

**George Mason University
College of Education and Human Development
Educational Psychology**

EDRS 590.001/B01 – Educational Research
3 Credits, Summer 2020
06/01/2020-07/25/2020
Online-Blackboard

Faculty

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Prerequisites/Corequisites

None.

University Catalog Course Description

Develops skills, insights, and understanding to perform research, with emphasis on interpreting and applying research results. Critiques, research, and uses findings in educational settings.

Course Overview

This introductory research course examines connections among theoretical frameworks, research questions, methods of data collection, analysis and reporting. The purpose of this course is to introduce an understanding of quantitative, qualitative, and mixed methods inquiry. This will involve reading about research. Students will be introduced to the basics of research design, including identifying a problem, conducting a brief literature search, describing data collection and analysis, writing, and ethics. A general intent of the course is to help learners to become better consumers of research, and to understand the ways education research relates to instructional practice and school improvement.

Course Delivery Method

This course will be delivered online (76% or more) using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 1.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's

responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- Gain critical perspectives in order to understand the validity of education research;
- Use appropriate reference sources to locate publications relevant to a topic of their choice;
- Understand measures of central tendency and dispersion and their application to important education outcomes;
- Develop an informed perspective on issues in education that is grounded in contemporary research;
- Understand how teachers or administrators can use research to enhance instruction and inform practice;
- Use various social science perspectives as the foundation for advocacy and change; and
- Be able to apply technology to the task of conducting education research.

Professional Standards Across the many courses in the Educational Psychology, a number of standards are addressed.

Those emphasized most strongly in this course are in below.

3. Candidates will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational research.
4. Candidates will use their knowledge of quantitative and qualitative research methodology to critically read and evaluate quantitative and qualitative research articles.
5. Candidates will use their knowledge of quantitative and qualitative research methodology to develop a research proposal and conduct research.
6. Candidates will demonstrate critical thinking, oral presentation, technological, and writing skills as they are used in the profession. These include:
 - Knowledge and use of APA style
 - Oral presentations
 - Poster presentations
 - Article abstracts
 - Research proposals

- Literature reviews
- Technological skills (including library/reference skills, interactive displays skills, data analysis skills)

Required Texts

McMillan, J. H. (2016). *Fundamentals of educational research (7th ed.)*. Boston, MA: Pearson.

Strongly Recommended Text

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC.

Course Performance Evaluation

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 course materials
2. Participate in Individual and Group Blackboard Activities
3. Critique and/or discuss assigned readings
4. Submit all written assignments on time via Blackboard

Assignments and/or Examinations

HSRB CITI Training Module Completion (10%) GMU requires a Mandatory Training for Persons Conducting Research Using Human Subjects. Seven learner modules in the Basic Course are required prior to applying to conduct any research at Mason using human subjects. For this course, you will be required to complete the Basic Course. This online training module can be accessed at <http://www.citiprogram.org>. (You must complete the required basic course before the optional modules are available). Specific directions for how to log on can be found at the GMU Office of Research Subject Protection website: <http://oria.gmu.edu/research-with-humans-or-animals/institutionalreview-board/human-subjects-training/>

*Turn in an electronic copy only via Blackboard (you should also keep that electronic copy for your records).

GMU also requires that all researchers (including student researchers) submit a research application to the office of Human Subject Protections PRIOR to conducting research. For this course, you should review the application form for class discussion. Application forms and guidelines can be found at the GMU Office of Research Subject Protection website: <http://oria.gmu.edu/research-with-humans-or-animals/institutionalreview-board/human-subjects-policies-procedures-forms-and-instructions/>

Critique of Two Empirical Research Articles (10% each) Students will write a critique of one quantitative intervention study and one qualitative study obtained from a peer-reviewed journal. The critiques should include the following parts: purpose, methods, results, and critical comments as well as your reflections about the article (see Blackboard site for specific instructions).

**The quantitative article critique is a Performance-Based Assessment. See end of syllabus for rubric.

Research Proposal (paper) (40%) Students will write a research proposal (introduction, literature review, and method sections). This proposal should build on existing research and may replicate

and extend previous research studies. The proposal will contain relevant sections specific to the research design (see sample paper on Blackboard as well as pp 41-59 of the APA manual. These page numbers may vary given which version of APA manual you are using). Be sure to refer to the APA manual as well as similar work in your field to help you determine what is critical to include in your own proposal.

***There are checkpoints along the way where drafts may be submitted for feedback (noted as CP on the tentative schedule).

Proposal Requirements (Organizational headings may vary depending on your research design and the specifics of your individual study):

- Introduction & Literature Review
 - Brief introduction to the topic & literature review. (If you are replicating and extending a previous study, you should be sure to describe the original work).
- Statement of purpose and research questions.
- Method
 - Research Design
 - Participants (when applicable, should include setting, subjects, interventionists)
 - Measures
 - Intervention (when applicable, should include control/alternate treatment)
 - Procedures (when applicable, should include study procedures, data collection procedures, scoring procedures, fidelity of treatment procedures)
 - Ethical Considerations
 - Proposed Preliminary Data Analyses
- Limitations
- References

Exam (20%) One exam will cover the material from the class and textbook and include multiple choice as well as short answer questions.

