Research in Education EDRS 6301

Semester/Year  Spring 2013
Time/Location  Course taught 100% online using CourseDen
Instructor  Mary Alice Varga
Office Location  143 Education Annex
Office Hours  MW 10:00am-12:00pm or by appointment
Online Hours  TR 1:00-4:00 pm on CourseDen or by appointment
Telephone  Direct Line: (678) 839-6092
Department Line: (678) 839-6558
Email  maryv@westga.edu
Online Support  CourseDen Home Page
https://westga.view.usg.edu/
CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help
UWG Distance Learning
http://distance.westga.edu/
UWG On-Line Connection
http://www.westga.edu/~online/
Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/
Ingram Library Services
http://westga.edu/~library/info/library.shtml
University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION

The study of the general principles of qualitative and quantitative research designs with an emphasis on students becoming consumers of educational research.
CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (Interstate School Leaders Licensure Consortium, ISLLC; National Board for Professional Teaching Standards, NBPTS) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>1000 minutes</td>
</tr>
<tr>
<td>Audio/video Instruction</td>
<td>2250 minutes</td>
</tr>
<tr>
<td>Online Assignments</td>
<td>3500 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

1. Students will refine their knowledge of the philosophical bases of educational research (Cole & Knowles, 2000; McMillan & Schumacher, 2006); (D3 Lifelong Learners, D8 Knowledgeable; NBPTS Propositions 4, 5)

2. Students will gain knowledge of current research in an area of individual interest (Boudett, City, & Murnane, 2006; McMillan & Schumacher, 2006) (D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 4, 5)
3. Students will gain knowledge of various research designs that can be used in diverse educational settings (Anderson, Herr, & Nihlen, 2007; McMillan, 2008); (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propostions 3, 4, 5)

4. Students will design their own research studies, which includes writing an introduction, literature review, and proposed methodology section for their research projects (Anderson, Herr, & Nihlen, 2007; McMillan, 2008; Popham, 2000; Wong & Lam, 2007); (Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; Reflective; NBPTS 2a, 2b, 3b)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text:


Required Instructional Resource: Tk20 Subscription*

These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

*You are not required to upload assignments to Tk20 for this course.

Course References:

Suggested Texts


Research Ethics


CITI Training
Completion of CITI Training will be required for this course. [https://www.citiprogram.org/Default.asp](https://www.citiprogram.org/Default.asp)

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments
Assignments for the course are listed below and will be described in more detail throughout the semester. All assignments are due each Sunday before midnight (by 11:59pm) Eastern Standard Time on the due date specified in the course schedule.

1. **Introduction (5 points)**
   Create an audio, video, or text introduction on CourseDen to introduce yourself to the class. Provide your name, a photo (or video), and a short bio of yourself.

2. **Research Proposal Reading (5)**
   Read an example of a provided research proposal to gain an understanding of what you are expected to develop and learn throughout the course. (Course Objectives 1-4)

3. **Online Discussions (20 points)**
   Read assigned material and participate in four online discussions, including an initial post and responses to at least two other posts. Topics for discussion will be provided. (Course Objectives 1-4)

4. **Article Review (10 points)**
   Write a review of an article from your professional literature that interests you. A rubric will be provided with more details. (Course Objectives 1-3)

5. **CITI Training (10 points)**
   Completion of CITI training is required prior to conducting research at UWG. Although you will not be conducting research for this course, the CITI Training will certify you to pursue research in the future. (Course Objectives 2-4).

6. **Research Question & Rationale (5 points)**
   Formulate a research question to begin building your research proposal and provide a brief rationale for the topic. (Course Objectives 1-4)

7. **Review of Literature (10 points)**
   Conduct a review of literature on the topic of your research. (Course Objectives 1-4)
8. **Midterm Exam (10 points)**
   Complete a midterm exam to demonstrate your understanding of the course material. (Course Objectives 1-4)

9. **Research Proposal Outline (10 points)**
   Submit an outline of your proposed research project including the introduction, literature review topics, and proposed methodology. **You will not be conducting the actual research study.** Feedback will be provided to guide with the final research proposal. (Course Objectives 1-4)

10. **Final Research Proposal Paper (15 points)**
    Write a final paper on the proposed research project you have designed. This is NOT a research paper. The paper will include an introduction, literature review, and proposed methodology section. A rubric outlining the requirements will be provided. (Course Objectives 1-4)

