**Syllabus**

**Course Number:** ERMA 7206

**Course Title:** Basic Method in Education Research

**Semester:** Fall, 2020

**Credit Hours:** 3 credit hours

**Prerequisites:** None

**Meeting Time:** Online (Class Video will be uploaded)

**Instructor:** Chih-hsuan Wang, PhD (wangchi@auburn.edu)

334-844-7986; 4010 Haley Center

**Alt. Instructor:** David Marshall, PhD (dtm0023@auburn.edu)

**Office Hour:**  Tuesday 12:00~2:00

**Or make an appointment**

**Date Syllabus Prepared:** Aug, 2020

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**Texts (pick one):**

Creswell, J. W. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Thousand Oaks, CA: Sage.

Fraenkel, J., Wallen, N., & Hyun, H. (2018). *How to Design and Evaluate Research in Education* (8th ed.). New York: McGraw Hill. ISBN: 978-1260085518

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

**Recommended Reading:**

American Psychology Association (2019). *Publication Manual of the American Psychological Association* (7th ed.)*.* Washington D.C., American Psychological Association.

McMillan, J. H. (2012). *Educational Research: Fundamentals for the Consumer* (6th ed.). Boston, MA: Pearson.

# Shannon, D. M. & Davenport M. A. (2000). *Using SPSS to solve statistical problems: A self-instructional Guide*. Merrill Prentice Hall, Upper Saddle River, New Jersey.

**Technology & Computer Software Requirements:**

1. Access to high speed internet through smart mobile device or computers.
2. Microsoft Office Word.
3. PDF file creator (e.g. Adobe Acrobat).
4. Zoom application. You can install it in your computers, tablets or smartphones. This is for participating virtual office hours.

**Prerequisite:**

 Students taking this class are expected to be able to perform the following basic skills **at the beginning** of the class:

1. **Computer basic skills**: open, save, copy-paste, use track changes, make tables and create the Word and PDF documents.
2. **Online learning platform basic skills**: open, download, and upload documents, review documents and video clips online, and **review instructor feedback on the Canvas. (More student resources for Canvas can be found here:** <http://wp.auburn.edu/biggio/canvas/student-help/> )

**IMPORTANT:**

1. All course materials (syllabus, PPTs, assignments, rubrics…etc.) will be available in Canvas. Check the Canvas site weekly for announcements, assignments, and information about the class.
2. ERMA 7200/7206 is **NOT** a data analysis course. If you would like to learn more about data analysis, the ERMA program offers several data analysis courses, from basic to advanced statistics. You should be able to find some courses to fit your needs.

**University COVID-19 Pandemic Policies**

**Zoom policy** - When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance** - Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend any in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options

**Face Covering and Physical Distancing on campus** - In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas. If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**If we go fully Remote** - In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

**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.

**Course Objectives (For SERC Majors)**:

Upon completion of this course, the student will be able to:

* 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.)

**Course Objectives (For All Other Majors)**:

Upon completion of this course, the student will be able to:

* Gain an understanding of different approaches to research
* Identify research-based literature
* Evaluate the quality of existing literature, including the review of the literature, research purpose, methods employed, results, and discussion sections
* Evaluate literature in relation to informing practice
* Design appropriate research

**Course Requirements:**

* Attend all class sessions if required.
* Complete all learning modules.
* Participate in discussions and activities (in-class, through Zoom, or on Canvas)
* Complete all assignments.
* Complete all quizzes.

**Grading and Evaluation Procedures:**

|  |  |
| --- | --- |
| Quizzes (4 \* 30 each) | 120  |
| Assignments (4 \* 30 each) | 120  |
| Class Activity\* |  60  |
| Total Possible Points | 300 points |

You can check your grade for each assignment you submitted in the Canvas. When checking your grade, look at the total points you earned in the gradebook.

**Grading Scale:**

|  |  |
| --- | --- |
| **Grade** | **Points** |
| **A** | **270+** |
| **B** | **240 ~ 269** |
| **C** | **210 ~ 239** |
| **D** | **180 ~ 209** |
| **F** | **< 179** |

**Class Policy Statements**

* ***Email and Communication***
* All communication through emails needs to be via Auburn Tiger Email system. In other words, you need to use your university email address to send me emails, and I will do the same. Emails will be responded within 48 hours excludes weekends and holidays.
* All PPTs and announcements will be posted in the Canvas. You are responsible to check the Canvas before you come to the class.
* All assignments need to be uploaded in the Canvas. I will provide feedback to your assignments in the Canvas. **You can check your grade and my feedback for each assignment in the Canvas as well.** **Remember to click your submitted document to review my feedback. It is inside the document, not under comments.**
* If you need individual help, you can reach me during the office hours, virtual office hours, emails, or make an appointment. **The regular office hours may change due to meetings or oral exams that I need to attend**. I will announce it at the beginning of the week if it happens. Also, **it is hard to find a time slot that is convenient for everyone to be our office hours. Remember I do accept “make an appointment” option**. In the past, I had virtual meetings with students during evenings or weekends. **If you need individual help, make an effort to reach me,** and I will do my best. During the summer semester, I do not hold regular office hours. Please make an appointment with me.
* ***Class Attendance***

Points are not attached to attendance directly. However, excellent class attendance is expected. If you need to be absent for school or work-related requirements, illness, or an emergency, you are allowed to make up points for no more than two classes. Students are responsible for initiating arrangements for missed work.

And yes, I can check your attendance on Canvas for online sessions.

