

Augusta State University
College of Education Dept. of Educational Leadership, Counseling, and Special
Education
ONLINE

Course: EDUC 6021: Introduction to Educational Research
Time: On-line only.
Instructor: Dr. Philip Smith
Office: UH 304
Telephone: 667-4492 (Work); Email: psmith28@aug.edu
Office Hours: M: 4:30 to 5:30 or by appointment.

This is an online course. Use the “Course Q&A” in WebCT/Vista regularly to ask questions, provide feedback and get help. The instructor will monitor this discussion frequently so that you get timely responses to your questions.

Because of the nature of the content of this course, it is imperative that you stay on top of the material. Review the materials as soon as you can after they become available. Do the course readings early in the module availability period. It is easy to get behind with this content, if you get behind, it is very difficult to catch up.

Required Text:

Introduction to Educational Research: EDUC6021. Custom Text. McGraw-Hill.
Available at the ASU Bookstore, or online at:

Other pertinent publications (a sample):

1. Gay, L.R., Mills, G.E. & Airasian, P. (2008) *Educational Research: Competencies for Analysis and Applications*, 9th Edition, NJ: Pearson
2. Campbell, D. T. & Stanley, J. C. (1963). *Experimental and Quasi Experimental Designs for Research*. Boston: Houghton Mifflin Company.
3. Gall, M. D., Gall, J. P. & Borg, W. R. (2007). *Educational Research: An Introduction* (8th ed.). Boston, MA: Pearson/Allyn & Bacon.
4. Glass, G. V. & Hopkins, K. D. (1996). *Statistical Methods in Education and Psychology* (3rd ed.). Boston: Allyn & Bacon.
5. Kerlinger, F. K. (1992). *Foundations of Behavioral Research* (4th ed.). NY: Holt, Rinehart and Winston, Inc.
6. Wiersma, W. (2000). *Research Methods in Education* (7th ed.). Boston: Allyn & Bacon.

Course Description:

The purpose of this course is to empower students to read, interpret, and evaluate research literature as one means of making sound decisions concerning the choices they make in their professions. Students will be introduced to the process of research in educational contexts and the diverse methodologies that are employed in these contexts (e.g., historical, causal-comparative, correlational, quasi-experimental, experimental, single-subject and qualitative). The course will focus on key elements of the design,

conduct and interpretation of educational research. A significant portion of the course will focus on analytical strategies including descriptive analysis, inferential techniques and correlational analysis (including regression). All content will be grounded in the contexts of journal readings (or other literature) reporting research results or dealing with research on educational issues.

Prerequisite: Admission to graduate program in education.

LiveText. All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. If LiveText is used in the course, all students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers. **LiveText will not be used to deliver course content in this course.**

WebCT. In this course, all course activities will be conducted on-line through WebCT. If you do not know how to use WebCT, you are encouraged to seek help with IT or consult other students who know how to use it. Tutorials and computer requirements can be found on the WebCT/GeorgiaView.VISTA login page. Access this page by going to your pipeline account, clicking on the “learning links” tab and click the VISTA logo. Or, go directly to [HTTP://aug.view.usg.edu](http://aug.view.usg.edu). Any written assignments must be submitted through WebCT as Microsoft Word documents. When doing an assignment in Word to turn in via WebCT, be sure that your file name begins with your last name and first initial[e.g., **SmithPassignment1.doc**] so that I can identify it.

Specific Objectives:

The students will be able to:

- (a) **read, interpret** and **evaluate** research literature
- (b) **perform** basic data analyses essential to the conducting of educational research
- (c) **explain** research-based data and recommendations for professional practice to colleagues, parents, and agencies in the larger community
- (d) **become** a reflective practitioner who uses research in evaluating his/her professional practice

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership

of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Element: Responsive (RD)

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

Methods of Instruction:

The course will be conducted through readings, assignments, individual projects and group discussions.

Course Assignments and Materials

All course activities will be conducted on-line through WebCT. If you do not know how to use WebCT, you are encouraged to seek help with IT or consult other students who know how to use them very quickly. A brief introduction will be given during an in person orientation meeting the first week of classes. Any written assignments must be submitted through WebCT as Microsoft Word documents. When doing an assignment in Word to turn in via WebCT, be sure that your file name begins with your last name and first initial[e.g., **SmithPassignment1.doc**] so that I can identify it.

