**ERMA 7200**

**Basic Methods in Education Research**

**Fall 2024**

# Instructor: Dr. Natalie Neugebauer Schoettler

**Office Hours and Location:** Wednesday, 2-4 pm or by appointment

Haley Center 4086 or via Zoom

**Office Phone:** 334-844-3074

**Cell Phone:** (706) 575-5699 (EMERGENCY ONLY)

**E-mail:** nmn0011@auburn.edu

**Response Time:** I will respond to emails within 48 hours.

**Meeting Time and Location:**

**CO1:** Mondays, 12– 2:50 pm, Haley Center 1454

**CO2:** Mondays, 4-6.50 pm, Haley Center 2226

**Credit Hours:** 3 credit hours

**Required Text:**

Mertler, C. A. (2021). Introduction to educational research (3rd ed.). Sage.

ISBN-10: 1544388314; ISBN-13: 978-1544388311

**Recommended Text:**

American Psychological Association. (2020). Publication manual of the American Psychological

Association (7th ed.). American Psychological Association.

A supplemental packet of required readings will also be provided and discussed at the beginning of the course.

**Course Description:** This 3 credit-hour course focuses on the exploration of major modes of inquiry in contemporary educational research including experimental, casual comparative, descriptive, qualitative inquiry, and action research models.

**Course Objectives**: Students in this course will: (1) learn about the fundamentals of social science research; (2) develop research questions about their area of interests; (3) design an empirical research study that aims to answer these research questions; (4) evaluate existing research for its quality and merit; and (5) engage in respectful discord with others who offer different perspectives.

**Grading and Evaluation:**

**List of assignments and a brief overview of points:**

Quantitative Research Proposal Tasks 20 %

Research Topic

Literature Matrix

Draft 1

Peer Review 1

Draft 2

Peer Review 2

Final Research Proposal    40%

Research Proposal Presentation 10 %

Qualitative Research Project 20 %

Interview/Transcript

Collaboration

Mini Group Presentation

CITI Training                                 10 %

**Total 100 %**

**Grading Scale:**

A = 90% to 100%

B = 80% to 89.99%

C = 70% to 79.99%

F < 70%.

**Extra Credit:** Students may earn one-time extra credit (5 percentage points) if they attend a conference presentation and complete the provided evaluation form in detail.

**Course Policies:**

**Participation:** Students are expected to regularly attend and participate in class. This may include class discussions, article critiques, and other group work. One of the goals of this course is to discuss real-life applications of the material and collaborate with classmates. Students are also expected to complete any assigned readings prior to class and be prepared to engage in discussion.

**Attendance:** As graduate students, you are expected to attend each class and to actively participate throughout the course. I realize that situations may arise that are beyond your control, such as funerals, illness, family emergencies, etc. Open communication is key. It is your responsibility to reach out in advance to provide documentations, as appropriate, and make other arrangements if you must miss a class meeting. Unexcused absences accounting for 20% or more of class meetings will result in the reduction of a letter grade. Attendance via Zoom will not be permitted.

**Late submissions:** All assignments are expected to be received by the start of class, unless otherwise stated in the syllabus. Late work without proper documentation will result in a 10% reduction per day. Late work with proper documentation will be accepted in cases of illness or other emergencies. Please send me an email and we will work something out. If you feel you cannot meet a deadline, please reach out in advance and we can discuss the possibility of an extension.

**Accommodation Statement:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. 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). Please refer to the [Office of Accessibility website](http://bulletin.auburn.edu/undergraduate/academicservices/officeofaccessibility/).

**Academic Honesty:**All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Artificial Intelligence:** Artificial intelligence should not be used to complete any assignment unless otherwise specified. Violationsof this guideline will be considered academic misconduct.

**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 Tiger Cub publication for the current year for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the Code.

**Classroom Behavior:**The Auburn University [Classroom Behavior Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) is strictly followed in the course; please refer to the above Student Policy eHandbook for details of this policy.

**Counselor Education Course Statements**

**Policy Related to the Use of AI for Classroom Assignments:**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Policy Related to the Use of Zoom for Class Meetings:**

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
  + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer.  It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break).   These pauses should be *short*.  Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content.   If I don’t respond to a comment or discussion in Chat, please let me know.
* 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.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
    - Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
    - Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded.  *In areas such as supervision this may not be possible*.
  + You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
  + As per University policies, 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 so we can discuss if accommodations are possible.

**Counselor Education DEI Statement (CACREP 2024 Standard 1.N.6):**

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

**Accommodations Statement:**

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

**CACREP Standards and Learning Outcomes:**

After completing this course, students will have demonstrated an understanding of and competency related to the following CACREP 2024 standards:

* Qualitative, quantitative, and mixed methods research designs (CACREP 3.H.3)
* Practice-based and action research methods (CACREP 3.H.4)
* Statistical tests used in conducting research and program evaluation (CACREP 3.H.5)
* Analysis and use of data in research (CACREP 3.H.6)
* Use of research methods and procedures to evaluate counseling interventions (CACREP 3.H. 7)
* Program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy (CACREP 3.H. 8)
* Culturally sustaining and developmentally relevant outcome measures for counseling services (3.H.9)
* Ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation (CACREP 3.H.10)
* Culturally sustain and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation (CACREP 3.H.11)

**Course Calendar:**

NOTE:  This is a tentative syllabus. Any changes will be announced in class as well as on the Canvas course website. Students are responsible for checking their Auburn email and Canvas accounts regularly.

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| **Class Meetings** | **Content** | **Assignments Due** |
| 08/19/24 | Syllabus Review | N/A |
| 08/26/24 | The nature of empirical research | * Ch. 1 * Makel & Plucker (2014) * Abbot et al. (2023) * Plash (2006) |
| 09/02/24 | **Labor Day (No Class)** | |
| 09/09/24 | Ethics in research; Types of variables | * Ch. 4 * Kramer (2014) * Research topic due |
| 09/16/24 | Searching the literature; Research problems and questions | * Ch. 2, 3, 5 * Villaroel (2016) * Jansen (2018) * CITI Training due |
| 09/23/24 | **20-min Individual Conferences (No Class)** | * Literature Matrix due |
| 09/30/24 | Quantitative research designs; Internal validity | * Ch. 7 * Ford (2008) * McMillan book chapter * Rough draft 1 due |
| 10/07/24 | Sampling; Measurement | * Ch. 12 (p. 219-230) * Pressley (2021) * Peer Review 1 due |
| 10/14/24 | Data collection | * Ch. 12 (p. 231-255) * Beck (2014) * Sheperis book chapters |
| 10/21/24 | Quantitative data analysis  Guest Lecturer: Dr. David Marshall | * Ch. 13 * Rough Draft 2 due |
| 10/28/24 | Qualitative research designs | * Ch. 6 * Peer Review 2 due |
| 11/04/24 | Qualitative data analysis; Qualitative project workshop  Guest lecturer: TBA | * Ch. 11 * Marshall & Naff (2023) * Transcript due * Final Research Proposal due |
| 11/11/24 | Mixed methods research; applied research designs | * Ch. 9 * Cunningham (2010) * Zumbrunn & McMillan book chapter * Makel (2022) * Qualitative Project and Mini-Presentation due |
| 11/18/24 | Presentations | * Suldo (2009) * Presentation ppt due |
| 11/25/24 | **Thanksgiving (No Class)** | |
| 12/02/24 | Course Wrap-up | * Revised Research Proposal due (optional) * Extra credit due (optional) |