* ***Electronic Device Policy***

Cell phones should be turned off or to vibrate during face-to-face class or Zoom sessions. Cell phone texting and/or reading are not permitted in class. Laptops and tablets in class could only be used for the purpose of the class.

* ***Assignment Policy***
* Due to the potential incompatibility of word processing programs and formats, and the potential for the transmission of viruses, absolutely **no** work for the course will be accepted as an Email and/or as an Email attachment, or on a disk etc. All graded work must be uploaded in the Canvas.
* All work submitted for the course **must be typed**.
* ***Late Assignments Policy***
* Assignments turned in late will receive a 2% 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.
* Assignments more than 2 weeks overdue will not be accepted.
* ***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 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 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. To be eligible for a grade of IN, the student must have completed and have passed more than half of all class assignments/exams for semester.

* ***Academic Misconduct***

***Academic Honesty***

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.

***Plagiarism***

For more information, see:

<http://www.collegeboard.com/student/plan/college-success/10314.html>

<http://owl.english.purdue.edu/owl/resource/589/01/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

* ***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. 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. 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, 1228 Haley Center, 844‑2096 (V/TT).

Note:

This is a tentative syllabus. Any changes will be announced in class. Students are responsible for being aware of the changes made.

**Tentative Course Content and Schedule**

| Week | Date | Topic | Assignment/Quiz | Reading1Creswell | ReadingFraenkel | ReadingSheperis |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 8/17~8/23 | Syllabus |  |  |  |  |
| 2 | 8/24~8/30 | Introduction |  | Chap. 1 | Chap. 1 | Chap. 1 |
| 3 | 8/31~9/6 | Review of Literature / Virtual Library Visit  |  | Chap. 2 | Chap. 3 | Chap. 3 |
| 4 | 9/7~9/13 | APA Format |  | Chap. 4 | Chap. 1, 2, & 5; Chap. 25 | Chap. 3 & 18 |
| 5 | 9/13~9/20 | Ethical Consideration |  | Chap. 4 | Chap. 4 | Chap. 2 |
| 6 | 9/21~9/27 | Methodological Issues—Sampling & Instrument | Quiz 1 | Chap. 7 | Chap. 6 & 7 | Chap. 4 |
| 7 | 9/28~10/4 | Methodological Issues—Reliability & Validity | Assignment #1 Due — Focus: Summary, APA format & Ethical issues | Chap. 8 | Chap. 8 & 9 | Chap. 5 |
| 8 | 10/5~10/11 | Descriptive Stats |  | Chap. 7 | Chap. 10 | Chap. 5 & 17 |
| 9 | 10/12~10/18 | Experimental & Quasi-Experimental Design | Quiz 2 | Chap. 8 | Chap. 11 ~ 13 | Chap. 6 |
| 10 | 10/19~10/25 | Correlational & Predictive & Survey Studies | Assignment #2 Due — Focus: Sampling, instruments/measures, & Validity & Reliability | Chap. 8 | Chap. 15 ~ 17 | Chap. 7 & 13 |
| 11 | 10/26~11/1 | Single-Case Research Design |  | Chap. 9 | Chap. 14 | Chap. 8 |
| 12 | 11/2~11/8 | Qualitative Studies | Quiz 3 | Chap. 9 | Chap. 18 ~ 19 | Chap. 9-122 |
| 13 | 11/9~11/15 | Mixed Methods & Action Research | Assignment #3 Due — Focus: Research Design | Chap. 10 | Chap. 23 ~ 24 | Chap. 14-152 |
| 14 | 11/16~11/22 |  | Quiz 4 |  |  |  |
| 15 | 11/23~11/29 | Happy Thanksgiving! | Assignment #4 Due — Focus: Evaluate the strengths and limitations of the article |  |  |  |

1 Reading assignments should be completed prior to the class indicated.

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

**Research Article Summary/Critique Guideline**

* **Requirements of summary/critique**
* **Pick two articles from the five you found from the library on 9/10.**
* **IN YOUR OWN WORDS**

 ***YOUR WORK MUST BE YOUR OWN—DO NOT WRITE WITH A FRIEND***

* **Use research terms (being professional)**
* **Use your book and notes**
* **Explain your thinking**
* **Typed**

**Assignment #1:**

* What is the purpose of the study?
* Comment on the literature review. Why is the topic important? How did the authors decide on their investigation?
* Any concern about ethical issues? If yes, list all the issues, and provide your suggestions.
* Was it written in APA format? Any APA format issues? If yes, list all of them, and provide the corrections.

**Assignment #2:**

* Identify independent & dependent variables.
* Describe the methods. Who are the participants? Discuss the sampling procedures and the sampling method. Is there any bias present? If so, discuss.
* What measures/instruments were used? Find & discuss evidence concerning reliability and validity of instruments/investigation.
* Comment on internal validity of the study. Identify and explain plausible threats. Comment on the external validity of the study.

**Assignment #3:**

* Identify the type/design of study. Be as specific as you can.
* How was data analyzed? Summarize the findings of the study. Identify a statistical technique used (if any).
* What conclusions do the authors draw? What are the implications of the research?

**Assignment #4:**

* Evaluate the strengths and limitations of the article: Find and discuss three things you believe the authors did well in their research and explain why. Find one flaw in the research and explain why you think it is a problem.
* What is your reaction to the article? How credible, interesting, meaningful, and applicable are the results? Evaluate the contribution of this study to your field.