



University of South Dakota
School of Education
Division of Counseling and Psychology in Education

EDER 761: Research Methods in Education
D2L

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Technical Standards: To ensure the effective development of MED online courses, minimum hardware and software requirements have been established: Minimum Hardware Requirements: a) 233 MHz Intel or Pentium processor or equivalent (or better) with Windows 98, ME (final release version), NT Workstation 4.0 (with services pack 4 or better), 2000, or XP. If using a Mac: OS 7 or newer. B) 64MB of RAM, 238 MB RAM recommended c) 56 Kbps Modem, high speed internet access recommended, with active MED account. D) Sound card and speakers recommended e) Resolution of 800 x 600; 1024 x 768 recommended. Minimum Software Requirements: a) Microsoft Internet Explorer 6.x or greater (Netscape 7.x will work with some limitations) b) Microsoft Office 2000 or newer c) Adobe Acrobat Reader (free download available). You may also find free packages online to convert Word 2007 to Word 2003. Most of the materials uploaded here are in Word 2007.

Special Needs: Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact

Ernetta L. Fox, Director, Disability Services
 Room 119, Service Center
 (605) 677-6389; dservices@med.edu

Rationale and Course Goals

This course is intended for all graduate students who are interested in understanding the essential components of a variety of research methods. It is offered through the Division of Counseling and Psychology at MED and is consistent with the course numbering system of the state universities in South Dakota. The purpose of this course is to help you as a graduate student make the best use of educational research to improve your practice and to expand your understanding of the role of research in educational theory. The course serves as a basis for expanded course work in quantitative and qualitative research methods and in measurement.

The primary goals of the course are to enable students to develop the knowledge, skills and understandings necessary to become good consumers of educational research. Specifically, you will

- Understand the variety and usefulness of research designs
- Differentiate between various kinds of research and expectations particular to each
- Analyze and evaluate the quality and usefulness of various research studies
- Translate and apply basic statistical and qualitative findings in a selected *original* research study that has been published in a peer reviewed journal.

This course will be taught entirely through D2L with a required text and supplementary D2L materials provided by the instructor and with study resources provided online by Pearson Publishing and accessed through the code provided in your new textbook. The entire course has an Instructor Introduction, provided in the Course Materials, and each subsequent unit of the text includes an Instructor Introduction which identifies goals by chapter and guides your reading and supports your learning. **Be sure you read these introductory pages before you begin a unit and review them before you conclude your work in that part of the text.**

Make sure you sign on to D2L frequently—minimum of at least twice a week, but in the summer should be more often. Excluding weekends. Be sure to read news postings on the course homepage frequently—most of our communications with the whole class will be there.

Remember that you can contact me through email within the D2L system with any questions or thoughts you have about the course and its organization. Make sure your subject clearly indicates the purpose of the email.

Please refer technical difficulties to the D2L support personnel at MED, available as the WebMaster on your D2L Homepage. For issues of registration, etc., you should call Continuing Education at 1-800-233-7937.

Required Texts:

- 1) Gay, L.R., Mills, G.E. & Airasian, P. (2008). * *Educational Research: Competencies for Analysis and Applications*, 9th Edition. Pearson/Merrill/Prentice Hall Publishing. ISBN 9780135035016
- 2) Lyne, L.S. (2008) *A Cross Section of Educational Research*, 4th Edition. Los Angeles: Pycszak. ISBN 1-884585-80-9. Although there will not be assignments in this book, you should use it as needed to help you understand the various research designs; you will select an article from it for your Article Analysis, the culminating project for this course.

Instructor Virtual Office Hours: Virtual Office Hours will be Tuesdays 8:00-9:00 p.m. I will be online in a general chat room. These are not required, but are made available for your real time questions and clarifications.

Expectations.

To successfully complete this course, students are expected to

- Thoughtfully and thoroughly read all assigned chapters.
- Consult D2L and publishers online resources for the course as needed.
- Use the Lynne book to clarify the different research designs.
- Participate in 3 online partner chats as assigned by instructor [4 are scheduled, 3 required]
- Complete 4 assessments appropriate to various chapters
- Evaluate an *original research article* of your choice using criteria in the text and D2L materials. You will choose to use one of the articles published in the Lyne book, with some exceptions noted later in this document.

Further information on all requirements and expectations are briefly summarized at the end of this syllabus and further described in the Instructor Introductions and the Course Calendar.

