

EDU 200: RESEARCH METHODS

Course Syllabus

Mount St. Mary's University, Los Angeles

Summer 2020

Saturdays: 8:00 a.m. - 4:30 p.m.

Dates: 5/30(synchronous/asynchronous), 6/13 (synchronous/asynchronous),
6/27(synchronous/asynchronous), 7/18 (asynchronous only), 8/1(synchronous/asynchronous),
8/15(asynchronous only)

Instructor: Lorenza Arengo-Yarnes, Ph.D.

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Office hours: Contact to make an appointment

Required textbooks

A Short Guide to Action Research, 4th ed. by Andrew P. Johnson. Allyn & Bacon Publishers, 2012.

Publication Manual of the American Psychological Association, 6th ed. 2009.

Students should also download a current copy of the *Master's Project Handbook*, which is available on the course's Canvas site.

Course Description

The course involves a study of the various approaches to educational research including qualitative and quantitative methodologies. It is intended to develop facility in reading research articles and applying knowledge gained through research to teaching practice and to issues of importance in education.

Course Goals

The goals of this course are to enable participants to:

- Become an active participant in the community of professional educators.
- Read and understand educational research.
- Apply findings from educational research to their classroom/school administrator practice.

Course Objectives

1. Knowledge of the concepts and terms used in educational research.
2. Knowledge of the research process and research design.
3. Knowledge of the various types of educational research articles and the ability to evaluate the appropriateness of the source for professional decisions.
4. Ability to summarize educational research in a literature review.
5. Ability to apply educational research to classroom practice.
6. Knowledge of the ethical principles and requirements related to the conduct of research and the MSMC procedures for conducting research with human subjects.

Course Assignments (total 100 points):

- **Literature Annotations and Article Citations (15 points):** Select a topic relevant to your classroom practice and conduct a literature search to identify key issues, journals, and researchers in the topic area. Find and skim through at least 8 articles that relate to your topic, and that seem useful to your literature investigation. From your search results, you will prepare detailed annotations (summaries) of three of the research articles identified. You will provide APA citations and 1-2 sentence summaries for the remaining articles.
- **Literature Investigation:** After your instructor has reviewed your Annotations and Citations (see above), you will prepare a Literature Investigation to be submitted in various stages. See course outline below for more information on specific deadlines.

- **Initial Outline, Concept Overview, and References:** 10 points (credit/no credit)
 - **First draft (minimum 10 pages, plus updated References):** 10 points (credit/no credit)
 - **Final draft:** 30 points
- **IN-CLASS ASSIGNMENT: Experimental Research Data Analysis: Two Parts (worth 5 points total):** Working with a partner, you will use Microsoft Excel to convert raw statistical data into frequency distributions, frequency polygons, and scatterplots. Two parts, over two class sessions.
 - **Statistics Examination (take home) (15 points):** Open-note examination of principles of descriptive statistics
 - **IN-CLASS ASSIGNMENT: Qualitative Research Design (5 points):** You and your group members will create a hypothetical qualitative research study design by selecting a topic from a list. You will present your ideas to the class in a short PowerPoint presentation.
 - **IN-CLASS ASSIGNMENT: Quantitative Research Data Analysis (5 points):** You and your group members will analyze categorical data, convert your findings into a table or graph using Microsoft Excel, write a summary of your findings, and present your results to the class.
 - **Human Subjects Research Online Exam (5 points):** During weekend six, you will take an online course called “Protecting Human Research Participants.” Turn in your Certificate of Completion to receive five points.

Grading Scale:			
94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	65-69	D
80-83	B-	< 65	F

Classroom Policies:

- **Assessment:** Assignments must be completed on time according to agreed upon guidelines. Late assignments are subject to an automatic reduction of up to one point per day. After a time period set by the professor, late assignments will not be accepted. Since the emphasis in this class is on mastery of basic research methods and professional writing, revisions will often be allowed, *with teacher permission*. **If you are absent, you may submit the assignments on the Canvas site for this class before the class start time (on the due date) to be considered for full credit.**
- **Email:** Students are expected to check their MSMU email account(s) regularly. This is the primary way I communicate with you during our long gaps between weekend classes. I will also send email and/or announcements via the Canvas site. So, please make sure you that you have Canvas notifications set and that you also regularly check there.
- **Formatting:** All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times New Roman font, 2.0-spacing, and one-inch margins. Written work with multiple grammatical and/or spelling errors per page will receive point reductions, so please proof-read! (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.) **Students are encouraged to make use of PARC and the Graduate Writing Tutors there. You can leave a message for them at 213-477-2873. They are there to support you!**
- **Learning Management System (Canvas):** Course information (syllabus), grading and student attendance can be found on the Canvas site for this class. All assignments will also be submitted on Canvas for this class on or before the date they are due.

