

ERSH 6200
Methods of Research in Education
Spring 2008
Aderhold 581
6:30-9:15 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 ed.). 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, Jan 8	Syllabus Chapter 1: The Nature of Educational Research Chapter 2: The Research Problem
Tuesday, Jan 15	Firestone, W. A. (1987). Meaning in method: The rhetoric of quantitative and qualitative research. <i>Educational Researcher</i> , 16(7), 16-21. McCall, R. B., & Green, B. L. (2004). Beyond the methodological gold standards of behavioral research: Considerations for practice and policy. <i>Social Policy Report</i> , 18(2), 3-19. Pirsig, R. M. (1975). <i>Zen and the art of motorcycle maintenance: An inquiry into values</i> . New York: Bantam (p. 99-103).
Tuesday, Jan 22	Chapter 3: Variables and Hypotheses Anderson, B. F. (1971). <i>The psychological experiment: An introduction to the scientific method</i> (2 nd ed.). Belmont, CA: Brooks/Cole (p. 24-33)
Tuesday, Jan 29	Chapter 4: Ethics and Research Wolcott Articles
Tuesday, Feb 5	Chapter 5: Review of the Literature Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? <i>Review of Educational Research</i> , 67(1), 2-42. Cooper, H. M. (1982). Scientific guidelines for conducting integrative research reviews. <i>Review of Educational Research</i> , 52, 291-302. Glass, G. V. (1976). Primary, secondary, and meta-analysis. <i>Educational Researcher</i> , 6(11), 3-8.
Tuesday, Feb 12	Chapter 6: Sampling Chapter 7: Instrumentation
Tuesday, Feb 19	Chapter 8: Validity and Reliability Chapter 9: Internal Validity
Tuesday, Feb 26	Chapter 10: Descriptive Statistics Chapter 11: Inferential Statistics Chapter 12: Statistics in Perspective
Tuesday, Mar 4	Chapter 13: Experimental Research Chapter 14: Single-Subject Research
Tuesday, Mar 11	Spring Break
Tuesday, Mar 18	Chapter 15: Correlational Research
Tuesday, Mar 25	Chapter 16: Causal-Comparative Research
Tuesday, Apr 1	Chapter 17: Survey Research

Tuesday, Apr 8	Chapter 18: The Nature of Qualitative Research Lincoln, Y. S., & Guba, E. G. (1985). Establishing trustworthiness. <i>Naturalistic inquiry</i> . Newbury Park, CA: Sage Publications, Inc.
Tuesday, Apr 15	Chapter 19: Observation and Interviewing Chapter 20: Content Analysis
Tuesday, Apr 22	Chapter 21: Ethnographic Research Chapter 22: Historical Research Chapter 23: Action Research
Tuesday, Apr 29	Class Presentations
Tuesday, May 6	Final Examination

Assessment:

Course Project:	25%
Quizzes/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 6:30; please make every attempt to be on time as assessments will be administered at the beginning of class. No assessments will be given after 6:35 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.

Academic Honesty. Students are responsible for being familiar with UGA's policy on academic honesty as published in the booklet, *A Culture of Honesty: Policy on Academic Honesty* (available online at <http://www.uga.edu/ovpi/honesty/acadhon.htm>). The UGA policy and regulations will be followed in this class.

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.