Basic Methods in Education Research

ERMA 7200 (3 Credit Hours)

Fall 2021 Course Syllabus

**Instructor:** Ann Gulley, Ph.D.

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 334-844-2450

**Office Hours:** Email instructor to request an appointment.

 Meetings outside of class time will be held virtually

**Class Meetings:** Thursdays (Aug 19 – Dec 2) from 5:00 pm – 7:50 pm

2438 Haley Center

**No Class Meetings:** October 7 and November 25

**Covid Mitigation:** We will follow Auburn University guidelines in this class.

Per current guidelines, masks covering the mouth and nose will be required for all class meetings.

**Course Description:**

The purpose of this course is to provide you with the basic tools you need to engage in educational research competently and ethically. Together we will examine the tents of a wide variety of research methodologies, including the strengths and limitations of each. You will read peer-reviewed research articles and we will critique some together in class and you will critique others individually as written assignments. The primary scholarly activity will be the development of a social science research proposal. This is a semester long project that will help you learn to ask appropriate research questions and design a study to answer those questions.

**Required Text:**

Introduction to Educational Research 3rd ed. by Mertler (2022)

ISBN 978-1-5443-8831-1

 (E-book and paperback both available)

**Recommended Text:**

Publication Manual of the American Psychological Association 7th ed. (2020)

ISBN-13: 978-1433832154

**Course Policies:**

Attendance

* Attendance is mandatory and you expected to be on time for each class.
* You may miss one class period without explanation and without penalty provided you email me at least an hour before class begins.
* Additional absences will follow university guidelines requiring the submission of appropriate verification. Please refer to the [Auburn Class Attendance Policy](http://bulletin.auburn.edu/Policies/Academic/classattendance/)
* Unexcused absences will have a negative impact on your participation grade.
* 2 or more unexcused absences will reduce your final grade by 10%

Accommodations

* Auburn University is committed to providing its students with an accessible campus and equitable learning environment.  If you have a disability that requires academic accommodations, access to assistive technology training, or support services, contact the Office of Accessibility for additional information, 1228 Haley Center; 334-844-2096 (Voice/TT) or visit the Office of Accessibility website at [accessibility.auburn.edu.](https://accessibility.auburn.edu)
* Email me before or during the first week of class so we can schedule a meeting to talk about appropriate accommodations.

Class Participation

* Graduate students are expected to take responsibility for their own learning, and in this course, a great deal of learning will take place in the context of small group and whole class discussions. Each of you bring experiences and perspectives that will enrich our discussions and support the learning of the entire class community.
* You are expected to be prepared and up to speed with all reading assignments so your contributions will be meaningful with respect to the topic.

Assignments

* All assignments must be uploaded to Canvas by 11:59 pm the night before class.
* I will not accept any assignments by email.
* **Late assignments will be penalized by 10% for each late day.**
* Any issues you would like to discuss regarding a grade will need to be addressed during an appointment outside of class.

Communication

* If you need to talk to me outside of class please send an email.
* Emails will be answered within 2 business days.

Academic Honesty

* All of the assignments you turn in for this class must be your own, original work.
* All ideas, theories, statements that originate from another source must be properly cited using APA 7th ed. Standards.
* Make sure you understand academic honesty be reading the review provided to AU students from the Provost’s Office: [AU Academic Honesty Overview](https://www.auburn.edu/academic/provost/academic-honesty/)

**Types of Assignments:**

Article Critiques

* You will select two peer reviewed articles – one quantitative and one qualitative – and provide a written critique of each.

ORT (On the Right Track) Assignments

* Short assignments designed as check points to make sure you are On the Right Track for your Research Proposal.

CITI Training – This training is **FREE**.

* The Collaborative Institutional Training Initiative provides training that addresses the ethics associated with research. Auburn University requires CITI certification for all students or employees who conduct research. Your certification will be valid for several years. You will complete the Responsible Conduct of Research Course for Social and Behavioral Research.

Annotated Bibliography

* You will select 3 peer reviewed articles related to your topic of interest and provide an APA style annotated bibliography for each source.

Facilitated Discussions

* Student pairs will lead class discussions/critiques of assigned journal articles

Research Proposal Part I – This is a proposal ONLY. You will not be doing the research.

* Identify the Research Problem
* Review of Literature
* Research Question(s)

Research Proposal Part II – This is a proposal ONLY. You will not be doing the research.

* Research Design [method, sampling, instrument(s)]
* Data Collection and Analysis
* Limitations

Peer Review

* You will provide written reviews of another student’s rough drafts for Part I and Part II of the research proposal. Peer review is a part of the scholarly process. In this class, peer review is intended to help students identify areas of weakness that may be addressed prior to submitting a final draft.

