

COURSE SYLLABUS RESEARCH IN EDUCATION

INTRODUCTION TO COURSE AND INSTRUCTOR

SYLLABUS FOR ERE 220	
Semester Spring 2020	Educational Leadership & Administration California State University, Fresno
Research in Education, ERE 220	Dr. Nichole Walsh
3 Units	ED 467
Time <i>No synchronous meetings; plan 10 hours of work weekly and check-in on Canvas every few days.</i>	E-Mail nwalsh@mail.fresnostate.edu <i>Expect 24 hours for an email response, M-F; Responses over the weekend may be limited. Please use Canvas Inbox for course related communication.</i>
Location FULLY ONLINE – asynchronous model https://fresnostate.instructure.com/courses/14685	Telephone (559) 285-8258 (cell phone)
Website <i>To access the course login to Canvas (https://fresnostate.instructure.com) using your Fresno State username and password. For help with Canvas, contact the Academic Technology Resource Center at 278-7373 or send an email to canvas@mail.fresnostate.edu</i>	Office Hours <i>Arranged via phone conference or Zoom</i>

Course description: Seminar in education research methodology; library resources; critiquing data collection, analyses, interpretation in research articles; writing research papers; for elementary and secondary teaching, early childhood, reading, administration, counseling, special education, and related fields. This course is designed as a foundation for Graduate students the semester prior to beginning their Masters’ Degree Research Project or Thesis. *It is usually expected that students will spend approximately 10 hours of study time per week since this is fully online 3-unit course.*

Prerequisites for the course: ERE 153

REQUIRED COURSE MATERIALS

Johnson, R. B., & Christensen, L. (2016). *Educational research: Quantitative, qualitative, and mixed approaches* (6th ed.). Thousand Oaks, CA: Sage Publications.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

It is also expected students will identify and read at least 10 articles or book chapters related to their topic and/or Research Design Proposal using the [Henry Madden Library One Search](#), online.

Additional course readings are identified later in syllabus and in Canvas. Supplemental readings will be made available to students on the Canvas learning management system.

REQUIRED COURSE SOFTWARE/APPLICATIONS

[Fresno State Google Applications \(Drive, Docs, Sheets, Forms, Sites, etc.\)](#)

[Flip Grid \(free version\)](#)

[Padlet \(free version\)](#)

Canvas Application for Smartphones or Tablets

COURSE SPECIFICS

ERE 220 is organized into modules in Canvas. Students must access the modules on Canvas in the course dashboard and the link to ERE 220. Further Canvas navigation and access to support will be provided in the 'Start Here' module. It is expected that be read through before moving to the first content module of the course. Assignment specifics will be provided in the module assignments and the course should be access in order as the modules appear from top (Start Here) to the last module. It is preferred that assignments be uploaded as Google Docs or Word. Only use PDF when noted.

Course goals: The aim of this course is to introduce concepts and approaches to conduct educational research. The purpose of the course is to:

- Promote students' appreciation of the role of educational research in educational policy and practice.
- Promote students' awareness of the methods of quantitative and qualitative methodologies to conduct educational research.
- Provide students opportunities to identify research interests, possible research questions and to identify appropriate research methods to address research questions.
- Encourage students to critically evaluate empirical studies in peer-reviewed journals.
- Promote students' skills to read, analyze, and evaluate empirical studies through oral and written modes of communication.

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Explain the processes and methods involved in systematic inquiry of educationally relevant research questions.
2. Identify and explain research designs, appropriate quantitative and qualitative sampling techniques and measurement of variables.
3. Compare and contrast qualitative and quantitative methods and discuss the appropriateness of each method for various research questions.
4. Read and critique empirical research to begin a Literature Review.

5. Understand the purpose of a Theoretical Framework to guide the research methods and conclusions.
6. Describe and understand data collection, analysis, and interpretation processes.
7. Understand issues in research (i.e. ethics, bias, access, confidentiality, security, rapport, IRB procedures, data saturation, and triangulation).

Course requirements/assignments: This course is presented fully online over the semester with new modules opening up weekly. To participate fully in the course and to appropriately prepare for all assignments, it is critical that all reading assignments and activities be completed and on time. Student performance is assessed through major assignments and weekly responses to reading which may include interactive components with other enrolled students.

Weekly participation is required. You will be expected to log in at-least 2 times per week to check-in (log in dates and times are provided automatically in Canvas to instructors). **Without this regular check-in, grades will be lowered one to two letter grades.** Participation standards are also included on specific assignments in Canvas. This includes a minimum number of discussion postings per assignment.

