

Valdosta State University
College of Education
Department of Curriculum, Leadership, and Technology

1. Course Prefix and Number: RSCH 7100

2. Course Title: Research Methodology in Education

3. Course Prerequisites: None

4. Instructor: Lantry L. Brockmeier, Ph.D.

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Office Hours: Monday, 10:00 a.m. – 1:00 p.m.; Tuesday, 1:30 p.m. – 5:00 p.m. (face-to-face meeting dates) or Tuesday, 10:00 a.m. – 1:30 p.m. (online meeting dates); Thursday, 10:00 a.m. – 1:30 p.m.; and online as needed.

Secretary: Keith Johnson

Telephone 229.333.5633

5. Required Textbook:

Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2006). *Introduction to research in education* (7th ed.). Belmont, CA: Thomson Wadsworth.

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: The Association.

Supplemental Equipment and Programs:

Microphone or webcam and Skype or Windows Live Messenger (free software programs)

6. Course Purpose: The primary purpose of this course is to introduce students to the concepts, methods, and applications of educational research. The emphasis will be placed on methods and applications most frequently encountered in social science research, especially in the field of education.

The successful completion of the course requirements is expected to result in the increased ability to (a) intelligently read and evaluate research literature, (b) recognize the strengths and limitations of statistical analysis in the conduct of disciplined inquiry, (c) communicate with peers and other professionals on research issues, and (d) compute and apply basic descriptive and inferential statistics to real data.

7. College of Education Conceptual Framework Standards (CFS)

1. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.
2. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
3. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
4. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
5. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
6. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

8. Course Objectives: Students that successfully complete all course requirements should be able to:

1. Identify and describe the concepts, methods, and applications of educational research. (CFS 1 & 6)
2. Identify and describe the major sections and subsections of a research report or proposal. (CFS 1 & 6)
3. Identify and describe features of a research report that are adequate or inadequate and describe how they affect the quality of the report or how they could be altered to enhance quality. (CFS 1 & 6)
4. Identify and describe a researchable problem in the field of education, develop a research proposal designed to answer the identified research problem, conduct the research, and write a research report (Educational Leadership students). (CFS 1 & 6)

9. Course Outline:

Unit	Week(s)	Topics and Assignments	Chapter(s)
1	Jan 13 - Feb 3	The nature of research, scientific methodology, types of research, evaluating research, selecting and defining a problem, reviewing the literature, research questions or hypotheses, ethical considerations, and action research Unit I completed (tasks and assessment)	Chapters 1 - 5 and Chapter 17
2	Feb 3 - Mar 3	Measurement scales, descriptive statistics, inferential statistics, and postanalysis considerations Unit II completed (tasks and assessment)	Chapters 6 - 7 minus sampling
3	Mar 3 - Mar 31	Sampling, measurement terms, instruments, validity, and reliability Unit III completed (tasks and assessment)	Chapters 7 - 9 minus inferential statistics
4	Mar 31 - Apr 21	Experimental research, quasi-experimental research, ex post facto research, single subject research, correlational research, and survey research Unit IV completed (tasks and assessment)	Chapters 10 - 14
5	Apr 21 - Apr 28	Qualitative research: Data characteristics, data collection, and data analysis Unit V completed (tasks and assessment)	Chapters 15 - 16

10. Task Timeline for RSCH 7100 Spring 2009

Task	Due Date
Pretest (Online Class Activity)	1.13.09
Unit I - Plagiarism (Online Self-Paced Activity)	1.19.09
Unit I - Variable and Hypothesis Practice Questions (Class Activity)	1.20.09
Unit I - Research Scenarios (1 - 4) (Class Activity)	1.20.09
Unit I - CITI Basic Course (Online Self-Paced Activity)	1.26.09
Unit I - Action Research Summary	1.26.09
Unit I Assessment	1.27.09 - 2.2.09
Unit II - Scales of Measurement (Online Activity)	2.9.09
Unit II - Descriptive Statistics Practice Problem(s) (Class Activity)	2.3.09 - 2.17.09
Quantitative Article I (Class Activity)	2.10.09
Literature Review - Draft	2.17.09
Quantitative Article II (Class Activity)	2.17.09
Unit II - Data Analysis Project	2.23.09
Unit II Assessment	2.24.09 - 3.02.09

Task	Due Date
Unit III - Sampling Research Scenarios (1 - 4) (Class Activity)	3.03.09
Unit III - Validation of an Instrument	3.15.09
Literature Review - Final	3.24.09
Unit III Assessment	3.24.09 - 3.30.09
Unit IV - Trochim Design Chapter Summary	3.31.09
Unit IV - Design Research Scenarios (1 - 4) (Class Activity)	4.7.09
Unit IV - Questionnaire Development	4.13.09
Unit IV Assessment	4.14.09 - 4.20.09
Unit V - Qualitative Article I (Class Activity)	4.21.09
Unit V - Qualitative Article II (Class Activity)	4.21.09
Unit V - Tutorial Quizzes	4.28.09
Posttest	4.28.09

11. Tasks, Activities, and Assessments: Students are to complete a number of tasks, activities, and assessments to assist in learning the course content. A description of the tasks, activities, and assessments are presented below.