Course Progression

This course is an eight week course. There will be eight "modules" available in WebCT corresponding to the 8 weeks of the course. The module for a given week will become available on Tuesday at around noon starting January 4. Each week, reading will be assigned and an assignment must be completed. Every two weeks, there will be a student evaluation that will cover material assigned during the prior two weeks. During some weeks, there will be discussions that class members will be required to participate in. In

these instances, students will be assigned a discussion “group”. There will be a group discussion leader each week and that assignment will be rotated among class members. Each member of the group will be required to make 3 posts to the discussion which will be asynchronous [not real-time]. **This is an online course. Use the “Course Q&A” in WebCT/Vista regularly to ask questions, provide feedback and get help. The instructor will monitor this discussion frequently so that you get timely responses to your questions.** Tasks to be completed each week:

Topic Discussion Participation (selected weeks only): When discussions are part of the week’s module, the discussion will take place from Wednesday at noon through Monday at 10 PM. A primary question or issue will be posted. There will be 3-4 groups formed for the week’s discussion. It is the responsibility of the ***group leader*** to begin the discussion with a summary of the issue or an initial response to the question. The ***group leader*** is noted with an asterisk (*) on the discussion schedule sheet. The discussion schedule sheet is posted in the “general information” folder on WebCT. The initial post by the discussion leader must be made by Thursday 6 PM. If the group leader fails to provide an initial post by Thursday at 6 PM, any group member may begin the discussion. Each group member will be required to make three postings within their discussion group. The first post by each person must be made before Friday at 6 PM. All postings must be thoughtful, informed and based on the readings or additional literature. (see the *discussion scoring rubric/example posts* in the additional course materials folder on WebCT) Postings will be evaluated as such. The student who completes this discussion appropriately according to the rubric will earn 5 points for that week. Students who do not or only partially meet this requirement during the week will be assigned points accordingly. Be sure to consult the discussion participation schedule for the appropriate discussion group assignment. Students are encouraged to review all discussion threads each week.

Assignments: Each student will be required to complete an assignment for each course module. Assignments will be worth 10 points each. Assignments will be available at 4 PM on Wednesday and are due by 4:30 PM the following Wednesday. Assignments are submitted under the “Submit Assignment” folder on WebCT. **No late assignments will be accepted.**

Bi-Weekly Evaluations: Bi-weekly evaluations will be available from Sunday at noon through Tuesday midnight on the 2nd, 4th, 6th and 8th weeks of the course. Each evaluation will be worth 25 points and must be completed in 4 hours. Many of the questions will be multiple choice but there will also be completion and paragraph response questions. The evaluations will be available in the appropriate module.

Course Outline:

Tentative Schedule

Module 1: The Research Process. Ch1-4. [Reading, Discussion, Assignment]

Module 2: Measurement & Descriptive (Survey) Research. Ch 5-7 [Readings, discussion, assignment, evaluation]

Module 3: Descriptive Statistics. Ch. 8-12 [Readings, Assignment]

Module 4: The Normal Distribution & Introduction to Hypothesis Testing. Ch. 13-15
[Readings, Assignment; Evaluation]

Module 5: Correlations and Correlational Research. Ch. 16-17 [Readings, Assignment]

Module 6: Causal Comparative and Experimental Research. Ch 18-19 [Readings, Assignment; Evaluation]

Module 7: Comparing Means in Causal-Comparative and Experimental Research Ch. 20-21 [Readings, Assignment; Discussion]

Module 8: Reading Research – readings posted [Readings, Discussion; Evaluation]

Note: The modules listed above will correspond to the 8 weeks of class. Each “week” will run from Wednesday to the following Wednesday, although the corresponding module will be available to review the prior Tuesday. Discussions will occur from Wednesday of the class week through Monday 6:00 PM. The bi-weekly evaluations will be available from Sunday 6:00 PM to Tuesday midnight and be timed at 4 hours. There will be no make up opportunities for missed assignments without prior approval.

Evaluation Course Grading Procedure:

Students will be evaluated on the basis of the following

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|------------------------------------|-----------------|
| 1. Discussion Participation | 20 pts |
| 2. Bi-weekly evaluations | 100 pts. |
| 3. Assignments | 70 pts |

Final grading will be based on total points as follows:

- A: 165-190**
- B: 130-164**
- C: 100-129**
- D: 80-99**
- F: 0-79**

Pipeline Accounts

Most of our communication will be done through WebCT. However, campus e-mail will be more convenient. Make sure your ASU email is forwarded to your normal account (i.e., yahoo, hotmail, gmail) if you don't regularly check your ASU email. Students should check their Pipeline and WebCT (Vista; GeorgiaVIEW) accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have

trouble accessing your accounts, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.