Freedom in Learning and Academic Responsibility

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Requirements and Grading

Since students have different preferences for assessment tools, I have decided to give you choices about how you would like to be assessed. You have the choice of either taking traditional multiple choice quizzes for your unit assessments, or writing essays that demonstrate your understanding of the content. See "Essay Expectations" in your D2L materials if you prefer that option. A rubric is included there to show you exactly what I look for, and sample student essays are also uploaded. Requirements are as follows. *Note:* You may change your mind about your option choice for any unit. Mix and match as suits you. If I don't receive an electronic mc quiz, I will assume that you wrote an essay. [*Note for below—Ch 11 is not required*]

Option 1

Quiz 1, Introductory Concepts (Ch 1-6)	10 points
Quiz 2, Quantitative Designs (Ch 7-10)	20 points
Quiz 3, Quantitative Data Analysis (Ch 12-13)	20 points
Quiz 4, Qualitative Research (Ch 14-18)	20 points
Participation in 3 online partner as assigned*	15 points
Article Analysis	<u>50 points</u>
Total	135 points

Option 2

Essay 1, Introductory Concepts (Ch 1-5)	10 points
Essay 2, Quantitative Designs (Ch 7-10)	20 points
Essay 3, Quantitative Data Analysis (Ch 12-13)	20 points
Essay 4, Qualitative Research (Ch 14-18)	20 points
Participation in 3 online partner discussions as assigned*	15 points
Article Analysis	<u>50 points</u>
Total	135 points

* thoughtful participation earns full points.

92%=A, 84%=B; 76%=C; 70%=D

All assignments will be *submitted electronically through D2L*—quizzes through the online quiz mechanisms and essays in the Drop Box in D2L. Scores will be privately posted in the system as soon as they are ready. The Article Analysis will be evaluated and returned through D2L. See online directions for submission requirements.

NOTE: *No late papers* will be accepted for full credit without previous consultation with Marcy. Late papers without prior arrangement will be subject to a 5 point deduction for every day late. Incompletes will be available only in extreme and documented circumstances. *No papers will be accepted for revision after grades have been submitted.*

Matrix: Course Objectives/Outcomes, Standards and Assessment

Objective/Outcome: By the end of this course, students will:	Standard	Related Assessment
Identify and characterize various forms of original academic research	SOE Adv 1	Selection of article for analysis
Understand the goals, purposes, procedures, and ethics of educational research	SOE Adv # 1 & 2	Chat participation, article analysis
Be able to identify and explain elements of original research reports.	SOE Adv # 1 & 2	Article analysis Quizzes
Understand the structure of QL and QN research, including commonalities and differences.	SOE Adv # 1 & 2	Assessment 1 Chat participation
Describe QN research Designs	DOE 24:16:07:01(7)	Assessment 2 Chat participation
Describe QL Research Designs	DOE 24:16:07:01(7)	Assessment 4 Chat participation
Develop skills to become an informed consumer of professional research	DOE 24:16:07:01(7)	Article analysis
Describe the basic processes in statistical analysis and interpret statistical reports	SOE Adv # 1 & 2	Chat participation Assessment 3
Describe the basic processes in QL data analysis and interpret QL reports	SOE Adv # 1 & 2	Chat participation Assessment 2
Value the contributions of QL and QN research and articulate paradigm perspectives.	SOE Adv # 1 & 2, 9 & 10	Chat participation

General Schedule

Specific **due dates for various discussions, assessments and projects are included in a separate document called "Calendar" posted in D2L**. You are, of course, free to work ahead of my schedule if you wish, but don't let yourself get behind the schedule I've posted.

Below is a brief picture of the direction of the course, with requirements included. You must see the Instructor Introductions posted in D2L for elaboration on each unit.

Part 1: Introduction, Chapters 1-6.

These chapters introduce important concepts and categories of research. It is very important that you master these ideas, as they are the basis for the information in the upcoming chapters.

Although ***you are not required to submit a research project or proposal***, it will help you learn this content if you think about a topic you could research and consider the steps in creating a research project or projects as you work through the text. Ideally, you will consider 2 studies—a Quantitative (QN) one and a Qualitative (QL) one. (Definitions of these will become clear as you read the first section). The activities and exercises throughout the book will be more helpful if you do that. **I will refer to this as your "hypothetical study" throughout the course.** This study will not be submitted in any form—it is to support your learning and understanding as you work through the chapters.

