

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

**EDRS 810: PROBLEMS AND METHODS IN EDUCATIONAL RESEARCH
FALL 2012**

Section #: 002	Instructor: Sheri Berkeley, Ph.D.
Days: Mondays	Email: sberkele@gmu.edu (best contact)
Time: 4:30 – 7:10 p.m.	Phone: 703-993-9689
Location: Thompson Hall L013	Office: Finley 212
	Office Hours: By appointment

Classmate Contact Information

Name:	Email:	Phone:
Name:	Email:	Phone:
Name:	Email:	Phone:

Course Description

This is an advanced course in the interpretation and application of education research methods. Emphasizes comparison of alternative philosophies of research, ways of formulating questions/hypotheses, research plans, and analysis procedures. Students evaluate existing studies and investigate a range of research approaches.

Prerequisites: Admission to the Ph.D. program or permission of instructor.

Course Objectives

Upon successful completion of the course, students should:

- be able to understand what research is, and how it differs from other intellectual and practical activities in education;
- be able to understand the major approaches to educational research, and the implications of the differences between these for doing and evaluating research in education;
- be able to find, understand, evaluate, and apply published research that is relevant to their field;
- be able to design the basic components of small-scale research studies, both quantitative and qualitative, including
 - identifying a research problem to study
 - formulating the purposes of the study
 - developing a conceptual framework for the study
 - generating appropriate research questions
 - planning relevant and feasible methods of sampling, data collection, and analysis
 - anticipating plausible validity threats, and thinking of ways to deal with these
 - dealing appropriately with ethical issues in the research
- be able to write clearly and coherently about the conceptual framework, questions, and methods used in a research study;
- be able to use the writing style described in the Sixth Edition of the *Publication Manual of the American Psychological Association* (APA) for writing term and research papers;
- be able to reflect on their actions and choices and use that reflection to inform practice;
- be able to present written research results clearly and coherently.

Course Methodology

This course consists of lectures, large group and online formats, in class and individual or group activities, and individual assignments.

Graduate School of Education Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

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 counseling, 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/>].

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/>].

Required Text

Creswell, J.W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Note: This text has a Companion Website that will be employed in this class: <http://www.prenhall.com/creswell> You will need to access this website to complete your required weekly quizzes.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments for the course.

Access Blackboard through **myMason**:

- Go to the GMU homepage: <http://www.gmu.edu/>
- Click on MyMason on the top of the page.
- Enter your user login and password (this will be the same as your GMU email login and password)
- Click the “Courses” tab at the top of the screen
- Select your course from the middle column.

Writing Support

1. Library Support: Mason Libraries’ Liaison Librarians provide George Mason University students, faculty, and staff specialized assistance in their areas of expertise, supporting the academic programs on Mason’s Fairfax, Arlington and Prince William campuses (<http://library.gmu.edu/research/liais.html>). Among other services, Liaison Librarians
 - provide research assistance in person, by phone, e-mail and IM
 - offer scheduled, subject-focused research consultations for students and faculty
2. Writing Support: GMU has a free Writing Center available to students that provides one-to-one assistance in writing development (<http://writingcenter.gmu.edu>). (This is NOT an editing service). According to their mission statement:

The George Mason University Writing Center is committed to supporting writers in the Mason community as they work to construct and share knowledge through writing. We aim to achieve this through providing writers with the opportunity to test out ideas with a tutorial staff comprised of trustworthy and attentive readers and listeners. We believe that the best writing support is achieved with tutors who listen and ask questions in order to foster a writer’s own curiosity. We believe that achieving a strong piece of writing takes time, and therefore requires multiple drafts. As such, we aim to support writers from the beginning exploratory stages of the writing process up through a final, well-presented idea in a final version.

Course Requirements

It is expected that each of you will:

- (1) Read all assigned materials for the course.
- (2) Attend and be on time for each class session and participate in classroom activities that reflect critical reading of materials. (If an emergency occurs please notify the instructor in advance.)
- (3) Complete the online Mandatory Training for Person’s Conducting Research with Human Subjects.
- (4) Complete homework assignments, including online tests and submit results to professor prior to class meeting.
- (5) Write two method sections in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association: one quantitative intervention study and one qualitative research study.

- (6) Write and submit a complete human subject proposal to match the quantitative intervention study method section assignment.
- (7) Present one method section to the class.

ASSIGNMENTS

Participation & Blackboard Posts

Students are asked to attend all classes on time, be prepared, post to Blackboard discussion board, and actively participate and support the members of the class learning community.

Online Chapter Quizzes

Students are asked to complete and submit online quizzes on each week's assigned readings from the course textbook. (Be sure to complete all sections of weekly quizzes, possibly including multiple choice, true-false, and/or matching.) Quizzes for each week can be found at the textbook's Companion Website: <http://www.prenhall.com/creswell>. Turn in a hardcopy of the first page of each quiz (this contains your name, score, and date you took the quiz).

HSRB CITI Training Module Completion & HSRB Application

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 AND one additional 'optional' module related to your area of interest.

