

EDEP 632: Introduction to Research Methods & Human Development
[3 credits]



Instructor: Dr. Kimberly Sheridan
Class Date & Time: Thurs 4:30-7:10
Office Hours: 7:10-7:30 PM Thurs, other hours by appt.
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COURSE DESCRIPTION

Develops an understanding of research methods through the study of human development from early childhood to adult within the context of educational psychology. Major emphasis is placed on foundational research in education and human development as it pertains to varied learning contexts.

Prerequisite: none

REQUIRED TEXTS

McMillan, J. H. (2012). Educational Research : Fundamentals for the Consumer (6th Ed.) Boston, MA: Pearson.

Papalia, E. E., Wendkos Olds, S., & Feldman, R. D. (2012). Experience Human Development (12th or 11th edition). New York: McGraw Hill.

NATURE OF COURSE DELIVERY

The course is structured around readings, reflections on those readings, class projects, presentations, and papers. This course will be taught using lectures, discussions, and relevant group activities.

STUDENT OUTCOMES

This course promotes an understanding of how to be an effective consumer of research in education and human development across the lifespan and in varied learning contexts. The course will place emphasis on child and adolescent development through the use of foundational and contemporary research works in educational psychology and human development.

- Students will be able to comprehend, describe, summarize and analyze research articles.
- Students will be able to explain how research relates to specific constructs in educational psychology and human development across cognitive, linguistic, social and emotional dimensions
- Students will develop an understanding of the educational implications of theories of educational psychology and human development
- Students will understand the historical context and contemporary approaches to research in educational psychology and human development
- Students will develop an informed perspective on developmental issues in educational psychology such as individual differences, change over time, and the complex interactions of internal and external factors.

- Students will develop and reinforce their critical thinking, problem solving, oral and writing skills.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

The program goals are consistent with the following Learner-centered psychological principles (APA Division 15) outlined by the American Psychological Association Presidential Task Force in Education.

- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 10: Developmental Influences on Learning
- Principle 11: Social Influences on Learning
- Principle 12: Individual Differences on Learning
- Principle 13: Learning and Diversity

For more information please see:

American Psychological Association (1997). *Learner-Centered Psychological Principles: Guidelines for the Teaching of Educational Psychology in Teacher Education Programs*. (<http://www.apa.org>).

COURSE REQUIREMENTS (% of Final Grade)

Annotated Articles (40% --10% each): Students will annotate four articles selected by the instructor. These articles will represent different development periods as well as a variety of methodological approaches including both quantitative and qualitative analyses. This annotation will be more detailed than the entries in the annotated bibliography below and will follow

Annotated Bibliography (15%): Students will locate articles relevant to their area of interest within the realm of human development and construct an annotated bibliography including information on the purpose of the study, research question(s), methods used, and a brief summary of the findings. This annotated bibliography will be the foundation of the major assignment for this course, the Review of the Literature.

Review of the Literature (35%): Students will write a comprehensive literature review and consider analysis examining one of the themes in human development. Any of the major themes in Papalia et al., are appropriate, but students are not limited to this list. The choice of topic should be discussed with the instructor. Students research paper topics will be discussed during the semester in class. The literature review will consist of approximately 20 pages, double-spaced, not including references.

Research papers must adhere to the APA Publication Manual Guidelines. **[See rubric]**

Attendance & Class Participation (10%): Because of the importance of lecture and discussion in the total learning experience, students are encouraged 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 behavior will reflect the professional attitude implied in the course goals. If students miss a class you must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

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%

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. A late assignment is subject to a penalty of 10% of the award for every day that it is overdue.

**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://oai.gmu.edu/the-mason-honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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 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:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)].

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/>.