- **Peer Support:** Please exchange phone numbers and/or e-mail addresses with your classmates for mutual help and support. Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. If you are absent, I expect you to check in with a classmate and meet to discuss what you've missed.
- **Submitting work:** All assignments should all be submitted to me on the Canvas site for this class under the Assignments link on or before the date they are due. In-class assignments are due the day they are assigned. The take-home Statistics Exam is due on Canvas on the date and time indicated (absolutely no late submissions on this assignment).
- **Tardiness:** Some of the most important announcements are made during the first 15 minutes of class – therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
- **Writing Style:** The style and quality of professional writing you are expected to produce in this class can be very challenging! Plan to start your drafts early, and get as much assistance from your instructor and peers as possible. Please also note that MSMU's PARC (Professional and Academic Resource Center) offers the **free** services of Graduate Writing Tutors. They can be contacted at PARC@msmu.edu. *You may be required to schedule a visit with them if your instructor feels you need this additional assistance.*

MSMU University and Education Department Policies:

- **Absences:** Regular attendance is especially important in the Education Department's compacted evening and weekend classes. *Two points will be dropped from a student's overall score per absence.* Students who miss three classes will be required to submit an additional assignment. Students who miss more than three class sessions -one whole day for a weekend class - will be administratively dropped from the class. This represents 20% of the instructional time and is in accordance with college policy as stated in the MSMU catalog.

Points will be deducted from your overall score in the class as follows:

- **2 points for each class absence**
- **Up to 1 point per day for late assignments**

***Please note:** One entire Saturday session is comprised of three class sessions.

- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog. This includes avoiding plagiarism and doing your best work on each assignment. Papers and other work including images should not be copied from the internet.
- **Assessment of Student Learning Outcomes:** Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of a student in our credentialing and Masters programs. In this class, one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this Department, and throughout the College.

- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department’s formative feedback assessment process.
- **Course Credit Hours:** A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:
 - One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
 - At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours.”
- **Disability Statement:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Mount Saint Mary’s University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University’s programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

- **Incompletes:** Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted **only** if the student:
 - has completed the majority of assignments
 - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
 - is prevented from completing the final assignment for serious medical/personal reasons
 - can complete the work within one semester
- **Professional and Academic Resource Center (PARC)**
 - a. The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person and over the phone. To make an appointment. Call 213-477-2898 or schedule an appointment on the PARC portal page: <https://www.msmu.edu/academics/learning-resources/academics/learning-resources/parc/>
 - b. All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.

- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

MSMU Education Office Information:

- Please call the Education Department secretary to make an advisement appointment: (213) 477-2620.
- The FAX number for the Education Department is (213) 477-2629.

EDU 200: Research Methods. TENTATIVE COURSE CALENDER

READING CODE: SGAR = *A Short Guide to Action Research* (Andrew Johnson)

Synchronous – Real-time Class Zoom session (Zoom ID will be provided via Canvas)

