

1. ERMA 7200 Basic Methods in Education Research

3 credit hours

2. Semester Fall 2014

Instructor: Joni M. Lakin
4032 Haley Center
(334) 844-4930
joni.lakin@auburn.edu
Office Hours: Monday 3-4pm, Wednesday 3-4pm, and by appointment.

3. Resources

Required: Fraenkel, J., Wallen, N., & Hyun, H. (2011). *How to Design and Evaluate Research in Education* (8th ed.). New York: McGraw Hill.

Recommended: *Publication Manual of the American Psychological Association* (6th ed.). Washington D.C.: American Psychological Association.

4. Course Description

Reading, applying, and conducting research are critical components of many counseling and education careers. All of these tasks require an understanding of the scientific research process, basic research methods and designs, and the conventions of scholarly writing. In this course, you will develop a working knowledge of these aspects of research through the course readings, classroom instruction, in-class and at-home activities, and individual research projects. A major focus of the class will be to gain the knowledge, understanding, and application skills needed to inform counseling practice. The specific topics addressed are based on guidelines set forth for the AU counseling students' exit exam and portfolio as well as licensure exams (national and state).

5. Course Objectives

Students will develop knowledge and awareness related to these student learning outcomes:

- Understands how to critically evaluate research relevant to the practice of clinical mental health counseling and school counseling; (CACREP II.G.8.a)
- Gain an understanding of different approaches to research; (CACREP II.G.8.b.)
- Develop awareness of the importance of research in advancing the counseling profession; (CACREP II.G.8.a)
- Understand the ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
- Identify research-based literature (CACREP II.G.8.f.)
- Develop an awareness of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; (CACREP II.G.8.b.)
- Evaluate the quality of existing literature, including the review of the literature, research purpose, methods employed, results, and discussion sections; (CACREP II.G.8.e)
- Develop the knowledge of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications; (CACREP II.G.8.d)
- Develop an awareness of the use of research to inform evidence-based practice; (CACREP II.G.8.e)
- The use of research to inform evidence-based practice; (CACREP II.G.8.e)
- Develop awareness of statistical methods used in conducting research and program evaluation; (CACREP II.G.8.c)
- Design appropriate research; (CACREP II.G.8.c)

Note: Check the Canvas site weekly for announcements and handouts for class.

6. Tentative Course Content and Schedule		Reading and assignments due
Week 0, 8/21	Wednesday section will not meet	
Week 1 (8/20)	Research overview	Reading Assignment Fraenkel et al. Chapter 1 and 2
Week 2 (8/27)	Parts of research reports and critiquing an article	Reading Assignment Fraenkel et al. Chapter 5
Week 3 (9/3)	Searching the literature <u>Library visit</u> —meet in the 2 nd floor lobby (ground floor facing Haley Center)	Library Assignments Reading Assignment Fraenkel et al. Chapter 3
Week 4 (9/10)	Ethical considerations, sampling methods	Reading Assignment Fraenkel et al. Chapter 4 and 6 Homework In class article critique #1 –Griffin et al.
Week 5 (9/17)	Instruments <i>Quiz over Chapters 1-6</i>	Reading Assignment Fraenkel et al. Chapter 7 Homework Project —Explore research topics
Week 6 (9/24)	Validity/reliability	Reading Assignment Fraenkel et al. Chapter 8 and 9 In class article critique #2—Cullaty (2011) OR Wu et al (2001)
Week 7 (10/1)	Descriptive statistics	Reading Assignment Fraenkel et al. Chapter 10 Homework Project —select research question
Week 8 (10/8)	Inferential statistics	Reading Assignment Fraenkel et al. Chapter 11 and 12 Homework In class article critique #3—Donaldson et al. (2000) OR Holcomb-McCoy (2005) Project —start critiquing papers for project (1 per week will get it done)
Week 9 (10/15)	Single subject designs <i>Quiz over Chapters 7-9, 10-11</i>	Reading Assignment Fraenkel et al. Chapter 14
Week 10 (10/22)	Experimental, quasi-experimental, and causal comparative designs	Reading Assignment Fraenkel et al. Chapter 13, 16 Homework In class article critique #4— Wagner et al (2013) OR Boyle (2010)
Week 11 (10/29)	Correlational designs	Reading Assignment Fraenkel et al. Chapter 15

		Homework Project —Submit at least three completed critiques
Week 12 (11/5)	Qualitative Research	Reading Assignment Fraenkel et al. Chapter 17-19 Homework In class article critique #5--Owens et al. (2003) OR Logue et al. (2005)
Week 13 (11/12)	Continue qualitative, mixed methods, Action Research, Program Evaluation	Reading Assignment Fraenkel et al. Chapter 23, 24
Week 14 (11/19)	Content review, wrap up	
	Thanksgiving break	
Week 15 (12/3)	<i>Quiz over Chapters 13-19</i>	Project —Group critiques for feedback on paper
	<u>Project with six article critiques due midnight 12/8 on Canvas</u>	

7. Course Requirements and Evaluation

Learning Methods: Lectures, discussions, readings, class exercises and assignments.

Student Assessment

Quizzes	50%
Individual Project	25%
In-class Activities and Homework*	25%

*You MUST be in class to earn in-class activity points.

Grading Scale: A: 90 – 100% B: 80 – 89% C: 70 – 79% D: 60 – 69% F: below 60%

8. Class Policy Statements

Attendance Policy

- Attendance is expected, but not required. If you miss class, you will need to get notes from another student.
- I will start class on time, so if you are late you will need to get notes from another student.

Late Assignments Policy

- Assignments turned in late will receive a 5% reduction in earned points per day. The only exception will be in the case of emergency.
- Except for in-class work, all work must be typed or it will **not** be graded. Late penalty will be applied to work completed in writing and then turned in late in typed format for a grade.

Incompletes and Withdrawals

Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin). If you wish to drop this course you may

do so by the 10th class day with no grade assignment. From the 10th class day to mid-semester a W (withdrawn-passing) grade will be recorded in your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.

Note that the incomplete grade (IN) policy is in effect. The new policy requires that students complete a form requesting that an IN grade be assigned. If this form is not completed and given to the instructor of the class, a grade will be assigned with a score of zero (0) for work that has not been completed and turned in by the time the instructor reports grades.

Academic Misconduct

The Department of EFLT recognizes university policy regarding academic misconduct. Violations include, but are not limited to: plagiarism, unauthorized assistance during examinations, submitting another's work product as your own, using another's words as your own without appropriate citation, sharing unauthorized materials with another that contain questions or answers to examinations, altering or attempting to alter assigned grades. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for the current year for specifics regarding academic misconduct as well as student's rights and responsibilities associated with the Code.

Disability Accommodations

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).

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