



*Salem State University*

**Educational Research Across the Curriculum: Spring, 2023**

EDU 738 Section S1 (#2154) Online

Professors: Greg Carroll, Ph.D. & Allan (Rocky) Shwedel Ph.D.

Office: Note: Due to the Covid-19 pandemic, all Spring semester meetings will be via Zoom, phone or WhatsApp

Zoom Meeting ID: *see emailed syllabus* Passcode: *see emailed syllabus*

WhatsApp: Greg: *see emailed syllabus* ; Rocky: *see emailed syllabus*

Telephone: Rocky: *see emailed syllabus* ; Greg: *see emailed syllabus* Email

[gcarroll@salemstate.edu](mailto:gcarroll@salemstate.edu) & : [ashwedel@salemstate.edu](mailto:ashwedel@salemstate.edu)

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***(Please use our Gmail address for course related issues. Thanks!)***

**Use this link to access the course material:**

**<http://rockyshwedel.ipage.com/edu738.html>**

**The course DOES NOT use Canvas !!!**

Welcome to EDU738

This research course may be very different from any other course you have taken. In addition to dealing with the content of the course, this is being structured as a ‘flipped classroom’. And therefore you will be using a number of computer technology tools that you may have never used before. And sometimes there are technology glitches!

Thus, if you are experiencing difficulties of any sort, please contact either of us as soon as possible. You can call either of our cell phones up to 8:30 p.m. weekday evenings or weekend afternoons.

We hope you find the course engaging and ultimately useful.

**Course Overview**

“This research course is designed to enhance teachers' knowledge and ability to understand and undertake research in the classroom. Students will survey and practice quantitative and qualitative educational research techniques and critically examine the research literature appropriate to their teaching levels and curriculum area of interest. Students will develop and implement a research project focusing on one or more curriculum areas guided by faculty members with expertise in the research area.”

Thus in order to provide you with an introduction to the concepts, issues and tools used for educational research and to give you a first-hand experience conducting a small-scale research project, the basic format of the course will be for you to first read, talk, and listen, then to plan and do, and finally to reflect and refine.

By the end of the course you will be able to:

- Apply knowledge of educational research to interpret and evaluate current research in their area of expertise;
- Apply knowledge of educational research practices as they review research proposals to ensure protection of human subjects and data confidentiality;
- Apply knowledge of educational research practices to develop a feasible research plan;
- Apply knowledge of educational research practices to develop and refine data collection instruments and procedures;
- Apply knowledge of educational research practices to collect and analyze data; and
- Apply knowledge of educational research practices to write an educational research report.

### **Equity**

“Salem State University is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act and The Americans with Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak with the instructor immediately.

Students with Disabilities who have not previously done so should provide documentation to and schedule an appointment with the Office for Students with Disabilities and obtain appropriate services.”

### **Other Course Policies**

#### **Covid-19 Pandemic Guidelines**

Students must comply with the Covid-19 Health and Safety Protocols for the 2023-2024 Academic Year.

#### **Critical Emergency Guidelines**

“In the event of a university declared critical emergency, Salem State University reserves the right to alter this course plan. Students should refer to [Salem State](#) for further information and updates. The course attendance policy stays in effect until there is a university declared critical emergency. In the event of an emergency, please refer to the alternative educational plans for this course located at/in [faculty member determines this]. Students should review the plans and gather all required materials before an emergency is declared.”

## Course Requirements

### Readings:

The attached syllabus lists the core readings for the course. It is important that you have read the material both for your own learning and for your contribution to the work of your small group and the discussion forum.

The textbook is:

Plano Clark, V., & Creswell, J. (2014) Understanding Research: A Consumer's Guide, Loose-Leaf Version with Enhanced Pearson eText -- Access Card Package, 2/E. Boston: Pearson Education. ISBN: 9780133831627 (The paper version comes bundled with the eBook version.)

The textbook is available in a number of formats:

- (1) Follett – Loose leaf version New \$86, Used \$60 (there may not be any used copies.)
- (2) Enhanced eBook (can be rented online from Pearson.com for about \$40 (4 month rental minimum) Here is the Pearson link:

<https://www.pearson.com/store/p/understanding-research-a-consumer-s-guide/P100002572448/9780133831627>

(The textbook comes with an option for online resources (MyEdLab) which **are not used** in our course. If you purchase a used copy it probably won't have the MyEDLab or enhanced eText but that is OK since we do not use them for our course.)