Participation and Attendance Policy (10%) Students will be asked to work individually or in groups to complete discussion board activities for each module on the course material. Their post is due by 11:59PM on the due date. Students are asked to participate in these “online discussions” by addressing the initial prompt and responding to classmates’ posts. Students will be graded based on their level of participation with critical thought in these discussions. Students will ensure that they create a thread (**thread should be named with the student’s name**) and provide comments on at least three classmates’ posts in order to receive full points. Comments on peers’ posts are due two days after due date of original post by 11:59PM. To build a rich learning community through individual and group discussions, the following areas will be assessed for EACH module discussion board post: **1) promptness and initiative; 2) quality of individual work in terms of relevance and contribution to the learning community; and 3) quality of critical reflection on peers’ posts.** These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade.

Other Requirements

Format for written work:

- 1-inch margins on all sides, double-spaced, 12-point Times New Roman font.
- Include the following information: title, name, date, professor, course number.
- Fully proofread for spelling, grammar, and clarity errors; citation and references in APA format.

As a general rule, late assignments 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). [e.g., attendance, participation]

Grading

Your final grade for this class will be based on the following:

A+ 98 – 100%	A 93 – 97.99%	A- 90 – 92.99%
B+ 88 – 89.99%	B 83 – 87.99%	B- 80 – 82.99%
C 70 – 79.99%	F < 70%	

Professional Dispositions

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

Class Schedule

Weeks	Topics	Readings	Activities & Assignments [Lesson Activities & Assignments/ Projects]
Module 1			
Week 1 6/1-6/7	Introduction to Instructor, Course, and Peers	<ul style="list-style-type: none"> Review Syllabus and Course Requirements Review Instructor Introduction Take a tour of the Blackboard site 	Post your introduction (Due Thursday, 6/4) and respond to peers' introductions (Due Sunday, 6/7)
	Lesson 1 Introduction to Research	<ul style="list-style-type: none"> Read Chap. 1 Go over content in Lesson 1 	"Is the question researchable?" Share your Concept map- Type of Research Due Sunday, 6/7
	Lesson 2 Ethical Issues	<ul style="list-style-type: none"> Read Chap. 2 Go over content in Lesson 2 	Examine CITI Training Info Due Sunday, 6/7
Module 2			
Week 2 6/8- 6/14	Lesson 3 Research Problems, Questions, Variables, & Hypothesis	<ul style="list-style-type: none"> Read Chap. 3 Go over content in Lesson 3 Sign up for Individual Meetings 	CP1: Research Questions for Research Proposal Due Sunday, 6/14
	Lesson 4 Literature Review	<ul style="list-style-type: none"> Read Chap. 4 Go over content in Lesson 4 Review guidelines on finding empirical articles and APA formatting 	Post questions related to finding empirical articles or APA formatting in "Ask Your Education Librarian" discussion board forum Locate and email article for critique assignments to the instructor CP2: List of 5 Articles for Research Proposal Due Sunday, 6/14

Weeks	Topics	Readings	Activities & Assignments [Lesson Activities & Assignments/ Projects]
Module 3			
Week 3 6/15-6/21	Lesson 5 Sampling	<ul style="list-style-type: none"> Read Chap. 5 Go over content in Lesson 5 folder 	Exploring the different components of a Research Article CP3: Propose a Sampling Approach for Research Proposal Due Sunday, 6/21
	Lesson 6 Measures, Reliability, & Validity	<ul style="list-style-type: none"> Read Chap. 6 (p.138-142, 155-168), & 7 Go over content in Lesson 6 folder 	CITI Training Certificate Due Sunday, 6/21
Module 4			
Week 4 6/22-6/28	Lesson 7 Basic Statistics	<ul style="list-style-type: none"> Read Chap. 6 (p. 143-153) Go over content in Lesson 7 folder 	“Joy of Stats” CP4: Literature review Due Sunday, 6/28
	Lesson 8 Non-experimental & experimental quantitative design	<ul style="list-style-type: none"> Read Chap. 8 & 9 Go over content in Lesson 8 folder 	Midterm Review Activity Due Sunday, 6/28
Module 5			
Week 5 6/29-7/5	Lesson 9 Quantitative Data Analysis-- Inferential Statistics	<ul style="list-style-type: none"> Read Chap. 10 Go over content in Lesson 9 folder 	EXAM (Due Thursday, 7/2)
Module 6			
Week 6 7/6-7/12	Lesson 10 Qualitative Design	<ul style="list-style-type: none"> Read Chap. 11 Go over content in Lesson 10 folder 	Quantitative Article Critique Due Sunday, 7/12
	Lesson 11 Qualitative Data Analysis	<ul style="list-style-type: none"> Read Chap. 12 Go over content in Lesson 11 folder 	Qualitative Research Methods Activity Due Sunday, 7/12
Module 7			

Weeks	Topics	Readings	Activities & Assignments [Lesson Activities & Assignments/ Projects]
Week 7 7/13- 7/19	Lesson 12 Mixed Methods	<ul style="list-style-type: none"> • Read Chap. 13 • Go over content in Lesson 12 folder 	REQUIRED INDIVIDUAL MEETINGS END THIS WEEK Mixed Methods Activity Due Sunday, 7/19
	Lesson 13 Conclusions	<ul style="list-style-type: none"> • Read Chap. 15 • Go over content in Lesson 13 folder 	Qualitative Article Critique CP5: Design section Due Sunday, 7/19
Module 8			
Week 8 7/20- 7/25	Research proposal Due Saturday, July 25		

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/>.

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 follow the university policy for Responsible Use of Computing (see <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.