Online communication guidelines: The instructor can be reached in several ways. Regarding specific needs per assignment, use the comment feature accessed at the assignment submission page. Personal communication MUST BE emailed to the instructor through the CANVAS INBOX. All assignments are to be submitted through the Canvas modules provided. Assignments submitted via email will not be accepted.

All correspondences need to be conducted via Canvas. Due to competing commitments, the instructor may not be able to answer your questions 24/7, but INBOX messages typically will receive a response within 24 hours M-F. This is limited over the weekend. In general, email submissions made late on a Friday or over the weekend will be answered within 48-72 hours. In the case of an emergency, the instructor accepts texts at the cell phone listed on page one of the syllabus.

Grading policy: Each major assignment and reading activity will receive a grade. Grading criteria and scoring rubrics are available for all major assignments in Canvas. It is recommended that students review grading criteria and rubrics prior to completing and submitting assignments. The candidate must earn 80% on every major assignment to earn a grade of “B” (Graduate quality; meets expectations) in the course.

The candidate will be required to correct/re-do and resubmit any major assignments receiving less than 80 % of total points possible. Should a candidate choose not to redo and resubmit a major assignment to earn 80%, the candidate will earn a final grade of “C” or below. An average score below 70% will earn a grade of “F” (Does not meet program requirements). Grades are assigned as follows:

- A = 90-100% Outstanding achievement; exceeds expectations
- B = 80-89% Graduate quality; meets expectations
- C = 70-79% Below expectations
- F = Below 70% Does not meet program requirements

Assignment and examination schedule with points possible: Refer to the course schedule/calendar for due dates (end of the syllabus). You may also reference dates in Canvas.

Points Possible:

Major Assignments	Possible Points
Major Assignment #1 Research topic and proposed method	20
Major Assignment #2 Research Problem with in-text citations	30
Major Assignment #3 Begin Working Reference List and Theoretical Framework	40
Major Assignment #4 Statement of Purpose and Research Questions	40
Major Assignment #5 Human Subjects CITI certification	60
Major Assignment #6 Research Methods: Design, Data Collection and Subjects/Participants	100
Major Assignment #7 Evidence of Zoom appointment w/ Grad Writing Studio	60
Major Assignment #8 Final complete Research Prospectus/Proposal w/ working reference list of 10-15 sources	200
Read & Respond (20 pts/wk, 15 total)	300
Online Participation * (10 pts/wk, 15 total)	150
Total Points Possible	1000

* Weekly participation is required. You will be expected to log in at-least 2 times per week to check-in (log in dates and times are provided automatically in Canvas to instructors). **Without this regular check-in, grades will be lowered one to two letter grades.** Participation standards are also included on specific assignments in Canvas. This includes a minimum number of discussion postings per assignment. See **Make up work policy below for details if due dates cannot be met due to extenuating circumstances.**

MAJOR ASSIGNMENTS – OVERVIEW (DETAILS IN CANVAS)

Readings w/ supporting activities – “Read & Respond”: Due Throughout the Semester

The purpose of these assignments is to demonstrate competency in research foundations and design based on assigned readings. Each module will include readings with supporting activities to ensure students are reading and understanding course material. *This is especially critical in a fully online format.* Directions for all reading assignments will be posted in Canvas under respective Modules and are named “Read & Respond.”

CITI Human Subjects Protection Training Certificate **Major Assignment #5**

The purpose of this assignment is for students to understand the ethical and legal guidelines and regulations when conducting research with human subjects. In addition, this certification is required by the University in order to conduct research with Human Subjects as part of your MDRP/Thesis. *You will need to SAVE your certificate as evidence next semester.*

This assignment requires students to complete an online module through the Collaborative Institutional Training Initiative (CITI). You can find training instructions and how to complete the certificate at the following:

<http://fresnostate.edu/academics/humansubjects/training-modules/index.html>

Assignment specifics and upload of pdf version of your CITI Certificate found in Canvas.

******The purpose of the following assignments is for students to create a Research Prospectus for a study they wish to conduct. Students will complete assignments that will culminate into a Research Prospectus. ******

Research topic and proposed method **Major Assignment #1**

In this assignment students will identify a research topic they wish to learn more about. In this 1-2 page document students will a) describe the topic they are interested in exploring) why they are interested in exploring this topic (personal, professional, and/or academic), and c) what they hope to learn and/or contribute to the understanding of this topic. This assignment will be assessed using a rubric.

See course schedule for due date and Canvas for details.

