Basic Methods in Education Research

William Murrah

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| Instructor: | William Murrah |
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|  | 4064 Haley Center |
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| Classes: | Day Time |
| Class Location: | 2467 Haley Center (CO2 - Wed) |
|  | 2456 Haley Center (CO3 - Tue) |
| Office Hours: | Tue: 1:30 - 2:30 |
|  | Wed: 3:30 - 4:30 |
|  | by appointment |

## Texts

### Required

Sheperis, C. J., Young, J. S., & Daniels, M. H. (2017). Counseling research: Quantitative, qualitative, and mixed methods (2nd ed.). Boston, MA:Pearson.

### Recommended

American Psychological Association. (2009). Publication Manual of the American Psychological Association 6th Edition. American Psychological Association (APA).

## 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).

## Course Objectives

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

* Understand how to critically evaluate research relevant to the practice of clinical mental health

counseling and school counseling; (CACREP II.F.8.a.)

* Gain an understanding of different approaches to research; (CACREP II.F.8.f. and g.)
* Develop awareness of the importance of research in advancing the counseling profession;

(CACREP II.F.8.a)

* Understand the ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (CACREP II.F.8.j.)
* Identify evidence-based research findings (CACREP II.F.8.f.)
* Develop an awareness of research methods such as qualitative, quantitative, single-case designs,

action research, and outcome-based research; (CACREP II.F.8.f.)

* Evaluate the quality of existing literature, including the review of the literature, research purpose,

methods employed, results, and discussion sections; (CACREP II.F.8.j.)

* Develop the knowledge of principles, models, and applications of needs assessment, program

evaluation, and the use of findings to effect program modifications; (CACREP II.F.8.c.)

* Develop an awareness of the use of research to inform evidence-based practice; (CACREP

II.F.8.j)

* The use of research to inform evidence-based practice; (CACREP II.F.8.b.)
* Develop awareness of statistical methods used in conducting research and program evaluation;

(CACREP II.F.8.h.)

* Design appropriate research; (CACREP II.F.8.j.)

Note: Check the Canvas site weekly for announcements, assignments, and information about class.

## Course Requirements and Evaluation

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

Student Assessment

| Assessment | percent of grade |
| --- | --- |
| Exams | 60% |
| Individual Projects | 20% |
| In-class Activities and Homework | 20% |

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

Grading

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

## Class Policy Statements

### Attendance Policy

* Excellent attendance is expected. 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 3% reduction in earned points per day. The only exception will be in the case of emergency.
* Except for work requiring calculations, 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-quarter 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 a new 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 in 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 special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

## Class Schedule and Reading Assignments

| Week | Date | Topic | Reading1 |
| --- | --- | --- | --- |
|  |  | Foundations |  |
| 1 | 08-17 | Introduction |  |
| 2 | 08-24 | Nature of Scientific Research | Chap. 1 |
| 3 | 08-31 | Review of Literature/Ethics (Library) | Chap. 2 & 3 |
| 4 | 09-07 | Methodological Issues | Chap. 4 |
|  | 09-14 | Descriptive Statistics | Chap. 5 |
| 5 | 09-21 | Inferential Statistics | Chap. 5 |
|  |  | Quantitative Methods |  |
| 6 |  | Exam 1 / Experimental Methods | Chap. 6 |
| 7 | 09-28 | Quasi-experimental Methods | Chap. 6 |
| 8 | 10-05 | Correlational and Predictive Methods | Chap. 7 |
| 9 | 10-12 | Survey Research Methods | Chap. 13 |
| 10 | 10-19 | Single-Case Methods | Chap. 8 |
| 11 | 10-26 |  |  |
|  |  | Qualitative and Mixed Methods Methods |  |
| 12 | 11-02 | Exam 2 Qualitative Methods | Chap. 9 - 122 |
| 13 | 11-09 | Mixed Methods/Action Research/Prog. Eval | Chap. 14 -162 |
| 14 | 11-16 | Overview and Final preparation |  |
| 15 | 11-23 | Thanksgiving | NO CLASS |
| 16 | 11-30 | Exam 3 |  |

2 One or more of the chapters will be assigned and covered as time permits.