**DESIGN AND ANALYSIS IN EDUCATION III**

 **(ERMA 8320)**

**Fall 2017**

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Class hours: Mondays Email: kks0013@auburn.edu

Office hours: Mondays, 9AM-11AM Office Address: 4018 Haley Center

 Tuesdays, 9AM-11AM

 Or By Appointment (appointments recommended even during office hours)

**COURSE DESCRIPTION:**

Discriminate analysis, MANOVA, canonical correlation, path analysis, exploratory and confirmatory factor analysis, and hierarchical linear modeling as they are utilized in educational research.

**PREREQUESITE COURSES:**

Prior to taking this course, you should have already taken ERMA 7300/7306: Design and Analysis in education I, and ERMA 7310/7316: Design and Analysis in Education II. An expectation of this class is that you start the course already knowing the independent samples *t*-test, one-way between-subjects ANOVA, factorial ANOVA, within-subjects ANOVA, ANCOVA, simple linear regression, multiple regression, and mixed regression models. We will spend very limited time reviewing those concepts, so if they are unfamiliar you will need to seek additional resources. Contact the instructor if you would like suggestions of readings or resources to review those tests.

**COURSE OVERVIEW:**

The purpose of this course is to acquaint students with the process of research design and statistical analysis in education. This class begins with basic concepts in quantitative research, then focuses on univariate group comparisons. My goal for this course is that you will understand quantitative group comparisons in educational research, apply those analyses to real-world research problems, develop the skills to be an independent researcher, learn to work collaboratively on research problems, and develop long-range interest in quantitative educational research. In addition, my goal for this course is that you will critically reflect on your own philosophy of knowledge and research, your own positionality, and how those interact with the assumptions and practice of quantitative research methods.

**LEARNING OBJECTIVES:**

On completion of the course, you will be able to:

1. explain the process of multivariate hypothesis testing and apply to research problems;
2. identify different types of research designs and variables found in published articles;
3. describe the strengths and limitations of different research designs;
4. identify applications of a variety of multivariate statistical procedures;
5. solve educational research problems using multivariate statistical tests of significance;
6. understand and apply various effect size estimates;
7. make accurate interpretations of multivariate statistical findings;
8. use data analysis software to assist in solving multivariate statistical problems;
9. prepare a written summary of data analysis results in APA format.

**Required Course MATERIALS:**

Pituch, K. A., & Stevens, J. P. (2016). *Applied multivariate statistic for the social sciences* (6th ed.). New York, NY: Routledge.

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

Other course readings may be required, and will be posted on Canvas.

**Mode/Style of Teaching:**

The teaching style for this class is based on a four-domain holistic education model, wherein education is targeted toward the whole person. In this model the “whole person” is conceptualized as the body, mind, soul, and heart, or the “doing”, “thinking”, “creating”, and “feeling” functions. Weekly discussions and course projects are all designed to target these domains and functions to encourage development and growth in all of these areas. This class is also built on a constructivist and social learning model, wherein students are expected to learn from the textbook, from the instructor, and from each other. This is accomplished through a reciprocal social interaction process where students contribute their understanding and knowledge to each other, thus enhancing the overall understanding of everyone in the class and allowing everyone to construct a more complete base of knowledge than would otherwise be possible.

**Course Assignments:**

1. **Projects:** Throughout the course, you will complete projects designed to expand your understanding of design and analysis concepts, and apply them to educational research problems. Directions for these projects are provided separately, but involve a real-world research problem described in a literature review, a real data set described in a methods section, and an incomplete manuscript. Using the information provided, and a worksheet to guide your analytic process, you will complete an APA style research manuscript, writing a Results and Discussion section. You are **not** encouraged to ‘work ahead’ as each project builds on concepts learned in class during the assigned week. Each project will be worth 100 points, and there will be a total of six projects.
2. **Exams:** There are two exams in this course, each worth 200 points (20% of the final course grade). Exams will be administered on Canvas. You may use your textbook, notes, copies of your projects, and feedback from the instructor. However, group work on exams is absolutely disallowed, as is any kind of collaboration or sharing of materials. Any collaboration, sharing, copying, or ‘helping’ on exams will result in be regarded as academic misconduct. The exams are timed, and allow for 180 minutes (the duration of a class period) and close at 11:59PM on the day the exam is due. This means you must begin the exam by 8:59PM the day it is due in order to have the full 180 minutes available to you. Exams closely mirror in-class and out-of-class work, and involve theoretical questions about course content, calculations of statistical estimates, and interpretation of statistical findings. Exam content will be reviewed in the week prior to each exam during a brief review session, but roughly follows the content of the course, and will include multiple-choice, fill-in-the-blank, and essay items.

**Grading Structure/Requirements:**

There are a total of 1000 points in the course, which means you can take your total points and divide by ten to determine your percentage grade in the course. The grading structure is as follows:

|  |  |
| --- | --- |
| **Assignment Type** | **Total Points Possible** |
| Projects | 600 |
| Exams | 400 |
| **TOTAL POINTS** | **1000 points** |

The course is graded as follows: A = 1000-900, B = 899.9-800, C = 799.9-700, D = 699.9-600, F < 600.