- 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://research.gmu.edu/ORSP/HumanTraining.html>

Turn in a hard copy only (this will be returned to you 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 will be required to complete an application for your quantitative research proposal.

- Application forms and guidelines can be found at the GMU Office of Research Subject Protection website: <http://research.gmu.edu/ORSP/HumanFormsAndInstructions.html>

Bring a hard copy to class and submit through "Assignments" on the course Blackboard site.

Introduction and Literature Review

Students will write an introduction and literature review for their quantitative research proposal. This will be submitted as the first part of the quantitative proposal.

- Introduction & Literature Review
 - Brief introduction to the topic & literature review
 - Statement of purpose and research questions, including a statement indicating research you are replicating and extending and a relevant citation for the study.

Quantitative and Qualitative Research Proposal

Students will write two different research proposals with method sections replicating and extending previous research studies. Each method section will be written in APA format (see sample paper on pp 41-59 of the APA manual) and contain relevant sections specific to each type of research design. One will be a **quantitative intervention research** study; one will be a

qualitative research study. Turn in hard copies and place electronic versions on the relevant assignment box Blackboard site.

- Method (5-6 pages)
 - Participants and setting
 - Materials
 - Data sources (dependent variables) instrumentation (where relevant)
 - Research design
 - Procedures (proposed data collection process)
 - Proposed preliminary data analyses (bonus section)
- References

Final Presentation

One method section will be presented in a poster format. A handout should be prepared for everyone in the class. Further directions will be provided in class.

COURSE EVALUATION

Rubric for In-Class Participation & Blackboard Posts (10%)

- **Exemplary (A):** The student attends all or almost classes (student may miss one class with notice to instructor), is always on time, and is prepared (including posting in time to Blackboard); the student actively participates and supports the members of the learning group and the members of the class.
- **Marginal (C):** The student is usually on time, usually prepared for class, and participates in group and class discussions, but may be miss participation points due to absence (two absences) or failure to prepare for a class activity (such as posting for one Blackboard activity).
- **Inadequate (0 points):** The student is frequently late for class. Student misses numerous participation opportunities due to absence (3 or more) or failure to prepare for class activities (such as posting for two or more Blackboard activities). Instructor is not notified of absences. The student is unprepared for class and does not actively participate in discussions. The student may fail to exhibit professional behavior and dispositions. **Excessive absences can result in additional penalties and potential withdrawal from class.**

Evaluation of Online Chapter Quizzes (10%)

Online Quizzes are expected to be submitted on time with a score of 90% or greater. Points will be deducted in the following manner for tests that received a score lower than 90%, are late, or are not submitted.

- **Pass:** All assigned chapter quizzes submitted on time with a score of 90% or greater.
- **Fail:** Three or more assigned chapter quizzes missing or with a score <90%.

Rubric for Introduction and Literature Review (10%)

- **Exemplary paper (A):** Establishes an important educational problem that needs to be addressed, a logical presentation of information that leads to the purpose statement of the paper. Important concepts are defined in this section as well as any background information needed to support search procedures in the methodology. Appropriate topic, thorough and thoughtful review of appropriate studies (including a study that is appropriate for replication and extension if applicable), a clearly stated purpose

statement, and appropriate research questions that are consistent with the quantitative research methodology. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

- **Adequate paper (B):** Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style or APA format errors may be present.
- **Marginal paper (C):** Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style or APA format, or unclear or inappropriate description of implementation of project.
- **Inadequate paper (D):** Paper with substantial problems in important areas such as writing, proposed implementation of intervention, procedures for evaluation of results, or overall thoughtfulness. Contains little or no information of value to field of education.
- **Unacceptable/no paper (0 points):** Paper with no value whatsoever relative to the assignment, or no paper turned in at all. May describe a project of no value that was not approved for this assignment.

Rubric for Research Proposals (20% Each)

- **Exemplary paper (A):** Appropriate and clearly described research design, participants, materials, data sources, implementation procedures, and careful brief description of data analyses. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.
- **Adequate paper (B):** Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style or APA format errors may be present.
- **Marginal paper (C):** Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style or APA format, or unclear or inappropriate description of implementation of project.
- **Inadequate paper (D):** Paper with substantial problems in important areas such as writing, proposed implementation of intervention, procedures for evaluation of results, or overall thoughtfulness. Contains little or no information of value to field of education.
- **Unacceptable/no paper (0 points):** Paper with no value whatsoever relative to the assignment, or no paper turned in at all. May describe a project of no value that was not approved for this assignment.

Rubric for HSRB CITI Training Module & HSRB Application

CITI Training Module

- **Pass:** Successful completion of online BASIC and one supplemental module (related to conducting research in schools or your research interest area) on time.
- **Fail:** Unsuccessful completion of online BASIC or supplemental module or late in completing assignment.

HSRB Application

- **Exemplary (A):** Appropriately written document containing all components, including: protocol contains answers to all questions, clearly written, informed consent forms written in readability and format appropriate for target audience.