Research Problem with in-text citations **Major Assignment #2**

This assignment requires students to describe the research problem. Students must include at least 2-3 references in this description. The statement of the research problem must describe the issue(s) and/or problem(s) that justify a need for the study. Questions students might consider to with this assignment include: What is the need for the study? What problem influenced the need to undertake this study? Please refer to Chapter 4 for a description of the research problem.

This 1 - 2-page assignment will be evaluated on the student's ability to articulate the need for the proposed study that is informed by the existing literature (properly cited in APA) on the research topic using a rubric.

See course schedule for due date and Canvas for details.

Begin Working Reference List and Theoretical Framework **Major Assignment #3**

In this assignment, students will submit their most current working reference list on literature collected through this point of the semester. This list will include at least 8 peer reviewed article sources, with 5 on the research topic specifically and 3 as support for the Theoretical Framework.

Student will also provide a 1-page explanation of the Theoretical Framework that will be used as the blueprint for their research study. The explanation should provide a brief evolution of the theory from key researchers to today's context and make a connection to the research topic. Please refer to the article on Canvas to guide this work. In text citations in APA style must be used. Students will be evaluated using a rubric.

See course schedule for due date and Canvas for details.

Statement of Purpose and Research Questions **Major Assignment #4**

In this assignment students will describe the purpose of the study. This should not be more than 1 page (more like a statement) and concisely describe the aim, goals, and purpose of the proposed study. Please refer to Chapter 4 for a description of the statement of the purpose of the study.

Students will also identify research questions they seek to explore as part of their research design plan. The research questions must be answerable and informed by the literature from the course text and outside readings.

This assignment will be evaluated on the student's ability to clearly describe the purpose of the study that adequately captures the aims, goals, and identify research questions that are answerable and aligned with the proposed methodology.

See course schedule due date and Canvas for details.

Research Methods: Design, Data Collection and Subjects/Participants **Major Assignment #6**

This assignment requires students to identify the proposed research design of the study. This will require students to describe a) possible research participants/subjects (if any), b) instruments used for data collection in the study (if any), c) methods for carrying out the research and d) a detailed description of the procedures to carry out the research design, e) a section on how the data will be analyzed will also need to be described and f) validity of research results. Please review (chapters 5, 9, 10, 11) for a description of the components that make up the research methodology.

This assignment will be evaluated on the student's ability to integrate course concepts into their research methodology. Students will also be evaluated on the description and alignment between possible research participants, instruments, methods, and the description of procedures to carry out research study.

See course schedule due date and Canvas for details.

Evidence of Zoom appointment w/ Grad Writing Studio **Major Assignment #7**

Students are required to meet with the Graduate Writing Studio at least once over the course of the semester. Students are encouraged to set up appointment(s) as soon as possible by using the online booking tool at <http://fresnostate.edu/academics/gradstudies/graduatewritingstudio.html>

This assignment will be evaluated with documentation from the writing studio as evidence of the Zoom session.

See course schedule due date and Canvas for details.

Research Prospectus/Proposal w/ working reference list of 10-15 sources **Major Assignment #8**

This assignment is the culmination of the readings and major assignments completed throughout the semester. This assignment should include core concepts from the course to demonstrate competency in research design. The Research Prospectus should include the following components title page, abstract, introduction, statement of the research problem, statement of the purpose of the study, research questions, theoretical framework, a brief overview of the literature, participants, instruments, methods, procedures, data analysis, a validity section, and references. The Research Prospectus should be at least 8-10 pages (not including title page or

references). This assignment must include at least 10 references not including course textbook that have been accumulated over the course of the semester.

See course schedule due date and Canvas for details.

COURSE POLICIES & SAFETY ISSUES

TECHNOLOGY REQUIREMENTS:

- Regular access to a computer (not a mobile device)
- Regular access to the internet
- A recently upgraded web browser

TECHNOLOGY SUPPORT:

For tech general support:

- Clear your browser's cache
- Try a different browser (Internet Explorer, Firefox, Safari or Chrome)
- Shut down and restart your computer
- Contact the University Help Desk <http://fresnostate.edu/help/>

ONLINE STUDENT EXPECTATIONS:

Online classes are deceiving. Many times, new online learners expect them to be easier than face-to-face classes and are surprised to learn how time intensive they are. Plan your schedule to ensure you have approximately 6-8 hours per week to spend on this class and take time to identify where and when you'll do your learning.

Review the due dates for the assignments (see Course Schedule and Canvas) to orient yourself to the flow of the learning. This course requires regular engagement throughout each of the weeks.

Late work will not be accepted unless extenuating circumstances are communicated in advance when possible. Please see policy in above section.

