Basic Methods in Education Research

ERMA 7200

Course Syllabus - Fall 2017

**Instructor:** David T. Marshall, Ph.D.

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**Office:** 4084 Haley Center

**Office Hours:** Tuesdays 11:00-12:15 by appointment

Wednesdays 1:15-2:30 by appointment

**Meeting Times and Spaces:**

*Section C02:* Thursdays 12:00-2:50 Haley 0015B

*Section C03:* Thursdays 5:00-7:50 Haley 2438

**Research is the open pursuit of knowledge.**

**Our aim is to learn something beyond what *we thought we knew* before we began.**

**Course Description and Objectives**

The purpose of this course is to provide students with a conceptual understanding of the basic concepts and procedures in educational research. Students will learn to read and evaluate research and plan an empirical study. The emphasis of the course is on the methodology and evaluation of educational research, and will require a minimum of computational skills. The fundamental research principles are applicable to other fields of study as well. No prerequisite courses are required. Specifically, course objectives include student attainment of the following:

1. Understand how to critically evaluate research relevant to the practice of clinical mental health counseling and school counseling (CACREP II.F.8.a.)
2. Gain an understanding of different approaches to research (CACREP II.F.8.f. and g.)
3. Develop awareness of the importance of research in advancing the counseling profession (CACREP II.F.8.a.)
4. 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.)
5. Identify evidence-based research findings (CACREP II.F.8.f.)
6. Develop an awareness of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research (CACREP II.F.8.f.)
7. 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.)
8. 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)
9. Develop an awareness of the use of research to inform evidence-based practice (CACREP II.F.8.j.)
10. The use of research to inform evidence-based practice (CACREP II.F.8.b.)
11. Develop awareness of statistical methods used in conducting research and program evaluation (CACREP II.F.8.h.)
12. Design appropriate research (CACREP II.F.8.j.)

**Texts**

**Required**

There is only one required text for this course. Other readings will be assigned and provided as needed.

McMillan, J.H. (2015) *Educational research: Fundamentals for the consumer*. Seventh Edition. Boston: Pearson Education.

ISBN-10: 0134013492; ISBN-13: 978-0134013497.

**Recommended**

American Psychological Association. (2009). *Publication manual of the American Psychological Assoication (*6th ed.). American Psychological Association.

Sheperts, C.J., Young, J.S., & Daniels, M.H. (2017). *Counseling research: Quantitative, Qualitative, and Mixed Methods.* Second Edition. Boston: Pearson Education.

ISBN-10: 0134025091; ISBN-13: 9780134025094

## Course Activities and Deliverables

**Research Proposal**

Each student will prepare a quantitative research proposal. This will be the primary deliverable for the course. The research proposal is designed to offer students the opportunity to apply what has been learned in the course. Students do not have to carry out the study that they propose for this course; there is not enough time in the space of a semester for this to be a practical requirement.

The final paper will include: 1) identification of a problem, 2) review of related research, 3) research question and hypothesis, 4) research design including sample, measurement, and procedures, 5) procedures for interventions and/or gathering data, 6) analyzing data, and 7) limitations. The paper will be completed in three parts. Students are allowed one revision per part to improve their work. Students will have an opportunity to present their work on the final day of class.

**Class Attendance**

Excellent attendance is expected. If you are not going to be able to attend class, it is your responsibility to inform the instructor and obtain notes from another student.

**Additional Required Meetings**

Each student is required to meet with the instructor once during the month of September to discuss

his or her research proposal. This can take the form of a face-to-face meeting or can take place through an online forum (i.e. Google Hangout). Dates and times to sign up will be announced a minimum of a week in advance of when they begin.

Each student is also required to meet with the instructor once between October 29 and November 10. These meetings can take the form of a face-to-face meeting or can take place through an online forum (i.e. Google Hangout). The purpose of the second meeting is to review progress in the course.

**Assignments & Homework**

There will be assignments given throughout the semester that offer opportunities to apply your learning. These will be posted a week in advance of their due date.

**CITI Training**

The Collaborative Institutional Training Initiative (CITI) offers training in conducting ethically sound research. Most institutions of higher learning, including Auburn University, require individuals to be up-to-date with their CITI training in order to conduct research. For this course, you will be required to:

1. Register with CITI at [www.citiprogram.org](http://www.citiprogram.org)
2. Complete the Responsible Conduct of Research course.
3. Complete the Human Subjects Research course.
4. Email your certificates of completion to me by September 14, 2017. Completion of CITI training is required and will be considered an Homework grade.

**Grading Procedure**

The grading procedure is criterion-referenced, that is, grades are determined by performance as compared to standards. Final grades that are borderline will result in the higher grade for the course. All assignments are due at the start of class on the due date unless otherwise noted.

Grades will be determined by the following weights:

Research Proposal

Problem Statement 5%

Literature Matrix 5%

Part 1 15%

Part 2 15%

Part 3 15%

Presentation 5%

Quizzes 20%

Activities & Homework 20%

**Grading Scale**

100 - 90 A

89 – 80 B

79 – 70 C

69 – 60 D

59 and below F

**Late Assignments Policy**

All assigned work is expected to be received by start of class on the date it is due. Open communication is the key. If you have a situation that interferes with your ability to complete an assignment on time, it is your responsibility to contact the instructor as soon as you are aware of this. Life happens, and individual circumstances will be taken into consideration.

Assigned work that is turned in late will receive a reduction of 5 points per day. The only exceptions will be documented emergencies and situations discussed with the instructor in advance of the due date. All work is expected to be typed. The late penalty will be applied to work completed in writing and then turned in late in a typed format.

**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 day of class 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 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 assigned 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 in 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.