

## **EDEC/EDMS/ESOC 6990**

Research in Early Childhood, Middle School,  
and Social Studies Education

**Fall 2006**

Instructor: Dr. Denise Glynn  
Office: 425H Aderhold  
Phone: 542-4244  
E-mail: dglynn@uga.edu

### **College of Education Conceptual Framework**

The College of Education prepares exemplary, reflective professionals to serve a diverse global community; it seeks to achieve that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels.

### **Course Overview**

This course explores methods for conducting and evaluating literature and research relating to early childhood, middle school, and social studies education. **The goal of the course is to make you an "intelligent consumer of research."** The course will cover such topics as locating research on a given topic, designing research, interpreting research findings, and evaluating research reports.

### **General Course Objectives**

- Understand the nature and purpose of educational research and how it relates to educational practice
- Recognize and define terms used in educational research
- Understand the importance of ethical practices in educational research
- Understand the basic concepts and procedures involved in reviewing educational literature
- Recognize the major theoretical and philosophical approaches to research and the characteristics of each
- Understand the different purposes and assumptions of the quantitative and qualitative paradigms of educational research
- Interpret and evaluate statistical statements
- Find, select, and interpret research related to professional and personal interests

## **Organization of EDEC/EDMS/ESOC 6990**

Unit I: Locating, Evaluating, & Synthesizing Educational Research

Time Period: August 17 - October 5

Assigned Readings: Chapters 1-11; other readings as assigned in class

Unit I Exam: October 5; 40 items, multiple choice and short answer

Unit II: Types of Educational Research

Time Period: October 12 - December 12

Assigned Readings: Chapters 13 - 23; other readings as assigned in class

Unit II Exam: Tuesday, December 12, 7:00-10:00 pm (final exam day and time assigned by the university); 40 items, multiple choice and short answer

## **Course Requirements**

Unit exams: There will be two **required** unit exams during the semester. They will be multiple choice and short answer.

Small group research project: You will participate in a small group research project in which you review the literature on a topic of interest and design a study based on the findings of your literature review. You will share your project with the class through a poster presentation. The project will be discussed in more detail in class.

## **Grading Procedure for EDEC/EDMS/ESOC 6990**

A total of 100 points can be obtained by means of the following: Unit I exam (40 points), Unit II exam (40 points), and small group research project (20 points).

Points will be totaled and grades will be assigned according to the following scheme:

A	=	93 and above
A-	=	90 - 92
B+	=	87 - 89
B	=	83 - 86
B-	=	80 - 82
C+	=	77 - 79
C	=	73 - 76
C-	=	70 - 72
D+	=	67 - 69

D = 63 - 66  
D- = 60 - 62  
F = 59 and below

### **Assigned Text, Readings, and Publication Manual**

1. The required text is: Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education* (6<sup>th</sup> ed.). Boston: McGraw-Hill.

2. In addition, it will be helpful if you purchase a copy of: American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.) Washington, DC: Author. See also <http://www.apastyle.org/> for an overview.

Readings in the text will be assigned via a calendar specifying dates on which specific content will be covered. You will be responsible for reading the assigned material prior to the date it is to be covered in class. Discussions and activities will be based on the assumption that you have prepared by reading the assigned material. You will also be responsible for any additional readings assigned or distributed in class.

### **Attendance, Participation, and Policies**

1. Attendance is expected and encouraged. According to UGA policies, any student who incurs an excessive number of absences will be administratively withdrawn from the course. For EDEC/EDMS/ESOC 6990 Fall Semester 2006, an excessive number of absences is defined as missing more than 3 classes.

Class begins at 5 pm; please make every effort to be on time. Missing more than 1 hour of class (e.g., arriving late or leaving early) will be considered missing a ½ class.

You are responsible for all class meetings (assignments, schedule changes, etc) whether present or not. If you are going to be absent, please inform the instructor ahead of time.

2. Participation in discussions and activities is crucial in this class. Speak up! We want to know what you think.

3. Make-up exams will be administered only in the case of documented medical emergencies with prior approval of the instructor. If you do not show up for a test, you will receive zero points for that test and your grade will be calculated

accordingly. Make-up exams will be administered at a date and time determined by the instructor.

4. An incomplete will be given only in the case of a documented medical emergency with prior approval of the instructor.

5. Students who need accommodations for special learning needs are encouraged to consult with the instructor as soon as possible.

6. The University of Georgia's policies on academic honesty ([http://www.uga.edu/ovpi/academin\\_honesty/academin\\_honesty.htm](http://www.uga.edu/ovpi/academin_honesty/academin_honesty.htm)) are strictly enforced in this class. Please familiarize yourself with these policies.

7. The course syllabus provides a general plan for the course; changes may be necessary.

A high school algebra teacher has just scored standardized tests for his 6th, 7th, and 8th grade pupils. Use the number - # - the following four statistics to indicate the one best for him to use to answer the research hypotheses indicated for question 11 through 15.

- |              |               |
|--------------|---------------|
| 1. F-ratio   | 3. chi-square |
| 2. Pearson r | 4. median     |

11. Half of all his students will surpass the national norm for this test.

12. The mean score for 6th graders on this test will differ significantly from the mean score for 7th and 8th graders.

13. The proportion of females who surpass the national norm will differ significantly from the proportion of males who do so.

14. Raw scores on his midterm could have been used to predict raw scores on this exam.

15. The level of significance required for rejecting the null hypothesis is determined:

1. before running the experiment
2. while running the experiment
3. after running the experiment but before the data is Used to test the hypothesis

- . after the test of significance has been made  
but before the data is used  
to test the hypothesis
- . after the test of significance has been made