By the time you finish these chapters, in addition to understanding the content, you should have

- Identified the differences between QL and QN studies and identified a hypothetical research topic for each
- Identified components to look for as you analyze research articles.
- Discussed the content with your online chat partner, as assigned by the instructor
- Completed Quiz 1 online or submitted an essay.

Part 2: Quantitative (QN) Methods, Chapters 7-10 [Ch 11 *not* required]

These chapters begin a specialized focus on research designs that gather numerical data to address research questions. You may find that the research question you are working with (the **hypothetical study** described above) will fit best with methods like these. If so, you will refine the research design by careful reading of this section. For your article critique, you should note carefully the description of the important evaluative criteria. Be sure to refer to Instructor Introduction, the D2L resources, and publisher's materials. By the time you finish these chapters, in addition to understanding the content, you will have

- Identified research designs appropriate for your hypothetical QN study.
- Identified procedures to look for as you analyze a QN article.
- Discussed QN designs with your online chat partner, as assigned by the instructor
- Completed Quiz 2 online or submitted an essay

Part 3: Quantitative Data Analysis, Chapter 12-13 [Please NOTE: *your text T of C has a typo. Part 3 is not QL data analysis as indicated, but QN—remember that statistics typically have to do with QN not QL*] [later printings may have resolved this mistake]

These chapters describe statistical procedures that will allow you to determine the appropriate steps for your hypothetical study and to be able to interpret statistical findings in QN reports. Again, make use of all your resources for focus and a thorough understanding. By the time you finish these chapters, in addition to understanding the content, you will have

- Identified statistical procedures appropriate for your hypothetical QN study.
- Identified statistical information to look for as you analyze a QN article.
- Discussed fundamental stats concepts with your online chat partner, as assigned by the instructor
- Completed Quiz 3 online or submitted an essay.

Part 4: Qualitative Research, Chapters 14-18

These research approaches are fundamentally different than those you studied in Part 2 [& 3]. The descriptions here will help you understand QL research procedures more thoroughly and help you critique a QL article. As always—*use your resources*. QL research is classified in a variety of ways, and the information provided in the Instructor Intro and QL section in D2L will add additional designs that will be helpful to you. The quiz includes items from the online materials, and you will be expected to include these if you choose to write an essay.

By the time you finish these chapters, in addition to understanding the content, you will have

- Identified procedures appropriate for your hypothetical QL study.
- Identified procedures to look for as you analyze a QL article.
- Discussed QL concepts with your online chat partner, as assigned by the instructor
- Completed Quiz 4 online or submitted an essay.

Parts 5, Mixed Methods, Chapter 19 & Action Research, Chapter 20,

These chapters will be combined, although they really include very different information. Since Mixed Methods designs are becoming more common, the article you critique may be one of these. Although you do need to understand what Action Research is—it may be they type of research you will find most useful in a practitioner setting--this type of research will be difficult for your article analysis, so you should avoid them for that purpose. Make use of resources. When you have completed this section, you will have

- Identified procedures to look for in Mixed Method and Action Research studies.

- Discussed MM and AR with your chat partner as directed by the instructor. [Not required if you have already completed 3 chats] No quiz associated with this content.

Part 6, Reporting Research, Chapter 21, and Part 7, Critiquing Research, Chapter 22

You will need the information in these two chapters to do your Article Analysis. You will use the Evaluation Criteria included in Ch 22 as the template for your AA—make sure you determine which type specific criteria apply. Make use of all available resources. Your article analysis is due when you have completed this section [see Calendar]. Most students also find it helpful to exchange a draft of their project with their chat partner for peer feedback. I don't require that—but I know it will help you.

Please select an article to analyze from Lyne's book. You may use any of the articles

EXCEPT those under the headings of

- Quantitative Content Analysis [Articles 5 & 6] ,
- Pre-Experimental Research [Articles 16-19],
- Single Subject [Articles 20-22],
- Program Evaluation [Articles 27-30] or
- Meta-Analysis, [Article 38].

You would have trouble meeting the requirements and addressing elements if the rubric if you selected one of these. Be sure to check the posted rubric and the uploaded student samples carefully so the requirements are clear. Please notice the "prerequisite" requirement at the beginning of the rubric. If the study is not an original study, the analysis will not be accepted for this assignment. [See goal 1 for this class].

