**Syllabus**

**Course Number:** ERMA 7910

**Course Title:** Practicum in Educational Research, Measurement, and Evaluation

**Semester:** Spring, 2022

**Credit Hours:** 3 credit hours

**Prerequisites:** ERMA 7210, ERMA 7300

**Meeting Time:** TBA

**Instructor:** Chih-hsuan Wang

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wangchi@auburn.edu

**Office Hour:**  Virtual Office Hour: Tuesdays 12:00-2:00 pm and by appointment

**Date Syllabus Last Updated:** January 2022

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**Texts:**

Resources (journals, research monographs, other research, etc.) selected as appropriate to the individual practicum focus

**Recommended Reading:**

American Psychology Association (2019). *Publication Manual of the American Psychological Association (7th ed.).* Washington D.C., American Psychological Association. (ISBN# 978-1433832178)

**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.

**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. Excel or SPSS (SPSS is not required).
5. Zoom application. You can install it in your computers, tablets or smartphones. This is for participating virtual office hours.

**Other Prerequisite Skills:**

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/> )

**Course Description:**

This practicum is designed to provide performance-based experience related to the area of specialization within educational research and evaluation. It is designed to provide students with a supervised experience within a school, university, or community setting that will assist them in gaining expertise/experience in implementing educational research and evaluation projects.

**Course Objectives**:

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

* Plan and implement research and evaluation projects – Students may have already planned a research and evaluation project in a prior course but will implement a research or evaluation study during practicum.
* Apply appropriate research methodologies to questions, issues, and problems in educational research and evaluation to specific practicum settings.
* Communicate research and evaluation findings to professionals and practitioners. – Students will present findings from the research they completed during this practicum experience.

**Course Requirements:**

1. **Practicum Goals andPproposal (approx. 2-3 pages)** **—** This proposal will include a description of the practicum goals, your responsibilities, the timeline for completion of your practicum duties, expected outcomes, and how you will determine whether you met these outcomes.
2. **Practicum Progress Report(s) (approx. 1-2 pages) —** At the approximate halfway point, provide a summary of your progress and what actions need to be taken to complete the proposed project. Each summary should be submitted via Canvas as a document or as a substitute for a summary you may schedule an appointment with your instructor to discuss your progress. Progress and issues faced at practicum sites will also be discussed in class meetings.
3. **Practicum Project Report** **—** Prepare a summary report of your practicum project/activity. In this report, address the development and rationale for the overall goals and questions, project design (sampling data collection and analysis), findings, and discussion. Some aspects of this practicum project will also be useful for the portfolio artifacts and reflections described below.
4. **Portfolio Artifacts and Reflections —** A portfolio is the masters’ program in Educational Research, Measurement, and Evaluation. The portfolio is aligned with program student learning outcomes for the degree and used for academic assessment and improvement purposes. Supportive evidence will be included based on your efforts in core coursework and this practicum experience. For example, you are required to analyze program missions and theory of action and construct a set of meaning evaluation questions in ERMA 7200 and ERMA 8100. In several courses (ERMA7210, ERMA8100, and ERMA8200), students are required to plan appropriate research (and evaluation) methods to address the purpose and specific research/evaluation questions. During this practicum, you will be required to implement research or evaluation and communicate findings to clients and practitioners, as well as others enrolled in the practicum.

**Grading and Evaluation Procedures:**

| **Assignment** | **Potential Pts** |
| --- | --- |
| Practicum Proposal | **30** |
| Practicum Progress Report | **10** |
| Practicum Report/Presentation | **60** |
| Total | **100** |

**Grading Scale:**

|  |  |
| --- | --- |
| **Grade** | **Points** |
| **Satisfactory** | **70~100** |
| **Unsatisfactory** | **<70** |

**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 assignments need to be uploaded on the Canvas. I will provide feedback to your assignments on the Canvas. You can check your grade for each assignment on the Canvas as well. However, I keep your official grades in my Excel file.
* If you need individual help, you can reach me during the office hours and/or make an appointment.
* ***Class Attendance***

Points are not attached to attendance directly. However, excellent class attendance and work progress 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.

* ***Electronic Device Policy***

Cell phones should be turned off or to vibrate during face-to-face classes. 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 E-mail and/or as an E-mail attachment, or on a disk etc. All graded work must be uploaded on 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 the 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).

**Tentative Course Content and Schedule**

| Week | Date | Topics |
| --- | --- | --- |
| 1 | 1/12 ~ 1/16 | Syllabus — Introductions, Practicum Requirements, Discussion of Student Practicum Plans and Goals |
| 2 | 1/17 ~ 1/23 |
| 3 | 1/24 ~ 1/30 | Practicum Proposal due on Sunday, 1/30 |
| 4 | 1/31 ~ 2/06 | * Research design, Measurement, and Analysis issues faced at Practicum Sites/Activity * Professional and Ethical Issues |
| 5 | 2/07 ~ 2/13 |
| 6 | 2/14 ~ 2/20 |
| 7 | 2/21 ~ 2/27 |
| 8 | 2/28 ~ 3/06 | Practicum Progress Reports Due on Sunday, 3/06 |
| 9 | 3/07 ~ 3/13 | Spring Break |
| 10 | 3/14 ~ 3/20 | Professional and Career Opportunities in Educational Research and Evaluation. |
| 11 | 3/21 ~ 3/27 |
| 12 | 3/28 ~ 4/03 |
| 13 | 4/04 ~ 4/10 | Practicum Report Due on Sunday, 4/10  (See Practicum Report Guidelines) |
| 14 | 4/11 ~ 4/17 | Portfolio Development |
| 15 | 4/18 ~ 4/24 |
| 16 | 4/25 ~ 5/01 | Portfolio Artifacts and Reflections due on Sunday, 5/01  (See ERME Portfolio Guidelines) |

