Basic Methods in Education Research

## ERMA 7200

3 credit hours Course Syllabus Spring 2021

**Instructor:** Sarah Flint, PhD, LPC
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**Office Hours:** Meetings available by appointment via Zoom

**Meeting Time and Space:** Tuesdays 5:00pm-7:50pm (Haley 2467)

# 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.

# Texts

### Required

There are two required texts for this course. Other readings will be assigned and provided as needed.

Privitera, G.J., & Ahlgrim-Delzell, L. (2019). *Research methods for education.* Sage.

ISBN-13: 978-1506303321; ISBN-10: 1506303323

American Psychological Association. (2019). *Publication manual of the American Psychological Association (*7th ed.). American Psychological Association.

ISBN-13: 978-1433832161; ISBN-10: 143383216X

# Course Activities and Deliverables

### Class Attendance

Excellent attendance is expected. If you are not going to be able to attend class, it is your responsibility to

inform the instructor prior to the start of class and obtain notes from another student. Students who miss

more than 20% of class sessions will have their final grade docked by one letter grade.

### Partners

Each student will be assigned a partner for the semester. The research proposal peer reviews described below are to be completed with your assigned partner. It is your responsibility to email your drafts and feedback directly to your peer partner both of the times required this semester. Partner assignments will be found in the Announcements section of Canvas within the first couple of weeks of the semester.

### Research Proposal

Each student will prepare a *quantitative* research proposal. This will be the primary deliverable for the course. The paper will be completed in two parts initially and then formally turned in as one document at the end of the semester.

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
* Measurement issues
* Data collection procedures
* Data analysis plan
* Limitations

There will also be a peer review component to the research proposal assignment. Prior to each part of the proposal’s due date, students will exchange a draft of their paper with their partner and provide feedback based on a rubric available in Canvas. Each pair of students should create a plan for this exercise to ensure mutual expectations are established for when drafts should be exchanged and when peer reviews should be completed. The peer reviews are required for both parts of the proposal. Class time will be provided to debrief with one another after each review. Specifications for this will be found in Canvas.

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 to each student, and the study that is designed must be feasible to carry out given adequate resources and time. Each student will give a brief presentation for their research proposal during the final class meeting at the end of the semester during the last class. Specifications for this can be found in Canvas.

### Article Critiques and Class Discussion (10 points each)

Five article critique discussion assignments are assigned during the semester, and we will discuss these critiques in class. Students are expected to be fully prepared by having read the article and completing the article critique (details in Canvas) prior to the class meeting. Students will submit a word document prior to our class meeting answering the prompts and then will use that to guide our group discussion. Students must be present in the class meeting at 5pm to receive credit on the class discussion component of this assignment. **The written component of this assignment is due by 4:59pm prior to our class meeting at 5pm.** 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. All other assignments are due by 4:59pm on the date listed.

### 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.

### Quizzes (10 points each)

There will be **six** quizzes during the semester that will be posted and taken in Canvas. The quizzes will be open-book and open-notes; however, these are to be completed individually. No late quizzes are accepted, and quizzes are due by **4:59pm on Tuesdays**. Giving or receiving assistance from anyone on the quizzes will be considered a violation of Auburn’s Academic Misconduct policy and violations will be referred.

# Grading

Signed Honor Pledge 5 points

Quizzes (6x10 points each) 60 points

Article Critique Discussion (5x10 points each)50 points

CITI Training 20 points

Research Proposal Topic 10 points

Literature Matrix 20 points

Research Draft Part One 50 points

Research Draft Part Two 50 points

Research Draft Part Three 50 points

Research Final Draft 180 points

Peer Partner Review (3x20 points each) 60 points

Research Proposal Presentation 30 points

Qualitative Research Assignment 25 points

 **Total Possible Points: 610 points**

# Grading Scale

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| --- | --- | --- |
| 100 | – 90 | A |
| 89.99 | – 80 | B |
| 79.99 | – 70 | C |
| 69.99 | – 60 | D |
| 59.99 | and below | F |

**Late Assignments Policy**

Late assignments will receive a deduction of 10% for each day they are late. Assignments that are due at the start of class will not be accepted late. Failure to complete these prior to class will result in the grade of a zero (0) for the assignment. The only exceptions will be documented emergencies and situations approved with the instructor in advance of the due date. No work will be accepted that is more than one week late without prior approval from the instructor.

Open communication is the key. If you have a situation that interferes with your ability to complete an assignment on time, it is your responsibility to contact the instructor as soon as you are aware of this. Life happens, and individual circumstances will be considered on a case-by-case basis.

All work is expected to be typed. The late penalty will be applied to hand-written work and then turned in late in a typed format. All electronic documents submitted for the course are expected to be in Word format.

# 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.

**COVID Related Absences**

Modifications to the above policy have been made to accommodate COVID related absences. 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 must follow the instructions on the Healthcheck app. If you are feeling ill or if you have been exposed to someone with the virus, you are asked to stay home to protect others. If you are not experiencing symptoms of illness, you are asked to participate in course meetings remotely. Some class meetings are already set for Zoom format, and in-person meetings will include a Zoom link for students who need to participate remotely for any reason. Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

# 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 Privitera and Ahlgrim-Delzell text.

All assignments are due by 4:59pm unless stated otherwise below

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| **DATE** | **TOPIC(S)** | **TO BE COMPLETED** |
| **Week 1** January 12***Via Zoom*** | Course Introduction Review of SyllabusEstablish Course Expectations | * Honor Pledge
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| **Week 2**January 19***Via Zoom*** | The Nature of Empirical Research | * Ch. 1
* Jansen (2018)
* Villarroel (2016) critique discussion
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| **Week 3** January 26 | Ethics in Research Literature Searches | * Ch. 2-3
* Ethics Discussion
* Research Topic Due by 11:59pm
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| **Week 4** February 2 | Measurement & Instrumentation | * Ch. 4-5
* Quiz 1
* CITI Training due by 11:59pm
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| **Week 5** February 9 | Sampling Approaches | * Ch. 6
* Kramer (2014) critique discussion
* Literature Matrix due
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| **Week 6** February 16 Auburn Wellness Day | No Class Meeting |  |
| **Week 7**February 23 | Quantitative Research Designs | * Ch. 7-8
* Quiz 2
* Rough Draft Part 1 due
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| **Week 8**March 2 | Quantitative Research Designs | * Ch. 9, 13-14
* Quiz 3
* Peer review 1 due
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| **Week 9**March 9 | Quantitative Data Analysis | * Ch. 19
* Quiz 4
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| **Week 10**March 16 | Internal Validity | * McMillan (in Canvas)
* Rough draft Part 2 due
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| **Week 11**March 23 | Qualitative Research | * Ch. 10-12
* Quiz 5
* Peer review 2 due
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| **Week 12**March 30 | Qualitative Research | * Ch. 20
* Weiner critique discussion
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| **Week 13**April 6 | No Class Meeting – Work Day | * Full research proposal due Friday 4/9 by 11:59pm
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| **Week 14**April 13 | Mixed Methods ResearchProgram EvaluationApplied Research Designs | * Chapter 15-17
* Zumbrunn & McMillan
* Suldo critique discussion
* Quiz 6
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| **Week 15**April 20 | Research Proposal Presentations | * Research proposal presentations (slides due in Canvas by 4:59pm)
* Qualitative Research Assignment due by 11:59pm
* Optional research proposal revisions due by 11:59pm
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