**EDUCATIONAL PSYCHOLOGY RESEARCH SEMINAR**

 **(EPSY 8540)**

**Fall 2019**

Instructor: Paris Strom, Ph.D. Phone: (334) 844-3077

Class hours: On days planned with student Email: stromps@auburn.edu

Office hours: By Appointment Office Address: 5088 Haley Center

**COURSE DESCRIPTION:**

A structured context for students to begin applying what they have learned from their research methods and statistic courses. Students will design and conduct research that contributes to the educational psychological knowledge base.

**COURSE OVERVIEW:**

This professional seminar will focus on the process of doing research and of becoming a researcher. The course will focus on the mechanics of producing a research manuscript ready for presentation or publication, conducting and writing up empirical work, and establishing and maintaining a line of inquiry. However, it will also focus on becoming a researcher, identifying ones place in the field, how one fits in the history of research, and how ones theoretical perspectives fit with and contribute to educational psychology as a discipline. So, the course is about both the production of research as an activity and the establishment of an identity as a scholar.

**LEARNING OBJECTIVES:**

1. Students will understand and apply the principles of APA style in writing a manuscript.
2. Students will refine and demonstrate their research skills through the production of a finished research manuscript.
3. Students will explore and articulate their historical and theoretical context in the field of educational psychology.
4. Students will explore and articulate their mentors/influences and how those are situated in sociohistorical context.
5. Students will critique others’ research, including in peer-review processes.

Additionally, this course aligns with the following educational psychology program student learning outcomes:

1) Educational Psychology graduates will analyze and evaluate educational psychology theories and research to generate and examine a set of research questions.

2) Educational Psychology graduates will plan and apply appropriate research methods to questions, issues, and problems in educational psychology, in accordance with professional and ethical standards.

4) Educational Psychology graduates will communicate educational psychology theory and research to professional audiences of researchers and/or practitioners, in a manner consistent with professional and ethical standards.

**Required Course MATERIALS:**

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

Other course readings are 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. **Course Project.** You will complete a semester-long project, the end product of which is an APA-style manuscript suitable for submission to a professional conference and/or peer-reviewed journal. Because our course occurs in the Spring semester, you might consider AERA as a potential target for your paper. But you can also choose to identify a peer-reviewed publication to which you wish to submit your manuscript. You will use data either provided by the instructor, or from an IRB-approved project on which you have participated. If using your own IRB-approved data, you will need permission of the PI for that project, and documentation of IRB approval. You may complete your project in small groups (2-3 people) or alone. If you choose to work in a group, all group members will receive the same grade on all project parts, and groups are expected to self-manage their contributions and commitments. The project is completed in phases as described in the separate Project Assignment document. This project is worth up to 750 points total, split between the various project parts as specified in the Project Assignment.
2. **Academic Genealogy.** You will complete an academic genealogy, tracing the history of your own influences/mentors. Starting with 2-4 individuals with whom you have worked and/or your mentors, you will trace back their mentors, and then that groups mentors, going back at least four “generations” when possible. This project will be further described in class. However, typically the easiest approach is to ask your mentors/influences directly about who mentored/influenced them, and then use search engines, dissertation acknowledgements, etc., to trace back further. Typically, you will reach a point where people have pages on encyclopedias and/or Wikipedia that will make identifying their mentors easier. The individuals should be direct influences with whom people have actually worked, rather than simply ideological/theoretical influences. Finally, you will pick at least 4 individuals from your academic genealogy to write a brief paragraph about describing their contributions, theoretical orientation, training, etc. The idea of this project is to help you situate yourself in the history of our field and think through how your training has been influenced by that history. This project is worth up to 100 points.
3. **Theoretical Perspective Tracing.** The academic genealogy asks you to trace mentors through several generations. This project is different, in that you’re asked to work with the theoretical perspective with which you most identify, and to trace its history, interaction with other perspectives, how and why it developed, how it has changed. We will discuss this assignment in more detail in class. But you will want to think about a theoretical perspective you use most often and identify with most closely. Start tracing citations back – how did the theory originate? From what other perspective(s) did it emerge? Who originated the theory? Why? Some theories emerged as an extension of other perspectives, and others originated as a reaction against other perspectives. Also, what other perspectives have reacted against or extended on the perspective you are most identified with? The idea of this project is to dive into how your theoretical perspective is situated in the literature, in the history of our field, and how you might situate yourself as an educational psychologist in those broader contexts.

**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:

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| --- | --- |
| **Assignment Type** | **Total Points Possible** |
| Chapter 1- good draft | 300 |
| Chapter 2- good draft | 300 |
| Chapter 3- good draft | 300 |
| References for chaps 1-3 | 200 |
| Powerpoint Proposal-good draft | 80 |
| IRB Protocol draft- good draft | 80 |
| **TOTAL POINTS** | **1260 points** |

The course is graded as follows: A = 90 –100%, B = 80---89.99%, C = 70—79.99%, D = 60.-69.99%, F < 60%.

**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 readings, spare paper, and copies of out-of-class assignments.

**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** |
| 1 | 1A, APA Manual Ch. 1 | Overview of the Research Process, Introduction to the Course | CITI Training Due |
| 3 | APA Manual Ch. 2 | Perspectives, Problems, and Questions | Project Part 1 Due |
| 4 | 4A, 4B, 4C, APA Manual Ch. 3 | Engaging the Research Literature | Project Part 2 Due |
| 5 | 5A, 5B, 5C | Locating Yourself in the Field | Project Part 3 Due |
| 6 | 6A, APA Manual Ch. 4 | Writing a Narrative Literature Review (Moving from Summary to Argument) | Academic Genealogy Due |
| 7 | APA Manual Ch. 5 | Identifying Target Audiences, Publications, and Conferences | Project Part 4 Due |
| 8 | APA Manual Ch. 6 & 7 | Methods and Analysis Workshop Day | Project Part 5 Due |
| 9 | APA Manual Ch. 8 | Peer Review: Providing Quality Feedback, and Responding to Reviews | Project Part 6 Due |
| 10 |  | Locating Your Theoretical Perspectives in Historical and Social Context | Project Part 7 Due |
| 11 | 12A, 12B | Finding Research Funding: Research Grants & Federal Funds; Guest: Dr. Joni Lakin | Theoretical Perspective Tracing Due |
| 12 |  | Finding Research Funding: Student and Dissertation Funding | Project Part 8 |
| 13 |  | Peer Review and Discussion of Papers | Project Part 9 |
| 14 | 16A | Your Paper is Published. Now What? Establishing a Line of Inquiry | Project Part 10 Due |
| 15 | 12C | Last reflections | Reflections Due |
| 16 |  | Remaining course feedback |  |

*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 estimated out-of-class workload of 10.25 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.