**ERMA 7200**

**FALL 2021**

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Office Hours: By Appointment

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**Meeting Time and Space:**

C01 - Mondays 12:00-2:50pm – 2467 Haley Center

C02 – Mondays 4:00-6:50pm – 2438 Haley Center

**Course Readings**:

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education*. McGraw-Hill Education.

**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. By the end of the semester, students should attain the following learning goals:

1. Understand the fundamentals of social science research.
2. Pose research questions about their areas of interest.
3. Design an empirical study that can answer the questions that are posed.
4. Evaluate and critique the research that others have done.
5. Learn from perspectives that are not your own.

**Course Requirements**:

Readings

Participation in Class Discussions and Work Sessions

Class Assignments

Completion of a Course Project

**Class Evaluation**:

**Grading Procedure**

The grade for each assignment is criterion-referenced. Overall grades will be determined by the following weights:

Research Proposal 45%

CITI Training 20%

Assignments 35%

Final Exam 10%

**Grading Scale**

100 – 90 A

89.99 – 80 B

79.99 – 70 C

69.99 – 60 D

**Course Policies**

1. **Having more than one unexcused absence will result in not receiving credit for the class.**

2. **Late work is not accepted.**

3. Professionals use appropriate means for discussing disagreements. If you don’t understand something, ask during class. If you still don’t understand, e-mail, phone, or catch me in the building. If you think you deserve a different grade, please contact me within 48 hours, otherwise my poor memory will become even poorer. Please don’t be so unprofessional as to take class time to discuss grades or other points of contention.

4. Professionals take responsibility for their own learning.

5. Professionals understand that teaching and learning are ongoing processes for everyone. There are things I haven’t thought of here. Understand that I am learning along with you and your classmates. Please help me take a collaborative approach to solving any problems that may arise.

6. Professionals make others aware of what they need to be successful. Please inform me within the first week of class if you require adaptations of modifications to any assignment or exam procedure or due date because of special needs (disabilities, religious observances, and so on).

7. Emails will be answered within 24 hours. Emails sent on the weekend will not be answered until Monday.

## Individual and Group Assignments (35 points)

Individual Assignments (20 points). Assignments are included throughout the course schedule. These assignments will be discussed in further detail as they are made. Each assignment will be expected when due.

Class Assignments (15 points). You will work on a group assignment throughout the course. This project will be tailored to the interests of the class. Topics in previous years have dealt with programs in K-12 settings, accreditation issues, and community programs.

**Research Proposal (45 points)**

Each student will prepare a research proposal. This will be the primary deliverable for the course. The paper will be completed in two parts.

The first part of the proposal assignment will discuss:

* The identification of a researchable problem
* A review of related research
* The research question(s) and corresponding hypotheses.

The second part of the proposal will discuss:

* The research design and methodology
* The sampling approach/Tool selection
* Measurement issues
* Data collection procedures
* Data analysis plan
* Limitations.

Students will present their work on the last day of class. Specifications for this can be found in Canvas. Each student will give a PowerPoint presentation. Documents associated with your presentation should be uploaded by noon on November 15.

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 research proposal must be on a topic that is professionally relevant for each student, and the study that is designed must be feasible to carry out given adequate resources and time.

**In-Class Assignments**

During most class sessions, there will be an assignment that needs to be completed or uploaded in Canvas. Students must be in attendance to receive credit for these. Only students with documented emergencies and situations approved by the instructor in advance of the date in question will be allowed to make up this work.

### **CITI Training (20 points)**

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 to conduct research. **You should not pay anything to complete this.** For this course, you will be required to:

1. Register with CITI at [www.citiprogram.org](http://www.citiprogram.org/)
2. Choose to register as a member of an affiliated organization; type in Auburn University.
3. Complete the following course:

IRB # 2 Social and Behavioral Emphasis - AU Personnel - Basic/Refresher - IRB # 2 Social and Behavioral Emphasis - AU Personnel (ID 72746)

This can be found under the Human Subjects Courses option.

1. Upload your certificate of completion in Canvas by Tuesday, February 2nd by 11:59pm.

**Final Exam**

The final exam will be a one- to two-page discussing what you have learned in the class, how you think you will use the tools of research moving forward, and what you would still like to learn about research that you haven’t yet.

**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 Educational Foundations, Leadership, and Technology 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 Student Policy eHandbook 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 Americans with 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.

**Course Schedule**

This represents a schedule of the assignments and activities for the semester. This schedule is subject to change. Assignments and activities may be added to the schedule per the needs of the learning community. The third column represents the readings, assignments, and activities to be completed by the date listed. Chapters referenced without author names are found in the Fraenkel, Wallen and Hyun text.

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| **DATE** | **TOPIC(S)** | **TO BE COMPLETED** |
| **Week 1**  August 16 | Course Introduction  Review of Syllabus  Establish Course Expectations |  |
| **Week 2**  August 23 | The Nature of Empirical Research | * Ch. 1 and 2 |
| **Week 3**  August 30 | Ethics in Research  Literature Searches  How to Do a Lit. Review | * Ch. 3 and 4 * Ethics Discussion |
| **Week 4**  September 6 | Labor Day, No Class |  |
| **Week 5**  September 13 | Sampling Approaches | * Ch. 5, 6, and 7 * CITI Training Due Beginning of Class |
| **Week 6**  September 20 | Quantitative Research Designs  Validity, Reliability | * Ch. 8 and 9 |
| **Week 7**  **September 27** | Quantitative Research Designs | * Ch. 9, 10 |
| **Week 8**  **October 4** | Quantitative Research Designs | * Ch. 11, 12 |
| **Week 9**  **October 11** | Quantitative Data Analysis  Causal/Comparative/Surveys | * Ch. 15, 16, and 17 |
| **Week 10**  **October 18** | Internal Validity, Reliability, Trustworthiness and Consistency | \*Specific Readings and Assignments for the rest of the semester will be handed out here |
| **Week 11**  **October 25** | Qualitative Research |  |
| **Week 12**  **November 1** | Qualitative Research |  |
| **Week 13**  **November 8** | No Class Meeting – Work Day | Full research proposal due Friday 4/9 by 11:59pm |
| **Week 14**  **November 15** | Mixed Methods Research  Program Evaluation  Applied Research Designs |  |
| **November 22** | Thanksgiving Break, No Class | * Turkey, Stuffing, Pecan Pie |
| **Week 15**  **November 29** | Research Proposal Presentations | * Research proposal presentations |