

## EDPSY 591: Methods of Educational Research Spring 2011: Wednesdays 4:30-6:50p in Miller 411

**Instructor**    Liz Sanders

Email: [lizz@u.washington.edu](mailto:lizz@u.washington.edu) (email is best way to communicate)

Office Hours: Miller 312 #G, by appointment

### **Laptops & Phones**

All phones and laptops must be **turned to silent and put away** during class. This helps to keep our learning environment both respectful to others and as distraction-free as possible.

### **Overview**

This course broadly examines educational research methods, with a primary focus on quantitative research involving experimental designs. We will be concerned with hypothesis development, designing research studies to test hypotheses, selecting measures to collect data, and writing research papers in APA-style. Related issues throughout include human subjects considerations and understanding causal inference. The selected class topics, readings, and assignments are geared toward helping you build the capacity to critically examine others' research as well as conduct your own research. Homeworks and project exercises build on class discussions and readings. Finally, note that some of our work involves learning statistical concepts that build on a foundational understanding of univariate statistics. As such, successful completion of Edpsy 490 or an equivalent univariate statistics course is a pre-requisite. Our estimated topic and readings schedule is provided in the table below.

<b>EDPSY 591 Estimated Course Schedule</b>		
<b><i>Text Readings</i></b>	<b><i>Topics</i></b>	<b><i>Assignments</i></b>
	<b><u>3/30</u></b> – Introduction, Research Questions	
<b>G: 1-6</b>	<b><u>4/06</u></b> – Research Questions, Quant Samples & Measurement	HW1 due
<b>G: 7-8</b>	<b><u>4/13</u></b> – Quant Research Design (Survey, Correlation)	HW2 due
<b>G: 9-10</b> ( <i>skip 11</i> ) <b>*S: 1-3</b>	<b><u>4/20</u></b> – Quant Research Design (Experiments, Causality)	HW3 due
<b>*S: 4-5 &amp; 8-10</b>	<b><u>4/27</u></b> – Quant Research Design (Experiments, Causality)	HW4 due
<b>G: 12-13</b>	<b><u>5/04</u></b> – Quant Data Analysis Methods, Reporting	Proj1 due (plan)
<b>G: 14-17</b> <b>*S: 14</b>	<b><u>5/11</u></b> – Qual Research Design (Narrative, Ethnography, Case Study)	HW5 due
<b>G: 18-19</b> ( <i>skip 20</i> )	<b><u>5/18</u></b> – Qual Research Design, Data Analysis, Reporting	Proj2 due (draft)
<b>G: 21-22</b>	<b><u>5/25</u></b> – Mixed Methods Design, Wrap-up	HW6 due Proj3 due (peer reviews)
	<b><u>6/01</u></b> – <b>NO CLASS: work on projects</b>	
	<b><u>6/08</u></b> – <b>Project Presentations &amp; Potluck</b>	Proj4 due (final paper)

**G = Gay et al, \*S = Shadish et al**

## Text Readings

There are two texts we will read from. Our primary text is **Educational Research: Competencies for Analysis and Applications** (9<sup>th</sup> Ed) (2009) by Gay, Mills, and Airasian. The second text that we will draw from mid-quarter is **Experimental and Quasi-Experimental Designs** (2002) by Shadish, Cook, and Campbell. I also recommend:

- Reporting Research in Psychology (6<sup>th</sup> Ed) – do not get an older edition
- Publication Manual of the American Psychological Association (6<sup>th</sup> Ed) – do not get an older edition

## Additional Readings

Nearly every week there will be at least one additional reading (typically a journal article) in addition to your text readings for assignments as well as small group and class discussion. These will either be sent to you via email, or your assigned group will locate them from the library.

## Software

You will need **MS Excel** (95 or later) and **MS Word** (95 or later) for assignments (I will be attaching all homeworks via email); student versions of these are available for purchase at the UW Bookstore's Computer Department. These software packages are also installed on computers on the fourth floor of Miller Hall, most computers in UW libraries. We may also learn some fundamental use of **SPSS/PASW** if time and interest warrants. If you get stuck using software, please email me and I will try to help you remotely or in person (allow 24 hours for response).

## Class Email

I will create a class email list to communicate course announcements and assignments; please be sure that you can receive group emails in your email. Note that my class emails do not allow anyone to use "reply all" (all queries go to me). On occasion, I may forward individual questions and my responses to the entire class; for such emails, I will remove identifiable information to preserve privacy.

**Evaluation (Grades):** Grades comprise three parts: attendance, homeworks, and a project.

### **1. Attendance/Participation (10 points)**

Attendance, in concert with readings and assignments, is an important feature of the learning process and is thus given some weight in your grade. In addition to simply attending class, there will be times in the quarter that I will ask small groups to obtain peer-reviewed journal articles found online at the library. **Absence Make-ups:** If you know you will need to miss class, let me know via email and I will provide a make-up attendance assignment for you after you return. *No make-ups are available for the last day of class* (project presentations), and make-ups must be submitted within two weeks of your absence. Attendance is credit/no credit.

### **2. Homeworks (60 points)**

There will be 6 homeworks (10 points each) this quarter corresponding to topic coverage that will be emailed to the class. You will have 1 week to complete an assignment. Each person is expected to turn in their own original work. Homeworks should always be typed in complete sentences/paragraphs. Each homework will be graded holistically according to task completeness, writing conventions, and APA-style formatting where needed. **Late Homework Policy:** I will accept late homework with a 5% deduction of total possible points *for each calendar day* it is late. To receive any credit consideration, late homeworks must be turned in by the last day of class.

### **3. Project (30 points)**

There will be one individual project with four components: an initial plan (2 points), a rough draft (4 points), a peer review of three other papers (6 points), and a final paper with presentation (18 points). All projects will involve proposing some form of experimental design. Projects must be turned in on the final day of class (late projects not accepted). Like the homeworks, project components will be graded holistically according to task completeness, writing conventions, APA-style formatting.

An accumulation of 96% of the total points will receive a decimal grade of 4.0, and an accumulation of 68% of the points will receive a graduate passing grade of 2.7 (note however that 3.0 is the grade generally required of graduate TAs/RAs, which is 70% of the points). The decimal grades between 4.0 and 2.7 are in intervals of 2-3% of the accumulated points.

**Students with Disabilities:** If you require accommodations for a disability, you will need to contact Disabled Student Services (206) 543-8924 (V/TTY) to create a plan and obtain a letter detailing the plan. Bring the letter to me and we will privately discuss arrangements for accommodations.