

**FOUNDATIONS OF EDUCATIONAL RESEARCH
EDUCATIONAL FOUNDATIONS 770-081C
COURSE SYLLABUS, SUMMER 2011, UW-OSHKOSH**

Day/Time/Location: This is a hybrid course which will be a mix of online and face-to-face interactions. The course runs June 13 through August 5, 2011. Please check the course website on D2L (Desire 2 Learn) for materials. There will be 5 face-to-face meetings on the following Monday evenings: June 20, June 27, July 11, July 18, and July 25. (Note that there is no class meeting on July 4.) On those evenings, class will meet in the Media Center at Omro Elementary School, 5:30-8:30pm.

Instructor: Dr. Kate Short-Meyerson

Office: N/E 622 (Office hours by appointment.)

Contacting me: To contact me online, please use the discussion areas for public questions/comments. I will check the course frequently and plan to respond to questions and issues within 48 hours. (Although there may not be weekend contact.)

E-mail: If you have a private question/comment you may send an e-mail to me (with “770” in the subject line) at shortmey@uwosh.edu.

Course description:

WELCOME TO EDUCATIONAL RESEARCH!

This course provides an introduction to research methods in education, counseling, and related fields. This hybrid course will take place online and in the classroom. Online activities will consist of readings, discussions, and a variety of learning activities. You are responsible for all material provided—whether assigned readings in your text or online (e.g., within D2L, Polk library e-reserves, iTunesU, etc). The class meetings will consist of lectures, discussions, and small group projects. The project (an introduction to a research proposal) is a major part of the course. It is where you apply the knowledge you have gained from the other assignments.

The course objectives include:

1. acquiring skills for evaluating and critiquing research in a meaningful way
2. learning to develop a good research question
3. learning to write a review of the literature
4. developing an understanding of principles of quantitative and qualitative research methods
5. developing an understanding of principles of data analysis and interpretation
6. becoming a critical consumer of research

Required reading:

Leedy, P.D. & Ormrod, J.E. (2010). Practical Research: Planning and Design, 9th edition. Upper Saddle River, NJ: Pearson/Merrill.

- Course materials on D2L
- Readings on e-reserve

How this course will work

The topical week in this course will run from Monday through Sunday. I will put material on D2L at the beginning of each week. Assignments are due (drafts/papers turned in, discussion finished) by midnight on the due date. I recommend you check the course frequently, at least every other day, preferably daily.

Agenda: Each week on D2L (in Content) there will be an Agenda describing the activities and assignments due or to be worked on that week. While some of the course is set up in advance, please check the Agenda at the beginning of each week as I reserve the right to add or subtract from it.

Notes: Also, each week on D2L (in Content) there will be Notes. They may include text, websites to explore, articles to read, and more. The purposes will be to highlight important points, extend information beyond the text and/or to provide additional ways to learn the material. In many cases, I will provide quite a few different ways to get at a topic. The textbook is the primary source for this course; the other materials are provided to help further your understanding. Be sure to check each week's Notes at the beginning of the week. You may read them in advance, but I may add to them or subtract from them. Additional changes may also be noted in the announcements (course homepage on D2L).

Additional information: Each week's readings relate to the other assignments due that week. But if you want to work ahead on reading, podcasts, or assignments, you may. However, you do have to participate in the discussions during the assigned weeks and submit project parts by their due dates. So, if you do work ahead, be sure to check the Notes at the beginning of each week to see what, if anything, has been added/revised. I encourage you not to work too far ahead. The course is designed so that the later parts build upon the foundation developed in the earlier parts. The course materials are not all included in their entirety at the beginning of the course, partly to be sure students have a strong grasp of the foundations before moving ahead too quickly.

Finally, I strongly recommend keeping up. Don't count on having the time to read "later" or you will get to midterm and have only one or two chapters read. It will be difficult to do the other course work without understanding the material.

Course requirements:

1. Quizzes. (20 points each)

There will be three quizzes, which you must work on independently. The format of questions will be mostly multiple choice. Each quiz must be turned in by the due date. No late quizzes will be accepted and there will be no "makeup" quizzes for any reason. The short quizzes will help ensure you have thoroughly read the text, which is very important to your understanding of research methods and writing. Knowing and understanding the terminology of research is vital to understanding the research studies you read. Also, being able to appropriately use the terminology is vital in properly writing your own proposal introduction. Quizzes will include material from lectures, assigned readings, class discussions and activities, and online activities.

2. Project. (100 points)

For this project you will work in a small group (2 or 3 students per group). You will write an introduction to a research proposal that includes a research question(s), a statement of the problem, rationale, review of the literature, and a specific hypothesis/assumption for each research question. Note that this project does not include writing a full proposal (i.e., there are no Methods, Results, or Discussion sections) and you will not conduct a study (i.e., you will not collect data). You will only write the introduction to the proposal.