**Evaluation Procedures**

A total of 100 points will be allotted for the course evaluation based on the assignments outlined below. All assignments are due on Sundays before midnight (by 11:59pm) Eastern Standard Time.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5</td>
<td>January 13</td>
</tr>
<tr>
<td>Research Proposal Reading</td>
<td>5</td>
<td>January 20</td>
</tr>
<tr>
<td>Online Discussions (4)</td>
<td>20 (5 each)</td>
<td>January 27, February 17, March 31, April 7</td>
</tr>
<tr>
<td>Article Review</td>
<td>10</td>
<td>February 3</td>
</tr>
<tr>
<td>Research Question &amp; Rationale</td>
<td>5</td>
<td>February 10</td>
</tr>
<tr>
<td>CITI Training</td>
<td>10</td>
<td>February 24</td>
</tr>
<tr>
<td>Review of Literature</td>
<td>10</td>
<td>March 3</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10</td>
<td>March 10</td>
</tr>
<tr>
<td>Research Proposal Outline</td>
<td>10</td>
<td>March 17</td>
</tr>
<tr>
<td>Final Paper</td>
<td>15</td>
<td>April 14</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>
Extra Credit

There are two opportunities for extra credit in this course for a total of 5 points. Extra credit points will be offered to students who 1) complete a mid-semester evaluation of the course (2.5 points) and 2) complete the UWG end of semester evaluations (2.5 points). Students will be asked to submit a screenshot of their submission pages to Mary Alice.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Attendance: Attendance will include participation in online discussions.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Late Work: Assignments submitted after the due date will be penalized twenty-five percent (25%). Failure to submit an assignment will result in a zero grade for the assignment.

Professional Conduct: Professionalism is an essential for all graduate students and expected in graduate education. Professional dispositions promote class interaction and facilitate learning.

Professional expectations for this course are outlined below:

- Reading all assigned readings and completing all assignments each week.
- Participating and interacting in online discussions to contribute and enhance learning for everyone.
- Treating colleagues and the instructor with respect. This includes respecting differences in opinions that may arise and engaging in professional and respect dialogue.
- Asking questions of colleagues and the instructor; and offering insight and assistance to those with questions.
Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Communication for this course will also occur through CourseDen, the online platform provided for the course. Students are expected to check CourseDen regularly for communication.
## CLASS OUTLINE

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Class Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 7-13</td>
<td>Introduction to Research</td>
<td>Chapter 1</td>
<td>Introduction Due January 13</td>
</tr>
<tr>
<td>2</td>
<td>January 14-20</td>
<td>Research Problems, Variables, Questions, &amp; Hypotheses</td>
<td>Chapter 2</td>
<td>Research Proposal Reading Due January 20</td>
</tr>
<tr>
<td>3</td>
<td>January 21-27</td>
<td>Literature Reviews</td>
<td>Chapter 3</td>
<td>Discussion 1 Due January 27</td>
</tr>
<tr>
<td>4</td>
<td>January 28-February 3</td>
<td>Participants &amp; Sampling</td>
<td>Chapter 4</td>
<td>Article Review Due February 3</td>
</tr>
<tr>
<td>5</td>
<td>February 4-10</td>
<td>Educational Measurement</td>
<td>Chapter 5</td>
<td>Research Question Due February 10</td>
</tr>
<tr>
<td>6</td>
<td>February 11-17</td>
<td>Data Collection Techniques</td>
<td>Chapter 6</td>
<td>Discussion 2 Due February 17</td>
</tr>
<tr>
<td>7</td>
<td>February 18-24</td>
<td>Non-experimental Quantitative Research Designs</td>
<td>Chapter 7</td>
<td>CITI Training Due February 24</td>
</tr>
<tr>
<td>8</td>
<td>February 25-March 3</td>
<td>Experimental Research Designs</td>
<td>Chapter 8</td>
<td>Review of Literature Due March 3</td>
</tr>
<tr>
<td>9</td>
<td>March 4-10</td>
<td>Statistical Inferences</td>
<td>Chapter 9</td>
<td>Midterm Exam Due March 10</td>
</tr>
<tr>
<td>10</td>
<td>March 11-17</td>
<td>Qualitative Research Designs</td>
<td>Chapter 10</td>
<td>Research Outline Due March 17</td>
</tr>
<tr>
<td>11</td>
<td>March 18-24</td>
<td>SPRING BREAK!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>March 25-31</td>
<td>Mixed Methods Designs</td>
<td>Chapter 11</td>
<td>Discussion 3 Due March 31</td>
</tr>
<tr>
<td>13</td>
<td>April 1-7</td>
<td>Action Research</td>
<td>Chapter 12</td>
<td>Discussion 4 Due April 7</td>
</tr>
<tr>
<td>14</td>
<td>April 8-14</td>
<td>Final Papers</td>
<td></td>
<td>Final Proposals Due April 14</td>
</tr>
<tr>
<td>15</td>
<td>April 15-26</td>
<td>Interpretations</td>
<td>Chapter 13</td>
<td></td>
</tr>
</tbody>
</table>

* Additional weekly readings will also be posted to CourseDen.