STUDENT "NETIQUETTE":

- Online student etiquette is clearly outlined in Canvas. You are to treat each other with civility and respect. Please do not respond in caps, as it will be perceived as you are yelling in your responses.
- Complete reading and peer responses in a timely manner and respond with productive feedback.
- Any behavior that is deemed inappropriate online will be reviewed by the instructor, and the student will be notified. Continued inappropriate behavior may result in removal from the course.

Plagiarism Detection: The campus subscribes to Turnitin plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports WILL be available for your viewing when associated with an assignment in Canvas.

UNIVERSITY POLICIES AND SERVICES

For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations). Follow the link below to the online [required syllabus policy statement page](http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc):

http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: "Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](#):

<http://www.fresnostate.edu/home/about/copyright.html>

Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed The Graduate Net

(<http://fresnostate.edu/academics/graduatenet/index.html>) to connect graduate students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by GraduateNet to succeed in your course. Students are encouraged to explore the portal at their own pace and learn about the different resources Fresno State has to offer for graduate student success!

Graduate Writing Studio at Fresno State: Located in Henry Madden Library, 2119 on the 2nd floor, the Graduate Writing Studio offers workshops on documentation style (APA, MLA), literature reviews, academic writing, developing your scholarly voice, note-taking, EndNote, and more. These are all intended to help you be successful in your graduate journey! You will need your ID card to enter the room via a card reader. Visit their webpage for current workshops, hours, and contact information:

<http://fresnostate.edu/academics/gradstudies/graduatewritingstudio.html>

Graduate Statistics Studio at Fresno State: Also located in Henry Madden Library, 2119 on the 2nd floor, the Graduate Statistics Studio provides research and statistical consulting to all graduate students. They are able to meet with students on campus or online (via ZOOM). Visit their webpage for current workshops, hours, and contact information:
<http://fresnostate.edu/academics/graduatenet/students/statspage.html>

Subject to Change Statement: **This syllabus and schedule are subject to change in the event of extenuating circumstances.**

Student Handbook

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:
<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Graduate Handbook

Information on graduate student information, deadlines, responsibilities, enrollment etc., can be found on the Division of Research and Graduate Studies web page. The web page is located at: <http://fresnostate.edu/academics/gradstudies/requirements/>

SUBJECT TO CHANGE STATEMENT

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

TENTATIVE COURSE SCHEDULE

Spring 2020

Module	Content Focus	<i>Assignments</i>	
Module 1 Week of Jan. 20 Due 1/26 @ 11:59p	Introductory activities: Syllabus, Canvas navigation, Norms, Course Expectations	Read & Respond: Syllabus Quiz Discussion Board: Introductions	Buy Textbooks <ul style="list-style-type: none"> • <i>APA Manual</i>. 7th ed. • <i>Educational Research</i>, 6th edition (other editions ok, but know the pages might not align)
Module 2 Week of Jan. 27 Due 2/2 @ 11:59p	Intro to Research, p. 1: Types of ed research; sources of knowledge; research objectives	Read & Respond: <i>Educational Research</i> Ch. 1	Select initial research topic <i>See Canvas for details</i>
Module 3 Week of Feb. 3 Due 2/9 @ 11:59p	Intro to Research, p. 2: Overview of three research paradigms; Quantitative Research; Qualitative Research; Mixed Methods Research	Read & Respond: <i>Educational Research</i> Ch. 2	Begin to refine topic and consider research method type <i>See Canvas for details</i>
Module 4 Week of Feb. 10 Due 2/16 @ 11:59p	Intro to Research, p. 3: Action Research; Links to Cycle of Inquiry	Read & Respond: <i>Educational Research</i> Ch. 3	Major Assignment #1: Finalize research topic and research method <i>See Canvas for details</i>
Module 5 Week of Feb. 17 Due 2/23 @ 11:59p	Planning the research study, part 1: Review of the Literature; Peer reviewed Journals	Read & Respond: <i>Educational Research</i> Ch. 4, pp.80-90 only <i>Additional Article in Canvas</i>	Find 5 peer-reviewed articles on topic using Henry Madden Library One Search; Begin working reference list in APA 7 style <i>See Canvas for details</i>