During Week 1 each student will send me a short list of topics/areas of interest to them. If there are particular students with whom you would like to work, you may also send me the names of students you would like to request as your groupmates. I will use that information to facilitate formation of the groups.

First, you will develop and articulate a research question that is of interest to you. This may involve more than one question and/or sub-questions and must be pre-approved by the instructor. A draft of the research question(s), which is worth 5 points, is due at the end of class on **June 20**.

Then you will write a paper with the research question(s), a statement of the problem, rationale, review of the literature, and a specific hypothesis/assumption for each research question/subquestion. The review of the literature will make up the bulk of this assignment. This will consist of a thorough, yet concise, review of the scholarly literature relevant to the research question(s) you develop. Page guidelines for the

paper are 14-16 pages for a 3-person group and 10-12 pages for a 2-person group. All sources will need to be properly cited (in APA format, which will be discussed throughout the semester). I will read one draft of your paper and give feedback that you should use to inform your final paper. The draft of the paper is worth 10 points and is due **July 13**.

The final paper is worth 50 points and is due **July 31**.

You will need to cite all of your sources in an APA format reference list. Guidelines for the minimum number of references required is 15 for a 3-person group, 12 for a 2-person group. Please use only scholarly sources (peer-reviewed journals, books). The reference list is worth 5 points and is due **July 31**.

Each group also will write an analysis paper for 2 articles that are included in your project. One of the articles must be on qualitative research and one must be on quantitative research. Each analysis paper will be an analytical critique of the design and methods used in the research article. Furthermore, you should discuss how you might use the qualitative/quantitative design and methods to investigate your proposal question (or if it would not be appropriate, explain why not). Each analysis paper will be 3-pages in length. On a coversheet for each analysis article include: your name(s), date, and citation of the article. The analysis papers (15 points each) are due in class **July 18**.

Each student will evaluate the contribution that each of their groupmate(s) made to the project. Your groupmates' evaluations of your contribution are worth 10 points toward your grade. The peer evaluation forms will be available on D2L and are due **July 31**. Note that each student should independently submit their peer evaluation form to me. I will keep it confidential (i.e., it will not be shared with other members of your group).

3. Critiques. (15 points)

You will write a critique of a research article that I put on e-reserve at the library (see citations below). You are to choose one of the articles, read it, and write a 3- to 4-page critique. On a coversheet include: your name, date, title of the article, and authors of the article. The critique is due **July 6**.

Be sure to address the following in your critique:

- 1) Describe the research question(s) and hypothesis (hypotheses). Are they clear?
- 2) Does the review of the literature establish the relationship between previous studies and the current one? How well does the literature review argue for the importance of the current research? How?
- 3) Is the method of selecting participants clear and appropriate? Why or why not? Could the sample have influenced the results?
- 4) Identify/name and describe the design that was used. Is it appropriate for the question(s) under study? Why or why not? Identify/name and describe another design that could have been used to address the question(s).
- 5) Describe the procedure that was used. Is it appropriate for the question(s) under study? Why or why not? Describe another procedure that could have been used to address the question(s).
- 6) What are the major findings of this study?
- 7) Do the conclusions and interpretations follow logically from the results presented? If it is a qualitative study, are the data sufficiently detailed to allow a rich description?
- 8) Do the results of this study suggest practical significance or importance? Does the article have 'real world' value? Does it have any implications for your own teaching and learning?
- 9) Overall, what are the strengths of the study?
- 10) Overall, what are the weaknesses of the study?

The articles are:

Quantitative:

- Madrid, L.D., Canas, M., & Ortega-Medina, M. (2007). Effects of team competition versus team cooperation in classwide peer tutoring. *The Journal of Educational Research, 100*, 155-160.
- Wade, N.G., Worthington, E.L., Haake, S. (2009). Comparison of explicit forgiveness interventions with an alternative treatment: A randomized clinical trial. *Journal of Counseling & Development, 87*, 143-151.
- Boling, C., Martin, S.H. & Martin, M.S. (2002). The effects of computer-assisted instruction on first-grade students' vocabulary development. *Reading Improvement, 39*, 79-88.

Qualitative:

- Malott, K.M. (2009). Investigation of ethnic self-labeling in the Latina population: Implications for counselors and counselor educators. *Journal of Counseling & Development, 87*, 179-185.
- Milne, A. & Plourde, L.A. (2006). Factors of a low-SES household: What aids academic achievement? *Journal of Instructional Psychology, 32*, 183-193.
- Nelson, M.L., Englar-Carlson, M., Tierney, S.C., & Hau, J.M. (2006). Class jumping into academia: Multiple identities for counseling academics. *Journal of Counseling Psychology, 53*, 1-14.

4. Participation and attendance. (30 points)

Regular class attendance and participation in class discussions and activities are expected. If you are absent for more than one class meeting for any reason a penalty will be taken from your grade.

