

ERSH 6200
Methods of Research in Education
Maymester 2007
Aderhold 102
5:00-7:45 p.m.

Instructor: Dr. Stacey Neuharth-Pritchett
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Office Hours: By appointment

Course Description: Diverse research approaches used in behavioral science settings, including critical review and interpretation of published research.

Texts:

1. American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington DC: Author.
2. Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education*. 6th edition. NY: McGraw Hill.
3. Other readings as assigned

Objectives

This course is designed to develop a general understanding of educational and social science research such that a student will be able to draw appropriate inferences and implications from the educational and social science research literature based on the adequacy of a study's research methodology. To this end, the following general objectives reflect the major outcomes of the course:

1. Recognize and define terms used in research.
2. Recognize the major theoretical and philosophical approaches to research.
3. Describe the general factors associated with measuring research outcomes including the reliability and validity of the measuring instruments.
4. Describe the steps and procedures for developing an adequate sampling plan.
5. Interpret and evaluate statistical statements.
6. Recognize the major characteristics of each of the following research approaches: descriptive, correlational, causal-comparative, single subject, true experiments, quasi-experiments, and qualitative research.
7. Recognize the major ethical issues and investigator responsibilities associated with research.

Course Calendar

Tuesday, May 15	<p>Syllabus</p> <p>Chapter 1: The Nature of Educational Research</p> <p>Chapter 2: The Research Problem</p>
Wednesday, May 16	<p>Firestone, W. A. (1987). Meaning in method: The rhetoric of quantitative and qualitative research. <u>Educational Researcher</u>, 16(7), 16-21.</p> <p>McCall, R. B., & Green, B. L. (2004). Beyond the methodological gold standards of behavioral research: Considerations for practice and policy. <u>Social Policy Report</u>, 18(2), 3-19.</p> <p>Pirsig, R. M. (1975). <i>Zen and the art of motorcycle maintenance: An inquiry into values</i>. New York: Bantam (p. 99-103).</p>
Thursday, May 17	<p>Chapter 3: Variables and Hypotheses</p> <p>Anderson, B. F. (1971). <i>The psychological experiment: An introduction to the scientific method</i> (2nd ed.). Belmont, CA: Brooks/Cole (p. 24-33)</p>
Friday, May 18	<p>Chapter 4: Ethics and Research</p> <p>Wolcott Article</p>
Monday, May 21	<p>Chapter 5: Review of the Literature</p> <p>Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? <u>Review of Educational Research</u>, 67(1), 2-42.</p> <p>Cooper, H. M. (1982). Scientific guidelines for conducting integrative research reviews. <u>Review of educational Research</u>, 52, 291-302.</p> <p>Glass, G. V. (1976). Primary, secondary, and meta-analysis. <u>Educational Researcher</u>, 6(11), 3-8.</p>
Tuesday, May 22	<p>Chapter 6: Sampling</p> <p>Chapter 7: Instrumentation</p>
Wednesday, May 23	<p>Chapter 8: Validity and Reliability</p> <p>Chapter 9: Internal Validity</p>
Thursday, May 24	<p>Chapter 10: Descriptive Statistics</p> <p>Chapter 11: Inferential Statistics</p> <p>Chapter 12: Statistics in Perspective</p>
Friday, May 25	<p>Chapter 13: Experimental Research</p>
Monday, May 28	<p>Chapter 14: Single-Subject Research</p>
Tuesday, May 29	<p>Chapter 15: Correlational Research</p>
Wednesday, May 30	<p>Chapter 16: Causal-Comparative Research</p>
Thursday, May 31	<p>Chapter 17: Survey Research</p>
Friday, June 1	<p>Chapter 18: The Nature of Qualitative Research</p> <p>Lincoln, Y. S., & Guba, E. G. (1985). <i>Establishing trustworthiness. Naturalistic inquiry</i>. Newbury Park, CA: Sage Publications, Inc.</p>
Monday, June 4	<p>Chapter 19: Observation and Interviewing</p> <p>Chapter 20: Content Analysis</p>

Tuesday, June 5	Chapter 21: Ethnographic Research Chapter 22: Historical Research Chapter 23: Action Research
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Assessment:

Course Project:	25%
Quizzes/Lab Assignments:	35%
Final Examination:	40%

Course Grades:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% & Below

Other:

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

Attendance. Students who miss class for an unexcused reason are not permitted to make up any assignments or assessments given during that absence. Accommodations for students who have excused absences will be worked out on an individual basis with the instructor. This class starts at 5:00, please make every attempt to be on time as assessments will be administered at the beginning of class. No assessments will be given after 5:05 to those coming to class late.

Cell Phones, Pagers, Laptops. Cell phones, pagers, or any other electronic devices are not permitted in class. While convenient, these devices disrupt the learning processes of other students in the class. Students who use laptop computers to take notes are welcome to do so; however, checking of email or web searching is not permitted.

Group Project Guidelines (2-3 people per group)

1. Choose a research area and find 7-10 scholarly research articles that detail the research in that area. Synthesize the research including key definitions, findings, research methods, and implications for teaching or clinical practice.
2. Based on your review of the literature and the synthesis, design a research study that would advance the research that you have reviewed. You do not have to actually carry out the study, merely design it including information on:
 - a. choice of research method
 - b. context/location
 - c. participants
 - d. research questions or hypotheses
 - e. data collection strategies
 - f. instruments (scales, tests, interview questions)
 - g. data analysis strategies
3. Prepare a poster presentation that presents the review of the research you propose to conduct. Include also the plan for the research study that you would conduct.
4. Prepare a maximum of a two-page (one-sided) handout that summarizes the research and the proposed study. Make 30 copies of the handout for your peers in class.
5. Participate in a poster sharing session in class.