So when you have finished this material, you will

- Submit your Article Analysis

Please remember that all due dates are included in the Calendar material posted in D2L Content list. Print this and follow it carefully.

EDER 761, Research Methods in Education

Due Dates and Assignment notes, Fall 2009

Remember that all times are referenced in CENTRAL zone-

Date	Event	Notes
Mon, Aug 31	Class Begins Unit 1: Introduction, Chapters 1-6. Think of this as an overview—details will be filled in by following units. Create an information page→	Although I have not been able to actually enter you into the class until this date, I hope you have your book, have carefully looked at the syllabus and welcome letter, and have noted due dates recorded in this table. . I also recommend that you print off the list of materials in the course resources so you can quickly find what you need. Some people choose to print off every document and put them in a 3-Ring binders so they are always available. That's up to you. TASK INFO PG: D2L has a place to create a homepage of information. Some of the questions are kind of irrelevant, but it's a good place to start to get to know you. Click on the "Class list" in the banner at the top of your course homepage and then on the silhouette next to your name. Answer those questions—or give us other info in those places that might be more relevant. It helps a lot if you upload your picture AND as phone number
Tuesday, Sept 1	Virtual Office Hours [VOH] 8:00-9:00 p.m.	Marcy will be available in a chat setting head "Instructor's Virtual Office" to answer any questions you have. Click on the Chat bar and find my Virtual office. Come with whatever you need. This will be a good opportunity to become comfortable with the chat structure in D2L. You are NOT required to be in VOH, but I will be there every week. If you need to get in touch with me other times, please email me within the D2L system or call me at 605-351-8496
Monday, Sept 7→week	Contact your assigned chat partner and make arrangements to meet for assigned Chat 1 [below, week of Sept 14]	You and another student will have a 2 person chat place created in D2L. Please be sure that you have uploaded your own information in the Class List section, and be sure to read your partner's before you meet. Your task during this meeting. First person in the partnership email the second with possible times to meet the week of Sept 14. Also be sure you have each other's phone numbers.
Tuesday, Sept 8	Virtual Office Hours [VOH] 8:00-9:00.	See above
Monday, Sept 14→ week	Meet your partner at your scheduled time [Informal chat]	Please be sure that you have uploaded your own information in the Class List section, and be sure to read your partner's before you meet. Your task during this meeting <i>Get to know each other</i> [exchange phone numbers] <i>and decide if you want to have study sessions beyond the three required for the course.</i> I highly recommend doing that if possible. Students who have done so have said this opportunity to exchange ideas and answer questions for each other really helps with course learning. For example, you could structure your discussions around the Reading guides that are posted for the Chapters. These are intended to help you focus on the most important elements in each chapter—though they are not required. Paired discussion of those would be productive for your learning.
Tuesday, Sept 15	Virtual Office Hours [VOH] 8:00-9:00 p.m.	See above
Monday, Sept 21→ week	First Assigned Chat Discussion	<i>You and your partner, at your chosen day and time, will discuss the question posted for the first unit</i> in your D2L resources. I will not be present in these discussions—I think of them as vehicles to further your learning—but I will check the transcripts to look for misconceptions or topics that need clarification. Please don't direct questions to me here—send them separately in an email. Participation in 3 [not counting the get acquainted on Sept 15] synchronous chats is <i>required</i> [I have scheduled 4, recognizing that life may get in the way of ONE meeting] Please don't direct questions to me here—send them separately in an email.
Tuesday, Sept 22	Virtual Office Hours [VOH] 8:00-9:00 pm.	See above