- **Adequate (B):** Good overall proposal, but is lacking in one or two of the criteria for an exemplary proposal. Not entirely reflective or thoughtful, or minor writing style or APA format errors may be present.
- **Marginal (C):** Overall, is acceptable but contains one or more significant problems. Contains some useful information, but may have substantial problems with procedures, writing style or APA format, or unclear or inappropriate description of implementation of project.
- **Inadequate (D):** Proposal contains substantial problems in important areas such as writing, proposed implementation of intervention, procedures for evaluation of results, or overall thoughtfulness.
- **No Application (0 points)**

Rubric for Final Presentation

- **Exemplary presentation (A):** Reflects poise, clarity, knowledge and interest in the content being presented; reflects a high level of preparation; make effective use of visuals, handouts, demonstrations; describes very clearly the treatment(s) under consideration; keeps the audience engaged; provides information of interest and value to audience.
- **Adequate presentation (B):** Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less polished or prepared, may be vague in some place, or may fail to completely engage the audience.
- **Marginal presentation (C):** Presentation provides relevant information, but demonstrates only a limited understanding of the topic or project. Style, handouts, or visual aids may be less than inadequate.
- **Inadequate presentation (D):** Weak overall presentation that reflects very little knowledge of topic or project. May appear very poorly prepared, or may not have followed directions. Handouts or visual aids may be inadequate or lacking.
- **Unacceptable/no presentation (0 points):** Completely unsatisfactory presentation, with no reasonable reference to topic or project; or no presentation made.

GRADING

1. Participation & Blackboard Posts	10 points
2. Chapter Quizzes	10 points
3. Introduction & Literature Review	10 points
4. Quantitative Research Proposal	20 points
5. CITI Training & HSRB Application	20 points
6. Qualitative Research Proposal	20 points
7. Final Presentation	10 points
TOTAL	100 POINTS

Grading Scale:

- A = 90-100%
 B = 80-89%
 C = 70-79%
 F = <79%

CLASS TOPICS & DUE DATES

Date	Class Topic & Reading Assignments	Due Dates
8/27/12	<ul style="list-style-type: none"> • <u>Chapter 1</u>: The Process of Conducting Research • <u>Chapter 2</u>: Identifying a Research Problem 	
	LABOR DAY	
9/10/12	<ul style="list-style-type: none"> • <u>Chapter 3</u>: Reviewing Literature • GUEST SPEAKER <ul style="list-style-type: none"> ○ GMU Liaison Librarian: Education 	
9/17/12	<ul style="list-style-type: none"> • <u>Chapter 4</u>: Specifying a Purpose and Research Questions or Hypotheses • <u>Chapter 9</u>: Reporting and Evaluating Research 	<ul style="list-style-type: none"> • QUIZ (Chapters 1, 2, 3, 4, 9)
9/24/12	<ul style="list-style-type: none"> • <u>Chapter 5</u>: Collecting Quantitative Data • Quality Indicators in Education Research (Readings TBA) 	
10/1/12	<ul style="list-style-type: none"> • <u>Chapter 10</u>: Experimental Designs 	<ul style="list-style-type: none"> • DRAFT Quantitative Research Proposal (Intro)
10/8/12	<ul style="list-style-type: none"> • ONLINE CLASS: <ul style="list-style-type: none"> ○ CITI Training ○ HSRB Application Development 	
10/15/12	<ul style="list-style-type: none"> • GUEST SPEAKER <ul style="list-style-type: none"> ○ GMU Office of Research Subject Protections 	<ul style="list-style-type: none"> • CITI Completion Certificates • HSRB Application
10/22/12	<ul style="list-style-type: none"> • <u>Chapter 11</u>: Correlation Designs • <u>Chapter 12</u>: Survey Designs 	
10/29/12	<ul style="list-style-type: none"> • <u>Chapter 6</u>: Analyzing and Interpreting Quantitative Data 	<ul style="list-style-type: none"> • DRAFT Quantitative Research Proposal (Methods) • QUIZ (Chapters 5, 6, 10, 11, 12)
11/5/12	<ul style="list-style-type: none"> • GUEST SPEAKER • <u>Chapter 7</u>: Collecting Qualitative Data 	<ul style="list-style-type: none"> • Quantitative Research Proposal (Intro & Methods)
11/12/12	<ul style="list-style-type: none"> • <u>Chapter 13</u>: Grounded Theory Designs • <u>Chapter 14</u>: Ethnographic Designs • <u>Chapter 15</u>: Narrative Research Designs • <u>Chapter 16</u>: Mixed Method Designs 	

11/19/12	<ul style="list-style-type: none"> • <u>Chapter 8</u>: Analyzing and Interpreting Qualitative Data 	
11/26/12	<ul style="list-style-type: none"> • <u>Chapter 17</u>: Action Research Designs 	<ul style="list-style-type: none"> • DRAFT Qualitative Research Proposal • QUIZ (Chapters 7, 8, 13, 14, 15, 16, 17)
12/3/12	FINAL PRESENTATIONS & CELEBRATION	<ul style="list-style-type: none"> • Qualitative Research Proposal (Methods)
12/10/12	READING DAY	
12/17/12	CONFERENCES	

NOTE: This syllabus may change according to class needs.
