

ERE 220
RESEARCH IN EDUCATION
Fall 2020

Instructor: Corey Greenlaw
Hours: By Appointment
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Schedule:

All meetings will be in Zoom on the following dates:

Aug 24, 2020 05:00 PM
Sep 9, 2020 04:00 PM
Sep 23, 2020 04:00 PM
Oct 7, 2020 04:00 PM
Oct 21, 2020 05:00 PM
Nov 4, 2020 05:00 PM
Nov 18, 2020 05:00 PM
Dec 9, 2020 05:00 PM (This is a help session that will not include lecture)

Required Texts:

Johnson, R. B., & Christensen, L. (2017). *Educational research: Quantitative, qualitative, and mixed approaches* (6th ed.). Thousand Oaks, CA: Sage Publications.

Multiple articles will be required. These will be available in blackboard.

Optional (but highly recommended) Text:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Catalog 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.

Course Purpose and Description

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-based Learning Objectives

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.
5. Describe and understand data collection, analysis, and interpretation processes.
6. Understand issues in research (i.e. bias, access, confidentiality, security, rapport, IRB procedures, data saturation, and triangulation).

Planned Schedule

Date	Topics	Text Chapter	Assignment Due
Module 1 8/19-8/26	Course overview Expectations of learning space		
Module 2 8/27-9/2	Quantitative, qualitative, and mixed research Action research	JC: Ch. 1, 2, & 3	
Module 3 9/3-9/9	Planning a Research Study	JC: Ch. 4	
Module 4 9/10-9/16	Literature review		Research Topic
Module 5 9/17-9/23	IRB Research ethics	JC: Chs. 5 & 6 JC: Ch. 22 Fresno State – IRB Policy & Procedures Handbook	Statement of Research Problem

Module 6 9/24-9/30	Library Visit		CITI Certification
Module 7 10/1-10/7	Foundations of Research Methods of data collection Constructing a questionnaire	JC: Chs. 8 & 9	Library Assignment
Module 8 10/8-10/14	Mid Term		
Module 9 10/15-10/21	Foundations of Research Sampling	JC: Chs. 10 & 11	Statement of Purpose
Module 10 10/22-10/28	Reliability & Validity	JC: Ch. 11	Research Questions
Module 11 10/29-11/4	Experimental Research	JC: Ch. 12 & 13	
Module 12 11/5-11/11	Survey Design Correlational Research		Research Methodology
Module 13 11/12-11/18	Analyzing Data Descriptive statistics Data analysis	JC: Ch. 18 & 19	Literature Review
Module 14 11/19-12/2	Research Methods Narrative inquiry, case studies, phenomenology, ethnography & grounded theory	JC: Chs. 15 & 16	
Module 15 12/3-12/9	Proposal Help Sessions	JC: Ch. 21	
Module 16 12/10-12/16	Final		Final Presentation Final Paper

Please note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Assignments

Protecting Human Research Participants CITI Certificate: Due Sept 30th (25 points)

The purpose of this assignment is for students to understand the ethical and legal guidelines and regulations when conducting research with human subjects. This assignment requires students to complete an online module through the online module at the following site:

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

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

Research Topic: Due Sept 16th (25 points)

In this assignment students will identify a research topic they wish to learn more about. In this 1 page document students will a) describe the topic they are interested in exploring, b) 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.

Statement of the Research Problem: Due Sept 23rd (25 points)

This assignment requires students to describe the research problem. Students must include at least 1 reference 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 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.

Statement of the Purpose of the Study: Due Oct 21st (25 points)

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.

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 purpose of the study.

Research Questions: Due Oct 28th (25 points)

In this assignment, students will 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.

Evaluation of this assignment will be on the student's ability to identify research questions that are answerable and aligned with the proposed methodology.

Research Methodology: Due Nov 11th (50 points)

This assignment requires students to identify the proposed research design of the study. This will require students to describe a) possible research participants (if any), b) instruments used 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.

Literature Review: Due Nov 18th (50 points)

This assignment requires students to synthesize the literature related to the research topic and/or research design. Students will submit a list of 10 APA formatted sources. The purpose of this assignment is for students to conduct scholarly research on a topic and demonstrate their understanding of APA formatting. All sources must be from academic journals and/or agency reports (No more than 3 sources can be dissertations). Students will utilize this assignment to inform the brief overview of the literature section of the Research Proposal Plan.