Unit Tasks

Students have assigned tasks to complete throughout each unit to assist understanding of the course material. Unit tasks include visiting various web sites to collect information and completing questions or reports, summarizing and analyzing selected readings, answering designated questions, and completing a research project. Unit work is graded based on thoroughness and accuracy of submitted work. *All work must be submitted as an attachment under the designated WebCT assignment tab unless notified otherwise. It is the student's responsibility to submit all tasks appropriately (contact the IT Helpdesk if there is an uploading problem). Any tasks submitted after the specified due date and time to WebCT will receive a letter grade reduction. The assigned grade may be reduced one letter grade per day late. Students must type all homework assignments except the descriptive statistics practice problems that may be handwritten and then scanned before submission.*

WebCT Discussion Board

Students are to respond to questions or tasks posted on the WebCT Discussion Board throughout the semester. Each week that a question or task is posted on the WebCT Discussion Board, students are to respond to that question or task **AND** comment on at least one other students post to receive credit in this area.

Article Critiques and Checklists

Throughout the semester, students will read and then evaluate two to four research articles provided by the instructor on WebCT. First, read the article from WebCT. Finally, use the article specific "Article Critique Checklist" to identify the research components that are present. *Students will work in small groups to go over the completed checklist and submit a hard copy on specified class dates.*

Literature Review or Educational Leadership Project (PBA No. 1)

The College of Education requires that students complete an assigned 15-article literature review of a topic that serves to enhance documentation and writing skills, as well as the acquisition of knowledge about research processes in RSCH 7100. Students will generate a literature review with a reference list using APA style. Students will submit a draft and a final literature review on specified dates. Details are provided in a separate document. *The exception is the Educational Leadership students that are required to complete an Educational Leadership Project (PBA No. 1) this semester. Project guidelines for the Educational Leadership students are provided on WebCT.*

Unit Assessments

The assessments are objective in nature and may include multiple-choice items, matching items, short-response items, extended-response items, and statistical problems to calculate. *Students may NOT use books, notes, and other reference materials during the assessments.* However, students should use an electronic calculator when completing the quantitative calculation section. Unit assessments are taken on WebCT on a specified date and time with time limitations. *A student may choose to retake an assessment before the time expires given two conditions.* First, a student must score above 60% on the initial attempt. Second, there must be at least one day between attempts on the assessment. If you have a question about the criteria, please contact me.

12. Student Evaluation Criteria: The student evaluation criteria are due to the mastery learning philosophy of the instructor. On most tasks a student will be provided an opportunity to resubmit work, if desired. Work submitted late is an exception to this policy. A student is required to meet the minimum criterion set in each area to receive their desired grade for the semester. The rating scale is 1 (*very poor*) to 5 (*very good*). Student will receive a percentage correct score on the unit assessments. If a student does not meet the criterion in any given area, she or he will receive the next lowest course grade. Presented below are the criteria by area for a student to be eligible to receive their desired grade.

Unit Tasks – To be eligible to earn an “A” a student is required to average a minimum of 4.5 across all tasks and to earn a “B” a student is required to average a minimum of 4.0 across all tasks. Students must redo all tasks receiving a score below 3.5 within five days of being returned by the instructor. In addition to the criteria above, students must submit *all tasks* or receive a letter grade deduction. For each subsequent task or activity not completed, the student may receive an additional letter grade reduction. Late work cannot be resubmitted for grade improvement.

WebCT Discussion Board - To be eligible to earn an “A” or a “B” a student is required to respond to each question or task posted **AND** comment on at least one other students post to receive credit. Otherwise, your final grade is lowered one grade.

Article Checklists - To be eligible to earn an “A” or “B” a student is required to submit *all* research article checklists. Otherwise, your final grade is lowered one grade.

Literature Review or Educational Leadership Project – To be eligible to earn an “A” a student is required to earn a minimum of 4.0 on the final literature review or Educational Leadership project. To be eligible to earn a “B” a student is required to score a minimum of a 3.0 on the final literature review or Educational Leadership project. I’ll provide the literature review rubric in another document.

Unit Assessments – To be eligible to earn an “A” a student is required to score a minimum of **90% on each assessment** and to be eligible to earn a “B” a student is required to score a minimum of an **80% on each assessment**. To be eligible to earn a “C” a student is required to score a minimum of **70% on each assessment**. A student may choose to retake an assessment before the time expires given two conditions. First, a student must score above 60% on the initial attempt. If the 60% criterion is not met, the student *must* contact the professor immediately. Second, there must be at least one day between attempts on the assessment. If you have a question about the criteria, please contact me. Each student must take the course pretest and course posttest on the assigned dates to be eligible to receive her or his desired grade.

13. Class Attendance: Graduate students are expected to attend all classes. If circumstances occur that require you to miss a class session, the instructor requests an email or phone message prior to the class session. Two class absences will result in a letter grade reduction for the course. A student missing more than 20% of the scheduled class sessions (see the VSU catalog) will be subject to receiving a failing grade in the course. *Absence from class on an assignment’s due date is NOT an acceptable excuse for late work. Any*

assignment turned in after collection of the assignment at the beginning of the class on the specified due date will receive a letter grade reduction. The assigned grade may be reduced one letter grade per day late.

14. Policy Statement on Plagiarism and Cheating: Presented below is the Dewar College of Education Policy Statement on Plagiarism directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from web sites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure in the course.

15. Special Needs Statement: Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office located in room 1115 Nevins Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).

16. References

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