Class Presentation

* You will create a PowerPoint presentation based on your research proposal to share with a small group of peers. You presentation should be 10 minutes long with an additional 5 minutes allotted for Q&A.

Class Participation

* Throughout the semester you will be participating in small group and whole class discussions based on assigned readings. Your participation grade will be based upon the degree to which you engage meaningfully in these discussions, giving evidence of advanced preparation.

**Percent Value of Assignments:**

| Assignment Type | # Assignments | Percent for Each Assignment  | Total Percent for Category |
| --- | --- | --- | --- |
| Article Critique | 2 | 8 | 16 |
| [ORT] On the Right Track | 3 | 1 | 3 |
| Annotated Bibliography | 1 | 6 | 6 |
| Facilitated Discussion | 1 | 5 | 5 |
| \*Research Proposal Part I | 1 | 25 | 25 |
| \*Research Proposal Part II | 1 | 25 | 25 |
| Peer Review | 2 | 5 | 10 |
| Proposal Presentation | 1 | 5 | 5 |
| Class Participation |  |  | 5 |
| SEMESTER TOTAL |  |  | **100** |

\**Additional points may be awarded at the discretion of the instructor after revisions are submitted*

**Percent Grading Scale:**

| Percent Range | Letter Grade |
| --- | --- |
| 90.00 – 100.00 | A |
| 80.00 – 89.99 | B |
| 70.00 – 79.99 | C |
| 60.00 – 69.99 | D |
| 00.00 – 59.99 | F |

**Instructor Recommendation for Course Success:**

*This is a writing intensive course and the expectation is that all written work submitted (other than ORT assignments) will be in proper APA format. All written work is expected to be grammatically correct and to follow the well-established principles of good writing. These include appropriate use of thesis statements, supports, citations, transitions, summary statements, and references. I strongly recommend that students schedule appointments with the Miller Writing Center while developing their proposals. Writing center tutors can help you evaluate your paper’s organization, structure, and fidelity to the assignment. Visit the* [*University Writing Center*](http://www.auburn.edu/academic/provost/university-writing/miller-writing-center/) *website for appointment instructions.*

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**Calendar:**

 **NOTE:** Assignments that are Canvas Uploads (CU) are due the day before class by 11:59 pm

*This calendar and its assignments are subject to change at the discretion of the instructor*

| Week | Date | Topics | Assignments & Readings Due |
| --- | --- | --- | --- |
| 1 | Aug 19 | *Course Introduction:* *What Is Research? Why do Ethics Matter?* | - Read the Syllabus |
| 2 | Aug 26 | *Literature Searches & Source Management* MEET IN MEL LOBBY OF LIBRARY | -Mertler Ch 2 & 3-Area(s) of Interest [ORT] (CU) |
| 3 | Sep 2 | *Quantitative & Qualitative Overview* | -Mertler Ch 6 &7-Statement of Problem [ORT] (CU) |
| 4 | Sep 9 | *Writing a Literature Review* | -Mertler Ch 5-CITI Training (CU) |
| 5 | Sep 16 | *Article Critique Process* *Facilitated Discussion (Group 1)* | -Mertler Ch 10 -Annotated Bibliography (CU) |
| 6 | Sep 23 | *Sampling & Data Collection – Quantitative**Facilitated Discussion (Group 2)* | -Mertler Ch 12-Proposal Part I Rough Draft (CU) |
| 7 | Sep 30 | *Data Analysis – Quantitative**Facilitated Discussion (Group 3)* | -Mertler Ch 13-Peer Review Proposal Part I (CU) |
| 8 | Oct 7 | FALL BREAK – NO CLASS | -Proposal Part I Final Draft (CU) |
| 9 | Oct 14 | *Sampling & Data Collection – Qualitative* | -Mertler Ch 11-Quantitative Article Critique (CU) |
| 10 | Oct 21 | *Data Analysis – Qualitative**Facilitated Discussion (Group 4)* | -Proposal Part I Revisions (CU)-Method and Analysis [ORT] (CU) |
| 11 | Oct 28 | *Mixed Methods Overview* | -Mertler Ch 8-Qualitative Article Critique (CU) |
| 12 | Nov 4 | *Action Research Overview**Facilitated Discussion (Group 5)* | - Mertler Ch 9-Proposal Part II Rough Draft (CU) |
| 13 | Nov 11 | *Small Group Article Critiques**Facilitated Discussion (Group 6)* | -Journal Article Reading (TBA)-Peer Review Proposal Part II (CU) |
| 14 | Nov 18 | *Thesis & Dissertation Process**Facilitated Discussion (Group 7)* | -Proposal Part II Final Draft (CU) |
| 15 | Nov 25 | THANKSGIVING BREAK – NO CLASS |  |
| 16 | Dec 2 | *Research Proposal Presentations* | -Proposal Part II Revisions (CU)-Proposal Presentation PPT (CU) |