Evaluation of this assignment will involve the following:

- Citations are properly cited in APA

Research Proposal Plan Presentation: Due Dec 16th (50 points)

The purpose of this assignment is for students to strengthen their presentation skills, and demonstrate knowledge and analysis of their research proposal plan. This assignment requires an in class oral presentation of the research proposal plan. The presentation must include: a) an introduction of the research topic, b) statement of the research problem, c) brief summary of previous literature, d) statement of the purpose of the study, and e) research design (with all appropriate components). The slides must include in-text APA citations and references. The presentation should be no more than 10 minutes.

Research Proposal Plan: Due Dec 16th (200 points)

This assignment is the culmination of the individual exercises/assignments completed throughout the semester. This assignment should include core concepts from the course to demonstrate competency in research design. The Research Proposal Plan should include the following components title page, abstract, introduction, statement of the research problem, statement of the purpose of the study, research questions, a brief overview of the literature, participants, apparatus/instruments, methods, procedures, data analysis, a validity section, and references. The Research Proposal Plan should be at least 10 pages (not including title page or references). This assignment must include at least 10 references not including course textbook (No more than 3 sources can be dissertations).

Mid Term: Due Oct 14th (71 pts)

Final: Due TBD

Course Evaluation & Grading

Letter grades will be awarded as follows:

Letter Grade Points Earned

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F ≤ 60%

Course Policies

Subject to Change Statement

This syllabus and schedule are subject to change by the discretion of the instructor.

Writing Expectations

I expect students to submit all work following APA guidelines. All papers must abide by APA guidelines and will be assessed for accuracy. Please utilize Fresno State Resources if you are unfamiliar with APA or need further assistance. The Graduate Writing Studio is a great place to receive support with your writing and it is expected and highly encouraged for students to take advantage of this resource.

Attendance & Participation

Attendance and class participation are vital to this course. Please note that attendance at ALL sessions is expected given that we are only meeting eight times during the semester. Please note that missing (or any part of) class (regardless of reason) will result in lower participation points that will affect your grade. As an integral member of the learning space, attendance and participation are central to this course.

Professional courtesy requires that students should notify the instructor prior to class if he/she must be absent due to an unforeseen circumstance such as illness or an emergency. These circumstances will require appropriate documentation (i.e. doctor's notice). However, all missed readings must be completed and assignments must be turned in by the assigned date.

As graduate students, I expect meaningful engagement with the course material and your peers. Relevant participation includes presenting good examples (informed by the readings), raising good questions, recognizing an appropriate level of participation, being sensitive to and responding appropriately to others' comments.

Email Expectations

Your university email address is my primary means of contacting you outside of class. I will check my university email and respond within 48 hours on *days Fresno State classes are in session*. I expect the same from everyone in our class. If needed, please make arrangements to forward your university address to an email address you check frequently enough to meet this expectation.

Late Work

All assignments must be submitted by the assigned date and time and will only be accepted via Blackboard. *Hard copies will not be accepted*. Late assignments will be deducted 10% of a grade and require a written statement explaining the late submission. I will not read any work that is more than one week late, unless there are extenuating circumstances.

Educational Leadership & Administration Program Policy

Earning a "C" grade or below in a master's course in the Educational Leadership and Administration program is not considered to be a satisfactory grade. The first "C" obtained places a student on academic probation and the second "C" acquired will mean dismissal from the program. If a grade of "C" is earned, the course must be retaken without replacement

(meaning the original grade received remains on the transcript and is included in GPA calculations).

University Policies

Students with Disabilities

California State University, Fresno is committed to meeting the spirit and letter of the *Americans with Disabilities Act (ADA)*. 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 (559) 278-2811.

Honor Code

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

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

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 include 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).

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 and 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

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Blackboard Access Problems

If you are having problems accessing Blackboard, please contact TILT (tiltsupport@csufresno.edu) or 559-278-6892 or 559-278-7373 (TILT/Blackboard Resource Center).