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

**PRACTICUM REPORT GUIDELINES**

1. Revisit anything that you revised from the proposal and explain the rationale for any changes made. These areas include 1) the primary or concern and its significance, 2) description of the problem, 3) project design, 4) project management, 5) resources, and 6) evaluation.
2. Prepare a brief summary report of your practicum project/activity. In this report, address the following:
3. Primary goals/questions addressed in the project. Describe the process in which these goals/questions were developed (some of these may also apply to SLO1)

**SLO 1: Analyze and evaluate educational research to generate and examine a set of research questions**

1. Project Design. Describe the key aspects of the design used to examine the goals/questions stated above. This will include:
2. Research/evaluation design
3. Sample and sampling plan
4. Data collection methods and support for the integrity of methods
5. Data Analysis in relation to each goal/question

Some aspects of this will also apply to SLO#2

**SLO 2: Plan and apply appropriate program evaluation and research methods to address research questions, issues, and problems**

1. Results and Discussion. Report the results you have in relation to your stated goals/questions. Describe the format(s) in which these results can best be communicated so that they reach the intended audiences. Discuss these findings, their implications for practice and recommendations for further study.

Some aspects of this will also apply to SLO#3

**SLO 3: Communicate findings from research or evaluation to clients and practitioners, in a manner consistent with professional and ethical standards**

**ERME Portfolio Guidelines**

**MS – Educational Research Measurement and Evaluation (ERME)**

This program prepares individuals to work in a variety of professional settings, including universities, governmental agencies (such as the Department of Education), research and evaluation firms, research hospitals, insurance companies, national testing companies, and school systems. State-wide and nationally, school systems, community colleges, and universities employ assessment and evaluation specialists, institutional researchers, program evaluators and accreditation specialists.

[**http://www.education.auburn.edu/graduate-degree-cert/educational-research-measurement-evaluation-erme-m-s/**](http://www.education.auburn.edu/graduate-degree-cert/educational-research-measurement-evaluation-erme-m-s/)

Below is a curriculum map that visuallyrepresents the alignment between student learning outcomes (SLOs) and required courses/experiences.

**Student Learning Outcomes**

**SLO 1**: Analyze and evaluate educational research to generate and examine a set of research questions.  
**SLO 2:** Plan and apply appropriate program evaluation and research methods to address research questions, issues, and problems.   
**SLO 3**: Communicate findings from research or evaluation to clients and practitioners, in a manner consistent with professional and ethical standards.

|  |  |  |  |
| --- | --- | --- | --- |
| **CORE COURSES REQUIRED FOR ALL STUDENTS** | **SLO1** | **SLO2** | **SLO3** |
| ERMA 7200 – Basic Methods in Educational Research | 1,2,3 | 1.2 | 1 |
| ERMA 7210 – Theory and Methodology of Qualitative Research | 1 | 1,2 | 1,2 |
| ERMA 7300 – Design and Analysis 1 | 1,2 | 1,2 | 1,2 |
| ERMA 7910 – ERMA Practicum | 2,3 | 2,3 | 2,3 |
| ERMA 8100 – Program Evaluation | 1,2,3 | 2,3 | 2 |
| ERMA 8200 – Survey Research Methods | 1 | 1,2,3 | 1,2 |
| Advanced Methods Coursework (9 hours) | 2,3 | 2,3 | 2,3 |
| Perhaps include other aspects of the program (although not formally required for all) |  |  |  |
| Conference Proposals, Presentations, Manuscripts for Publication | 2,3 | 2,3 | 2,3 |
| Research and Evaluation Experience | 2,3 | 2,3 | 2,3 |
| Note: 1=introduced, 2=reinforced, 3=emphasized |  |  |  |

**Portfolio Assessment**

A portfolio-based measurement system will be used to assess the SLOs stated previously. The purpose of this assessment for to improve the program, not to determine whether you earn the certificate. Portfolios offer an authentic assessment opportunity, engaging students in the process of self-assessment and reflection in relation to valuable student learning outcomes (SLOs). Supportive evidence will be included based on students’ efforts in core coursework and professional experiences. For example, students are required to read and critique research and formulate research questions in ERMA7200 and other required coursework and this aligns well with SLO1. In all required courses, students are required to plan appropriate research (and evaluation) methods to address the purpose and specific research/evaluation questions. These artifacts align directly with SLO2. The third SLO is focused on communicating research or evaluation findings and is introduced through required coursework but reinforced through actual research and evaluation experiences that often occur outside of coursework.

Sample evidence related to each SLO includes, but is not limited to, the following. For each SLO, you will also be asked to submit a reflection statement which describes how the artifact(s) represent the SLO and how you have acquired the knowledge and skill reflected in the SLO. A scoring rubric will be used to score de-identified artifacts (evidence) and reflections.

|  |  |
| --- | --- |
| **Student learning Outcome (SLO\_** | **Sample Evidence** |
| **SLO 1**: Analyze and evaluate educational research to generate and examine a set of research questions | **-Literature reviews, research critiques, research or evaluation questions** |
| **SLO 2:** Plan and apply appropriate program evaluation and research methods to address research questions, issues, and problems | **-Research proposals from coursework, conference proposals, grant proposals, evaluation plans - including description of design, sample and proposed methods used to address research or evaluation purpose and questions** |
| **SLO 3**: Communicate findings from research or evaluation to clients and practitioners, in a manner consistent with professional and ethical standards | **-**Written report form research of evaluation project, presentations made as part of course requirements, conference presentations, publications. |