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ASSESSMENT RUBRIC FOR Review of the Literature

Criteria	Excellent (30 points possible on Rubric)	Adequate	Needs Significant Changes
Peer-Reviewed Research	Contains references to 10 or more empirical studies (5)	Contains references to 8-9 studies (4)	Does not include at least 7 peer reviewed studies (1-3)
APA Style	No significant errors (3)	Contains few significant errors in style, reader can still interpret and appreciate the content of the paper (2)	Paper does not adhere to APA-Style format (1)
Abstract	Conveys clearly and sequentially the content of paper (5)	Gives a general overview of paper topic, but no sequential elaboration of contents (4)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (3)
Discussion of the Literature	Insightful, and critical; clearly written, technical terms are well-defined, does not overly rely on quotes from papers or includes them strategically (5)	Clearly written, most technical terms, author includes lengthy quotes from papers, but less analytical or insightful (4)	Over reliance on quotations, little evidence of student's own analysis or synthesis of the topic (3)
Writing	Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (4)	Paper adequately conveys the main points of the topic (3)	Errors in style format make it difficult to appreciate the content of this paper (1-2)
Technical Merit	Contains NO major misspellings nor repetitive grammatical mistakes (3)	Contains few major misspellings or repetitive grammatical mistakes (2)	Contains major misspellings and repetitive grammatical mistakes (1)
Interpretations	Insightful, original synthesis, goes beyond the scope of the literature (5)	Analytical, draws logical conclusions based upon evidence from literature (4)	Discussion mostly summarizes the main points of the literature to support conclusions (3)

ASSESSMENT RUBRIC FOR PARTICIPATION AND ATTENDANCE

	LEVEL OF PERFORMANCE			
ELEMENT	Distinguished (9-10 pts.)	Proficient (8 pts.)	Basic (7 pts.)	Unsatisfactory (6 or less pts.)
Attendance & Participation 10 pts. Possible	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.	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.	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.	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in discussions.

Tentative Course Schedule

Class		Readings
		KEY: M: McMillan HD: Paplia et al.
Wk 1 1/22	Introduction to the course and syllabus. The study of research methods & human development	M: chapter 1
Wk 2 1/29	The Research Problem Library searching techniques,(e.g., PsycInfo.) Theories of human development and overview of lifespan approach	M: chapter 2 & 3 HD: chapter 1 Begin Annotated Articles (digital copies of selected articles will be posted on Bb).
Wk 3 2/5	Methods: Sampling First three years and early childhood: Physical development & cognitive development Workshop annotating a sample article.	M: Chapter 4 HD: Chapters 2, 3 & 6 Skim zero to three website: http://www.zerotothree.org/public-policy/state-community-policy/national-infant-toddler.html
Wk 4 2/12	Methods: Measures First three years and early childhood: Psychosocial development	M: Chapter 5 HD: Chapter 4 & 7
Wk 5 2/19	Methods: Gathering Data Middle childhood: Physical and cognitive development	Annotated Article #1 Due (experimental) M: Chapter 6 HD: Chapter 8
Wk 6 2/26	Methods: Design Middle childhood: Psychosocial development	M: Chapter 7 & 8 HD: Chapter 9 Assigned chapter from Rogoff book (GMU e-book)
Wk 7 3/ 5	Methods: Design Adolescence: Physical and cognitive development	Annotated Article #2 Due (qualitative) M: Chapter 7 & 8 HD: Chapter 10
3/12	Spring Break	

Wk 8 3/19	Methods: Design Adolescence: Psychosocial development	Annotated Article #3 Due (survey/correlational) M: Chapter 10 & 11 HD: Chapter 11
Wk 9 3/26	Dr. Sheridan presenting at a conference, no class.	M: Chapter 10 & 11 HD: Chapter 12 Assigned chapter from Rogoff book (GMU e-book)
Wk 10 4/2	Methods: Reading Results Young adulthood: Psychosocial development	Annotated Article #4 Due (mixed methods) M: Chapter 9 HD: Chapter 13
Wk 11 4/9	Methods: Discussion & Conclusions Middle adulthood: Physical and cognitive development	M: Chapter 13 HD: Chapter 14
4/16	Dr. Sheridan presenting at AERA, no class.	Annotated Bibliography Due (submit on-line by midnight Thurs) Review AERA presentations for authors/relevant topics from your bibliography.
Wk 12 4/23	Methods: Discussion & Conclusions Middle adulthood: Psychosocial development	M: Chapter 14 HD: Chapter 15
Wk 13 4/30	Late adulthood: Physical and cognitive development Late adulthood: Psychosocial development Death and bereavement	HD: Chapters 16 & 17
Wk 14 5/7	Wrap-up and discussion of literature reviews.	Final literature review paper due

