

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY**



**EDEP 824
Research Project in Educational Psychology: Sequence II
Fall 2018
Monday 4:30-7:10 PM
Innovation Hall, Room 316**

Instructors: Drs. Michelle Buehl & Angela Miller

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Office location: West 2101 (Buehl) and West 2007 (Miller)

Office hours:

Dr. Buehl: Tuesday 3:00pm-4:00pm & by appointment

Dr. Miller: Wednesday 3:00pm- 4:00pm & by appointment

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COURSE DESCRIPTION:

A. Prerequisites: EDEP820, EDEP821, EDEP822, EDEP 823 (if doctoral focus is educational psychology). Doctoral students of other areas may take without prerequisites.

B. Focuses on development and implementation of research studies in educational psychology. Students acquire skills regarding collecting, analyzing, and interpreting data. Second in two-course sequence.

NATURE OF COURSE DELIVERY:

This course consists of lectures, group and electronic discussions, in class activities, and individual/group assignments.

This course will be delivered using a seminar in-person format.

LEARNER OUTCOMES:

This course is designed to enable students to:

- conduct statistical analyses using SPSS
- conduct qualitative analyses
- demonstrate an understanding of software such as NVIVO for qualitative analyses
- interpret findings
- report and discuss research findings
- discuss educational applications and limitations of enacted research study discuss future research in the area of interest
- write a proposal for a conference submission
- develop manuscript for presentation/publication

PROFESSIONAL STANDARDS:

Upon completion of this course, students will have met the following professional standards: The program goals are consistent with the following Learner-Centered Psychological Principles outlined by the American Psychological Association Presidential Task Force in Education (APA, Division 15).

- 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 7: Motivational and Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Effort
- Principle 11: Social Influences 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.*

Retrieved August 21, 2015 from <http://www.apa.org/ed/governance/bea/learner-centered.pdf>

REQUIRED TEXTS:

- 1) American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th Edition). Washington DC: American Psychological Association.
- 2) Goodson, P. (2017). *Becoming an academic writer* (2nd ed.) Los Angeles, CA: Sage.
- 3) Other required readings will be available on Blackboard or through GMU's electronic journal or book database.
- 4) Suggested texts:
 - If doing a quantitative study: EDRS 811 and EDRS 821 texts
 - If doing a qualitative study:
 - Saldana, J. (2015). *The Coding Manual for Qualitative Researchers* (3rd ed). SAGE.
 - Miles, M.B., Huberman, M. & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook.*

COURSE REQUIREMENTS AND EVALUATION CRITERIA:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

It is expected that each student will:

1. Read all assigned materials for the course
2. Critique, present/discuss assigned readings in class *
3. Participate in classroom activities that reflect critical reading of materials
4. Complete a study, write a conference proposal, and present in a poster session *
5. Attend each class session

Assignments

- ***Critique of an Empirical Article:*** Students will locate and write a critique of an empirical research article. The article selected should use the same methodological approach as the student's study and be approved by the course instructors. Students may use an article that is not new to them but the article cannot be submitted for an assignment in an advanced methods class.
- ***Research Paper-Sequence II:*** Students will use their research proposal and data collection from Sequence I and continue with the research and writing process. The final paper should now include the following: 1) Revised Introduction/Literature Review, 2) Revised Methods, including data analysis plan, 3) Findings/Results, 4) Discussion, 5) Educational Applications and Limitations, and 6) Suggestions for Future Research. Some of these sections are submitted as smaller assignments and the full research proposal will be submitted as a final paper. All papers must adhere to the APA Publication Manual Guidelines.
- ***Research Paper Presentation-Sequence II.*** Students will present components of their ongoing work orally in brief presentations throughout the semester and on their final research project in a poster session.
- ***Conference Proposal:*** Students will locate a conference suitable to submit their work to and identify submission criteria. All students will write a conference proposal submission using the American Educational Research Association (AERA) guidelines. Students are encouraged to submit their work to a relevant conference for presentation.

Other Requirements

- ***Class participation and attendance policy:*** Because of the importance of lecture and discussion to your total learning experience, we 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 must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class. Late assignments will not be accepted unless a serious emergency arises and the instructor is notified promptly.

Grading Policy

Written Article Critique	10%
Revised Introduction/Literature Review	5%
Revised Methods and Data Analysis Plan	5%
Results	10%
Discussion	10%
Poster Presentation	5%
Final Research Paper: Sequence II	35%
Conference Submission Proposal	10%
Class Participation and Attendance	10%

A+	98-100%	A	93-97%	A-	90-92%
B+	88-89%	B	83-87%	B-	80-82%
C	70-79%	F	below 70%		

GMU Policies and Resources for Students*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
 - Students must not give or receive unauthorized assistance.
 - Plagiarism is also a violation of the honor code. Please note that:
 - “Plagiarism encompasses the following:
 1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
 2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”
 (from Mason Honor Code online at <http://mason.gmu.edu/~montecin/plagiarism.htm>)
 - Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source.
 - When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.

- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
 - Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
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- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
 - Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
 - Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education and 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, please visit our website <https://cehd.gmu.edu/students/>.