Asynchronous- Independently completed series of activities provided via Canvas

Date Saturdays	Session	Topic(s)	Reading Due	Assignment(s) Due
May 30 Synchronous 8-10:15	1	Introduction to class What is educational research? Selecting a lit investigation topic	SGAR Ch. 1, 2, 3 and 4	Locate and read article online Submit Summary on Canvas (see below)
May 30 Synchronous 10:25-12:25	2	Finding research articles online Discuss Annotation Assignment Overview of Master’s Project		
May 30 Asynchronous 1:15-4:30	3	Classifying articles Practice writing annotations APA format and plagiarism		
June 13 Synchronous 8-10:15	4	Getting started on your Lit Investigation Intro. to quantitative research	SGAR Ch. 8 Continue reading lit review articles	Find articles for lit investigation. <i>Bring printed articles to class or have them organized in your laptop</i> Annotations and Citations (submit on Canvas)
June 13 Synchronous 10:25-12:25	5	Quantitative research contd.		
June 13 Asynchronous 1:15-4:30	6	Quantitative research contd.		
June 27 Synchronous 8-10:15	7	Statistics for educational research Quantitative Data Analysis, Part One	“Planning and Writing 1 st Draft” Continue reading lit review articles	<u>In-Class Activity:</u> Experimental Research Data Analysis, pt. 1 <u>In-Class Activity:</u> Experimental Research Data Analysis, pt. 2 Detailed Lit Investigation Outline and Concept Overview (submit on Canvas)
June 27 Synchronous 10:25-12:25	8	Statistics for educational research contd. Measures of central tendency		
June 27 Asynchronous 1:15-4:30	9	Correlational statistics Statistics Review: PowerPoint Jeopardy Quantitative Data Analysis, Part Two		
July 18 Asynchronous 8-10:15	10	Intro. to qualitative research methods	SGAR Ch. 7 “Body Rituals of the Nacirema” “What Motivates Students to Read?” Continue reading lit review articles	Take-home exam due in class Lit Investigation First Draft (minimum 10 pages) (submit on Canvas)
July 18 Asynchronous 10:25-12:25	11	Peer review of lit invest (first draft) Qualitative research methods contd.		
July 18 Asynchronous 1:15-4:30	12	Individual consultations re: Lit Investigation		
August 1 Synchronous 8-10:15	13	Qualitative research methods contd.	SGAR Ch. 10	<u>In-Class Activity:</u> Qualitative Research Data Analysis <u>In-Class Activity:</u> Qualitative Research Design Proposal Lit Invest (final draft) with checklist (submit on Canvas)
August 1 Synchronous 10:25-12:25	14	Qualitative research methods contd. Qualitative Research Data Analysis		
August 1 Asynchronous 1:15-4:30	15	Qualitative research methods contd. Qualitative Research Design Work Independently on Investigation		

August 15 Asynchronous 8-10:15	16	Ethics in Research	"Ethics"	Certificate of Completion for online Human Subjects Research exam due (5 points)
August 15 Asynchronous 10:25-12:25	17	Ethics in Research continued MSMU Human Subjects Review		
August 15 Asynchronous 1:15-4:30	18	Final thoughts on research		

Assignment for Weekend 1:

Finding a research article online:

This assignment is designed to introduce you to the procedures for locating a journal article using an MSMU Library online journal database.

To use the MSMU online journal databases from home you will need to have an MSMU library card with a barcode. The barcode is your password for entry into the database. If you are accessing the database from a computer on campus, you do not need a library barcode; access is automatic.

The article you will locate and read is:

"The Effectiveness of Highly Explicit, Teacher-Directed Strategy Instruction Routine" by Gary A. Troia and Steve Graham

It is published in the *Journal of Learning Disabilities*, July/August 2002, Volume 35, Number 4.

Follow these instructions to download this article.

- Go to the MSMU website: www.msmu.edu and log on to myMSMU
- From the Menu, go to Academics and click on University Libraries
- On the page, click on Research Guides.
- On the next page, make sure BY SUBJECT is highlighted. Then, scroll down and click on the drop down Education link and click on Education.
- On this page you will find lots of information on how to search for different articles. To find the article click on Articles and then click on Find a Specific Article
- On the next page search E-Journals
- On the next page, in the search bar type in *Journal of Learning Disabilities*
- At this point, type in *The Effectiveness of Highly Explicit, Teacher-Directed Strategy Instruction Routine* in the search bar under *Journal of Learning Disabilities*. You can type part of the article title and it should show up on the next page.
- On the next page, you should find the article. Click on *Full Text Finder*. On the next page, click on any *Find this article in full text ...* and download the pdf.
- Save the article to your computer or flash drive, and/or print it out and bring it to class.
- Hurray! You have successfully located a journal article from home! If you have any problems, contact a librarian at 213-477-2750.

Please read the article. Next, write a half to one-page summary of the article; either bullet points or written paragraphs is fine.

Don't worry if you don't understand everything – we'll be talking about the article a lot more in class. Feel free to make notes on the margins of the article, or to highlight anything you don't understand. Bring your copy of the article and be ready to submit the summary to Canvas for this class. There is a submission link. You can submit prior to class, but make sure you have a copy of the notes with you. If you have trouble finding the article or submitting on Canvas, I can support you the first day.

See you then! 😊