Participation in online discussions with classmates and the instructor is also expected. Details about the content of these discussions will be presented throughout the course. When I evaluate online discussions, I look for three elements: quality, timeliness, and quantity. All three are roughly weighted equally. I want to see messages that add value to the discussion. In short, this means I am not a big fan of simple "I agree" posts. So, how do you add value? Here are some ways:

1. Post an original answer to a question/comment.
2. Indicate whether you agree or disagree with what another person posted and why.
3. Ask another person a meaningful question.
4. Relate a recent news event or article you have read. Don't simply link to it; explain its relevance.
5. Come up with a scenario/example of how you might apply the material (perhaps ideas for your project).
6. At the end of the week, summarize the discussion for a particular question/comment or an aspect of the critique.
7. At the end of the week, select a post by another participant that moved you, triggered an idea, or caused you to think about research in a different way. Consider using the following format in a final post to the discussion: "I appreciated ___'s comment on ___ because it made me...."

Note that the various discussion sites should be used only for their intended purposes. For instance, while you should feel free to "chat" with your classmates about things unrelated to the course (e.g., weather, weekend plans, etc), this socializing should only be posted on the "Student Lounge" discussion site.

Additional course guidelines:

1. In order to fully participate and interact with all course materials, you will need the following technical skills:
 - The ability to use D2L (Desire 2 Learn) comfortably, including accessing content, participating in discussions, and submitting to dropboxes
 - The ability to learn new-to-you online programs such as iTunesU
 - The ability to use common technologies such as Word.

In order to fully participate and interact with all course materials, you will need the following applications on your computer (or one you can use for some time each week):

- Word processing program (Word) with which you can save .doc or .docx files
- A compatible browser
- iTunes
- Adobe reader
- QuickTime plug in

2. Many assignments (drafts, paper, etc.) will be turned in to the instructor using the Turnitin program via the Dropbox in D2L. Note that assignments may be checked for plagiarism with this program. Online assignments must be saved and submitted as **.doc** or **.docx** documents.

3. Notes about netiquette: Our text-based communication is vital in this course because it is a primary way we will connect with each other. Please be careful and considerate in all of your communications with each other and the instructor.

The online medium is poor at conveying tone. Consider what you are saying and remember that your intent may not be inferred by your readers (fellow students and the instructor). Take a moment to re-read everything you write: assume that it will be taken in the worst possible light. And extend courtesy to others: assume the most charitable light possible. This will make communication easier and far more civil.

Use emoticons to provide the context of facial expression. A simple smile :) goes a long way in telling readers that your statement is meant in a friendly way. A wink ;) tells us you are joking about something and may prevent misunderstanding. You can also indicate emotions and gestures with text. Some people use * or :: to indicate these, such as ::smile:: or *frustrated*.

If you feel angry or frustrated, give yourself time before submitting a response, possibly even overnight. If you aren't sure how something will come across, ask someone else to read it over and give you feedback. Always re-read or preview messages in the discussion board or email before sending them.

4. All papers/assignments should be typed, doubled spaced. I recommend Times 12 point font (or similar). Margins should be 1 inch.

5. I am reluctant to accept late papers/assignments because it is unfair to the other students in the class. Therefore, if you turn in your paper late, a penalty will be taken from your grade.

6. If you miss a class, please get the notes from another student. Then if you have questions about what you missed see the instructor.

7. Please no use of cell phones or text messaging while you are in the classroom.

Course Grading Scale:

<u>Grade</u>	A	A-	B+	B	B-	C+	C	F
<u>%</u>	94-100	92-93	90-91	84-89	82-83	80-81	74-79	0-73

Course calendar:

Changes to this schedule may be announced. Weekly readings and assignments (such as podcasts on iTunesU and course materials on D2L) will be announced each week in the Agenda (located in D2L Content).

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1: June 13-19	Introduction to research, Research questions, Literature reviews	Read Ch 1, Ch 3, Ch 4
Week 2: June 20-26 *Meet June 20	Research plans, Evaluating research, Writing a proposal	Read Ch 5, Ch 6, Ch 12 Draft of research question due by end of class June 20
Week 3: June 27-July 3 *Meet June 27	Measurement, Qualitative research	Read Ch 2, Ch 7 Quiz 1
Week 4: July 5-10	Qualitative research, Descriptive research, Correlational research	Read Ch 7, Ch 9 Critique due July 6
Week 5: July 11-17 *Meet July 11	Experimental research	Read Ch 10 Quiz 2 Draft of paper due July 13
Week 6: July 18-24 *Meet July 18	Single subject design	Read Ch 10 Analysis papers due in class July 18
Week 7: July 25-31 *Meet July 25	Data analysis	Read Ch 11 Project (intro to proposal, reference list, peer evaluation) due July 31
Week 8: Aug 1-5	Conclusions	Quiz 3