<p>Module 6 Week of Feb. 24</p> <p>Due 3/1 @ 11:59p</p>	<p>Planning the research study, part 2: Stating the Research Problem; Reviewing the literature to explain the problem</p>	<p>Read & Respond: <i>Educational Research</i> Ch. 4, pp.90-93 only</p> <p><i>Review the 5 peer reviewed articles selected last week</i></p>	<p>Major Assignment #2 Write Research Problem with in-text citations in APA 7 style</p> <p><i>See Canvas for details</i></p>
<p>Module 7 Week of Mar. 2</p> <p>Due 3/8 @ 11:59p</p>	<p>Planning the research study, part 3: Theoretical Framework</p>	<p>Read & Respond: <i>Understanding, selecting, and integrating a theoretical framework in...research: Creating the blueprint for your "house" (Grant & Oslanoo, 2014)</i></p> <p>Select ONE theoretical framework as the "blue print" for your study</p> <p><i>See Canvas for details</i></p>	<p>Major Assignment #3 Find 3 more peer reviewed articles to explain and support theory; add to working reference list</p> <p>Explain theoretical framework for study based on above literature and link to research problem</p> <p><i>See Canvas for details</i></p>
<p>Module 8 Week of Mar. 9</p> <p>Due 3/15 @ 11:59p</p>	<p>Planning the research study, part 4: Statement of Purpose; Research Questions; Meta-analyses</p>	<p>Read & Respond: <i>Educational Research</i> Ch. 4, pp. 93-107 only</p> <p>Select 3 sources from current working reference list to read (one Qualitative, one Quantitative and one Mixed)</p>	<p>Find at least one meta-analysis study to add to your working reference list</p> <p>Use respective checklists in text to evaluate these three sources.</p> <p><i>See Canvas for details</i></p>
<p>Module 9 Week of Mar. 16</p> <p>Due 3/22 @ 11:59p</p>	<p>Planning the research study, part 4 (cont.): Statement of Purpose; Research Questions; Meta-analyses</p>	<p>Use <i>Educational Research</i> Ch. 4, pp. 93-107 as a guide for writing</p> <p>Read & Respond: Further supports to guide Research Question development on Canvas</p>	<p>Major Assignment #4 Write Statement of Purpose and Research Questions</p>

Module 10 Week of Mar. 23 Due 3/29 @ 11:59p	Research Ethics: Bias; Working with human subjects; Informed Consent; IRB; University Conducting Research with Human Subjects Certification	Read & Respond: <i>Educational Research</i> Ch. 6 CITI Certification Course Online <i>Link in Canvas</i>	Major Assignment #5 Upload PDF of CITI certification <i>See Canvas for details</i>
Module 11 Week of Mar. 30 Due 4/13 @ 11:59p	Measurement and Assessment: Scales of measurement review; Reliability & Validity; Types of Standardized test	Read & Respond: <i>Educational Research</i> Ch. 7	Find 3 more articles related to research topic and problem; add to working reference list in APA 7 style <i>See Canvas for details</i>
Spring Break Week of Apr. 6 (may begin Module 12 during this week)			
Module 12 Week of Apr. 13 Due 4/19 @ 11:59p	Methods of Data Collection: Questionnaires/Surveys, Interviews, Observations, Archived Sources, etc.	Read & Respond: <i>Educational Research</i> Ch. 8 & 9	MA #6 (Draft) Write Research Methods: Research Design, Methods of Data Collection
Module 13 Week of Apr. 20 Due 4/26 @ 11:59p	Sampling Across Methods: Types of Sampling Techniques for Subjects/ Participants in Research Study	Read & Respond: <i>Educational Research</i> Ch. 10	Major Assignment #6 (Final Draft) Write Research Methods: Research Design, Methods of Data Collection AND ADD Subjects/Participants
Module 14 Week of Apr. 27	Research Design: Choose your own adventure based on your initial selection in the beginning of the course	Read & Respond: <i>Select one of the following chapters in Educational Research</i> Ch. 10 Due 5/3 @ 11:59p	BEGIN Major Assignment #8 Final Project - Research Prospectus Use your previous assignments along with your working reference list to develop your final prospectus

			<p>(Due May 14 @ 11:59p)</p> <p>Major Assignment #7 **Make and complete a Zoom Appointment with the Graduate Writing Studio; provide evidence</p>
<p>Module 15 Week of May 4</p> <p>Due 5/10 @ 11:59p</p>	<p>Research Prospectus: Writing the Research Proposal/Prospectus</p>	<p>Read & Respond: <i>Educational Research</i> Ch. 5</p> <p>Also use chapter selected from previous module as support</p>	<p>Complete at least one Zoom Appointment with the Graduate Writing Studio to assist with APA 7 style and components of the Research Prospectus</p> <p><i>See Canvas for Details</i></p>
<p>Module 16 Week of May 11</p>	<p>Research Prospectus (cont.): Writing the Research Proposal/Prospectus</p>	<p>Final Project Due at the end of this week</p> <p>Due 5/10 @ 11:59p</p>	<p>Major Assignment #8 Final Project - Research Prospectus</p>