**ERMA 7200**

 **Basic Methods in Education Research**

**Fall 2025 (08/18/2025 - 12/12/2025)**

# Instructor: Dr. Natalie Neugebauer Schoettler

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

 College of Education Building, #3342 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 (except for weekends and holidays)

**Meeting Time and Location:**

**001:** Thursdays, 5-7.50 p.m.

 College of Education Building, # 2128

**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 and Peer Review 1

 Draft 2 and Peer Review 2

Final Research Proposal    40%

Research Proposal Presentation 10 %

Qualitative Group 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 in the instructions. 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.

**Co-Constructed Expectations:**

|  |  |
| --- | --- |
| **Student** | **Instructor** |
| Active listening/minimizing disruptions | Timely/prompt feedback by next class (or sooner if assignments build up on each other) |
| Criticize ideas rather than people/ Be open-minded | Clear expectations  |
| Be engaged and come prepared and on time | Clear instructions (rubrics, etc.) |
| Communicate | Respond to emails within 36 hours |

**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.

|  |  |  |
| --- | --- | --- |
| **Class Meetings** | **Content** | **Assignments Due Before Class** |
| 08/21/25 | Syllabus Review | N/A |
| 08/28/25 | The nature of empirical research | * Ch. 1
* Makel & Plucker (2014)
* Plash (2006)
 |
| 09/04/25 | Ethics in research; Types of variables | * Ch. 4
* Kramer (2014)
* Research topic due
 |
| 09/11/25 | Searching the literature; Research problems and questions | * Ch. 2, 3, 5
* Villaroel (2016)
* Jansen (2018)
* CITI Training due
 |
| 09/18/25 | **20-min Individual Conferences (No Class)** | * Literature Matrix due
 |
| 09/25/25 | Quantitative research designs; Internal validity | * Ch. 7
* Ford (2008)
* McMillan book chapter
* Rough draft 1 due
 |
| 10/02/25 | Sampling; Measurement | * Ch. 12 (p. 219-230)
* Pressley (2021)
* Peer Review 1 due
 |
| 10/09/25 | **Fall Break (No Class)** |
| 10/16/25 | Quantitative data collection | * Ch. 12 (p. 231-255)
* Beck (2014)
 |
| 10/23/25 | Quantitative data analysis | * Ch. 13
* Baker (2021)
 |
| 10/30/25 | Qualitative research designs | * Ch. 6
* Rough draft 2 due
 |
| 11/06/25 | Qualitative data analysis; Workshop Day | * Ch. 11
* Marshall & Naff (2023)
* Transcript due
* Peer Review 2 due
 |
| 11/13/25 | Mixed methods research; Applied research designs | * Ch. 9
* Cunningham (2010)
* Zumbrunn & McMillan chapter
* Qualitative Project Summary and Mini-Presentation due
 |
| 11/20/25 | Presentations and Pizza | * Final Research Proposal and Presentation ppt due
* Extra credit due (optional)
 |
| 11/27/25 | **Thanksgiving Break (No Class)** |
| 12/04/25 | **Buffer Week (Potential Make-Up Class)** |
| 12/11/25 | **Final Exam Period (No Class)** |