TENTATIVE CLASS SCHEDULE

Date	Class	Topic	Readings and Assignments Due (additional readings will be added based on student projects)
8/27	1	Overview Review Syllabus Updates and Timeline/Plan	
9/3		NO CLASS-LABOR DAY	Submit two articles that use the same analysis as your study for instructor review by Friday 9/7
9/10	2	Organizing Data <i>Guest speaker</i>	Bring approved article to class
9/17	3	<i>Individual Meetings with Instructors</i> Work on revising proposal from the spring	Article Critique due
9/24	4	Data Work Night APA Reporting Standards	Revised Introduction/Literature Review due Applebaum et al. (2018) Levitt et al. (2018)
10/1	5	Data Work Night Writing Results	Bring two articles that use your method of analysis
10/8	6	Data Analysis Plan Workshop	Draft of Data Analysis Plan
10/15	7	No Class Meeting--Work on Results	Revised Methods and Data Analysis Plan
10/22	8	Troubleshooting Results	Draft Results due
10/29	9	Preparing research for conference submission Peer-review for conferences and manuscripts	Read AERA proposal guidelines Identity two potential conferences to submit your work to; bring submission guidelines
11/5	10	Conference Proposal Workshop	Draft conference submission Results due Friday 11/9
11/12	11	Writing Discussion, Limitations, and Future Directions	Conference Submission due

11/19	12	<i>Individual Meetings with Students</i>	
11/26	13	Publication Workshop	Discussion due Identify three potential outlets for your publication and bring the guidelines for authors
12/3	14	Poster Session	Poster in class 12/3 Send poster materials to instructors by 9am 12/3
12/12			Final Research Paper due midnight

CRITERIA	LEVEL OF PERFORMANCE			
	Distinguished	Proficient	Basic	Un-satisfactory
Purpose & Significance of the Study Review of Literature	The student described in detail the purpose and significance of study. The student provided a complete high quality literature review which cites relevant references, cites current as well as earlier research and deals with relevant theories or theoretical frameworks	The student described in detail the purpose and significance of study. The student provided a quality literature review citing relevant research	The student described in detail the purpose of the study. The student provided a basic literature review	The student was unable to provide purpose of the study or a literature review
Quantitative Proposals: Hypothesis	The student clearly stated a significant and testable hypothesis. The hypothesis is important enough to be researched in terms of its significance concerning what is already known about the areas of research and/or an existing theory or theoretical framework	The student stated a significant and testable hypothesis.	The student stated a testable hypothesis.	The student was unable to state a hypothesis.
Qualitative research proposals: Research Questions	The student provided a research question well- aligned with the other dimensions of the research design, a sufficient rationale for choosing a particular question, and described a process that allows for evolution of the research question	The student provided a research question well-aligned with other dimensions of the research design.	The student provided a research question somewhat aligned to the other dimensions of the research design.	The student failed to provide a research question.
Methods: Quantitative	The student provided a feasible design which maximizes the reliability and validity of the measures of her/his variables. The design of the included design, procedures, sample measures	The student provided a feasible design which addresses the reliability and validity of the measures of her/his variables. The design of the study will include design, procedures, sample measures	The student provided a design which includes design, procedures, sample measures.	The student was unable to provide a design for the study

Methods: Qualitative	The student provided clear and justifiable rationale for the selection of a study site/sample, an outline of data collection procedures that are flexible and iterative, and an account of how the process of analysis will be approached.	The student provided sufficient rationale for the selection of the study site/sample, outlined data collection procedures and gave an account of how the process of analysis will be approached.	The student provided some rationale for sample selection, data collection and some outline of procedures and analysis.	The student failed to provide a rationale for sample selection, data collection and analysis.
Data Collection and Results	The student used appropriate statistical techniques, descriptive, inferential to analyze the data (quantitative research). OR the student used appropriate coding and interpretive procedures (qualitative research) and provided detailed interpretation of findings.	The student used appropriate statistical techniques or qualitative analysis techniques and adequately interpreted findings.	The student used appropriate statistical techniques or qualitative analysis techniques with some errors in analysis or interpretation.	The student was unable to use appropriate statistical techniques or qualitative analysis techniques.
Discussion Section	The student provided a thorough discussion which includes a discussion of the results, limitation and future research and limitations of the findings	The student provided discussion which includes a discussion of the results, limitation and future research	The student provided a basic discussion of the results	The student was unable to provide a thorough or discussion
Mechanics of Paper	The student provided a well written research papers which adhered to the APA Publication Manual Guidelines.	The student provided an average written research papers which adhered to the APA Publication Manual Guidelines.	The student provided a research paper which missed several vital elements of a research paper outlined in the APA Publication Manual Guidelines.	The student was unable to provide a final draft of the research paper
Poster Session	The student provided an excellent poster presentation that adhered to the APA Publication Manual Guidelines.	The student provided a poster presentation that adhered to the APA Publication Manual Guidelines.	The student provided a poster presentation that was missing several key elements	The student was unable to construct a poster presentation