Thursday Sept 24	Assessment 1 Due Chapters 1-6 Begin your work on Unit 2, Ch 7-10, Quantitative Methods and D2L materials	Whether you choose Option 1—MC quizzes, or Option 2—Essays, your assessment is due today. Quizzes will be available from 8:00 a.m. Sept 23 until 11:55 p.m. Sept 24—so you have 2 days to choose from. Essays are due by 5:00 p.m. on Sept 24. Submit through the Drop Box. . Quizzes will be automatically graded, but it will take me longer to read the essays and complete each rubric [see D2L materials for my rubric for evaluation.] Please remember that you can make different choices with M.C. quiz or essay without consulting me, and change your mind for each unit. I will assume that if a quiz doesn't get recorded, an essay will be in the Drop Box. <i>Remember that this assessment is worth 10 points.</i>
Tuesday, Sept 29	Virtual Office Hours [VOH] 8:00-9:00 p.m.	See above.
Tuesday, Oct 6	Virtual Office Hours [VOH] 8:00-9:00 p.m.	
Tuesday, Oct 13	Virtual Office Hours [VOH] 8:00-9:00 p.m.	
Monday, Oct 19→week	Second Assigned Partner Chats begin.	You and your assigned partner [see notes for Sept 21] will meet in your assigned chat place to <i>discuss the discussion question posted Unit 2</i> in your D2L resources. Please don't direct questions to me here—send them separately in an email.
Tuesday, Oct 20	Virtual Office Hours [VOH] 8:00-9:00 p.m.	
Thursday, Oct 22	Assessment 2 Due, Chapters 7-11 Quantitative Methods Begin your work on Unit 3, QN Methods, Chapters 12-13 and D2L materials	Whether you choose Option 1—MC quizzes, or Option 2—Essays, your assessment is due today. Quizzes will be available from 8:00 a.m. Oct 21 until 11:55 a.m. Oct 22—so you have 2 days to choose from. Essays are due by 5:00 p.m. on Oct 22. [<i>Remember that this assessment is worth 20 points. See Rubric 2</i>]
Tuesday, Oct 27	Virtual Office Hours [VOH] 8:00-9:00 p.m.	
Tuesday, Nov 3	Virtual Office Hours [VOH] 8:00-9:00 p.m.	
Monday, Nov 9→week	Third Assigned Partner Chats begin.	You and your assigned partner [see notes for June 9] will meet in your assigned chat place to <i>discuss the discussion question posted Unit 3</i> in your D2L resources. Please don't direct questions to me here—send them separately in an email.
Tuesday, Nov 10	Virtual Office Hours [VOH] 8:00-9:00 p.m.	
Thursday, Nov 12	Assessment 3 Due, Chapters 12--13, Quantitative Data Analysis Begin work on Unit 4, Qualitative Designs, Chapters 14-18 and D2L materials [<i>MANY</i> for this unit—required	Whether you choose Option 1—MC quizzes, or Option 2—Essays, your assessment is due today. Quizzes will be available from 8:00 a.m. Nov 11 until 11:55 p.m. Nov 12—so you have 2 days to choose from. Essays are due by 5:00 p.m. on Nov 12. .[Remember that this assessment is worth 20 points]

	in quiz and essay]	
Tuesday Nov 17	Virtual Office Hours [VOH] 8:00-9:00 p.m.	
Tuesday, Nov 24	Virtual Office Hours [VOH] 8:00-9:00 p.m.	
Monday, Nov 30	Fourth Assigned Partner Chats begin	This chat has 2 purposes. First, you can discuss Ch 14-18 for Assessment 4. In addition, it would be wise to exchange drafts of your article analyses this week or next and provide feedback for each other. Remember that you will have only <i>one opportunity</i> to submit your Article Analysis to me, so this is an important chance to get the feedback that can make you more confident of your work. If you have already completed three of the chats [not counting the first acquaintance one] you COULD skip this one—but I don't advise that. If you missed an earlier one, this one is required for you..
Tuesday, Dec 1	Virtual Office Hours [VOH] 8:00-9:00 p.m.	
Thursday, Dec 3	Assessment 4 Due, Qualitative Designs, Chapters 14-18 Read Part 5, Mixed Methods, Ch 19 and Action Research, Ch 20 SPEND your time on Ch 21 and 22 to prepare your article analysis	Whether you choose Option 1—MC quizzes, or Option 2—Essays, your assessment is due today. Quizzes will be available from 8:00 a.m. Dec 2, until 11:55 p.m. Dec 3—so you have 2 days to choose from. Essays are due by 5:00 p.m. on Dec 3. .[Remember that this assessment is worth 20 points] Also remember that there is <i>no test on Ch 19 & 20</i> , though you will need this info for future studies
Tuesday, Dec 8	Virtual Office Hours [VOH] 8:00-9:00 p.m..	
Friday Dec 11	Article Analysis Due by 5:00 p.m.	Please send your AA electronically through the Assignment Drop Box . At the beginning of your paper, be sure to include the complete citation of the article—where it is in the <i>Cross Section</i> book and ALSO the original place of publication. Remember that you will not have an opportunity to re-submit a revised version of this assignment, so make it your best work the first time.