the chapters.
Develop examples of research questions and hypotheses that are appropriate for each statistical technique.
Form a study group.
Start the homework as soon as possible after class; waiting until the night before it is due does not help you process the material
Be organized so that you can review materials iteratively. Most likely you will need to revisit concepts multiple times to really master them

Learning Outcomes: This course is a one-semester statistics course designed 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.

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, 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.

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 25 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 5 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, you should submit your own independent write-up of results. Please submit your homework assignments by emailing them to me at epeters1@gmu.edu.

- **Understanding Research Article Methods/Analysis (15%):** This assignment consists of a collection of 3 papers, each worth 5% of your grade. **First**, you will be given an article early in the semester to which you will respond to a series of questions. **Next**, 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 for *each of 2 categories of methods of analysis* covered this semester (total of 2 selected articles):
 - (a) one-way, repeated, factorial, or ANCOVA, and
 - (b) Multiple Regression

You will read the entire article, identify key components of the methods/analysis and also write a short commentary/critique (2 pages maximum) of the Methods & Analysis section. Helpful hint: *Pay attention to the methods and analyses sections of articles that you are reading for other courses or for research projects. These are great candidates for this course requirement.*

- **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.

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).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

GMU Policies and Resources for students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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

Tentative Course Schedule

Date	Class	Topic	Reading/Due
1/26	1	Review: Data, Descriptives & Sampling Distributions SPSS	Chs. 1-3
2/2	2	Review: Distributions & Standardized Scores; Intro to SPSS	Ch. 4
2/9	3	Standard Error, Hypothesis Testing, Power	HW #1 Chs. 5-6 (thru 6.6.2)
2/16	4	Effect Size, Confidence Intervals, T-test (single, independent, dependent)	Chs. 6- 7
2/23	5	Chi-square	HW #2 Ch. 8
3/2	6	Correlation	Ch. 10 Directed Critique Due
3/9	7	<i>Spring Break- no class</i>	
3/16	8	ANOVA	Chs. 11-12
3/23	9	Midterm Exam	
3/30	10	Factorial ANOVA	HW #3 Ch. 13
4/6	11	ANCOVA	Ch. 14
4/13	12	Review and catch up- online Peters-Burton is out of town presenting at NARST	Article Results Summary #1 (ANOVA) Due
4/20	13	Simple Regression	HW #4 Ch. 17
4/27	14	Multiple Regression	Ch. 18
5/4	15	Random & Mixed Factor ANOVA, Repeated Measures	HW #5 Ch. 15
			Last day to submit Results Summaries #2: Thurs. 5/7 by 4 pm.
5/11		FINAL EXAM	