**CLASS PREPAREDNESS:**

Students are expected to arrive to class on time and prepared for required coursework. This means arriving prepared for in-class activities that may require the use of the textbook, spare paper, a calculator, and copies of out-of-class assignments. A standard, inexpensive calculator is all that is needed – any calculator that includes the square root (√) function is sufficient. Most cell phones have an adequate calculator built in. You may also wish to print copies of class notes that are pre-posted to Canvas to aid in understanding/note-taking.

**LATE WORK POLICY:**

Late work is not acceptable in graduate work. However, if you find that you are falling behind in your coursework, it is of the utmost importance that you immediately contact your instructor. As soon as you know there is any problem, immediately contact the course instructor. This is the best way to stay caught up with the course, and to achieve the highest possible grade.

If you find that you need to submit late work **it is required that you contact the instructor before submitting any late work.** Any late work submitted without first contacting the instructor to discuss the work and form a plan for getting caught up to date with coursework will not be accepted. This is to make sure that you receive all information you need about which assignments will take priority in getting caught up, and what, if any, credit can be given to late work before beginning. Communication is the key in getting caught up if you find yourself behind on work, so call, email, or stop by, whatever you need to do to get in contact!

If any late work is accepted following communication with the instructor and establishment of a written plan, it will be worth a maximum of 50% of its graded point value. The exact percentage will be established in the written plan you make with the instructor.

**TENTATIVE Course Calendar:**

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| --- | --- | --- | --- |
| **Week** | **Readings** | **Content** | **Project** |
| 108/21/17 | Ch. 1 | Introduction & review of group comparison analyses |  |
| 208/28/17 | Ch. 6 | Assumptions & violations of assumptions |  |
| 309/04/17 |  | **NO CLASS – LABOR DAY HOLIDAY** |  |
| 409/11/17 | Ch. 4 | Two-group multivariate analysis |  |
| 509/18/17 | Ch. 5 | More than two groups in multivariate analysis | Project 1 Due |
| 609/25/17 |  | **Exam One (taken on Canvas – class does not meet)** |  |
| 710/02/17 | Ch. 7 | Multivariate analysis with two independent variables |  |
| 810/09/17 | Ch. 12 | Repeated measures multivariate analysis | Project 2 Due |
| 910/16/17 | Ch. 10 | Discriminant analysis |  |
| 1010/23/17 | Ch. 9 | Exploratory factor analysis | Project 3 Due |
| 1110/30/17 |  | Exploratory factor analysis, continued |  |
| 1211/06/17 | Ch. 3 | Review of prediction and correlation analyses | Project 4 Due |
| 1311/13/17 | Ch. 15 | Canonical Correlation |  |
| 1411/20/17 |  | **NO CLASS – THANKSGIVING HOLIDAY** |  |
| 1511/27/17 |  | Canonical Correlation, continued |  |
| 1612/04/17 | Ch. 16 | Path analysis and introduction to SEM | Project 5 Due |
| 1712/11/17 |  | **Final Exam (taken on Canvas – class does not meet)** | Project 6 Due |

*Note.* All readings other than the textbook can be found on Canvas listed under the number specified in the reading schedule.

This reading and writing workload results in an estimate out-of-class workload of 9.5 hours per week. Please schedule your time accordingly to ensure you meet all course deadlines.

**Possible Changes to the Syllabus:**

This syllabus is your contract for production in the course. If changes are made to it they will be posted on Canvas and announced in class or by email. No changes increasing requirements will be made.

**Additional Information and Policies:**

Graduate study requires a high level of independence, accountability, and conscientiousness in order to achieve success both in their program and in careers that require graduate study. As such, a number of guidelines are helpful that make clear the expectations of graduate students.

1. The Student Policy eHandbook applies to this course. Please review the eHandbook at http://www.auburn.edu/student\_info/student\_policies/
2. 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.
3. 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.
4. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
5. Students are expected to be in class for the entire class period every class meeting. If there is an unavoidable conflict (such as a professional conference that coincides with a class meeting) this should be communicated with the instructor as early as possible. In the event that you have a legitimate emergency that prevents you from attending class, you should: 1) contact the instructor by email immediately upon learning you will be unable to attend class (this should be before the class meets), 2) take appropriate steps to catch up with in-class learning opportunities, 3) ensure that all of your work that was due during that class meeting makes it to the instructor before the class meeting ends (email it, have a friend drop it by the office, etc.). Failure to be in class during an exam without agreement from and prior arrangements with the course instructor will result in a grade of zero on the exam.
6. Students are responsible for checking their student email account regularly for course announcements and course-related communications.
7. This course uses Canvas as a tool to manage course readings and other materials not included in the required texts for this course and for online course discussions. Students are expected to have a working knowledge of Canvas in order to access materials and participate in online course discussion.
8. My lectures and course materials, including power point presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright to those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials *publicly* (whether or not a fee is charged) without my express written consent. Similarly, you own copyright to your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.
9. Except in the case of an approved disability accommodation (see number 4 on this list), students are not permitted to audio or video record any portion of class. This policy, prohibiting the recording of class sessions, helps preserve an inclusive, friendly, and safe learning environment.