- (3) There is also a Kindle version available for about \$54 for a 6-month rental.

### **As this is an online course you do need to have ready and easy access to technology, the requirements are:**

Computer either:

Windows computer running at least Windows XP, (with an optional microphone);

Macintosh computer running Mac OS 10.10 or later.

A microphone is needed for talking, as opposed to just typing, on Zoom, or WhatsApp but the microphone isn't an absolute requirement. Earphones are useful but also optional. You DO NOT need a camera.

Software: THERE IS NO REQUIREMENT TO BUY ANY SOFTWARE !!! All software required is either available through Salem State (see below) or is Open Source software (which means you are able to freely download and use).

You may already have some of these software applications on your computer but please be sure to upgrade to the latest versions.

(1) MS Office 2016 or later This software is available free for Windows and Mac laptops via <http://salemstate.onthehub.com/WebStore/Welcome.aspx> (You have to create an account using your SSU email address but you don't have to use your password. Contact the ITS Helpdesk if you have any difficulty: 978-542-2036).

(1a) Libre Office ([www.libreoffice.org](http://www.libreoffice.org)) as an open-source alternative Microsoft office that would be available after you graduate. The latest released version is 7.4.4 and is becoming more and more "word" like just without the "word" price.

(2) WhatsApp – This is an alternative to Zoom and Skype. It is a mobile phone app that uses your cell phone number as "your username". Once you have an account there is a web-based version but the web version only handles text messages.

Updated:1-14-23

(3a) Google email, i.e., “gmail”, account (available free, from <http://mail.google.com> ).

(3b) GoogleDrive account – which is included as part of the free Google email account. (There are GoogleDrive apps, “Documents” and “Sheets”, for both the iPhone/iPad and Android devices.)

(4) Quicktime (version 7.7.8 or later for Windows and Player 7 for Mac OS X - available free from <http://www.apple.com/quicktime/download/> – You may already have this on your computer but you should update it to the latest version.)

(5) Browser: Firefox is recommended but Chrome, Safari or Windows’ Edge will work too. Whichever browser you use, be sure that you update it to the latest version.

(6) Concept Mapping tools (Optional) CMaptools version 6.04 available for free download and use for Windows and Mac machines and even iPads via <http://cmap.ihmc.us/> (Users can work collaboratively in small groups on a map either on the web or on their computers.)

(7) Research and Citation Software Zotero version 6.0+ (available for free use for Windows and Mac machines via <https://www.zotero.org/>).

Zotero is actually two add-in pieces of software – one for your Firefox, Chrome, or Safari browser, “Zotero Connector” (thus you can work on multiple computers and also share your resources with your group), and a standalone app (Zotero 6). The standalone app includes an add-in for Word and/or LibreOffice. (See [http://rockyshwedel.ipage.com/edu738resources/zotero/using\\_zotero1.html](http://rockyshwedel.ipage.com/edu738resources/zotero/using_zotero1.html) for more information about using Zotero.

As this is an online course it is expected that you do have at least some level of comfort with technology, though we do realize that we all have different “levels”. We are available to meet with you individually or as small groups via Zoom or phone to support you in the use of the different pieces of technology. Please contact us as soon as possible if you begin to experience difficulties and we can work together to resolve things.

### **Participation:**

Even though this is an online course, much of the work will be done in pairs or small groups. Thus, it is crucial that you take an active and “vocal” role in the online discussions, and other group activities. It is anticipated that group members will collaborate online and/or by phone (or Zoom, or WhatsApp ). It is OK to meet in person too – but only if you maintain social distancing and other safeguards such as wearing a face mask.

There is an article to read for Week #1 that discusses individual responsibilities in teamwork. Please read and keep the author’s message in mind, and in action, as the course progresses. There will be time each week where you can talk with us via an interactive chat on Zoom These open chats are optional but they may give you an opportunity to get questions answered in ‘real-time and it is a ‘place’ to interact more casually with your fellow students. The time for these open chats will be Sundays from 7 to 8 p.m. and if needed we will try to set the 2nd time to fit the schedule of as many students as possible.

Since this is an online course, in the event of a university-wide closing due to weather or my absence from class, the assignments for our class will continue to be due as listed in the syllabus unless you receive other instructions from us. If you are experiencing flu-like symptoms or another contagious or serious illness, please contact us by email or phone. If necessary, alternate assignments may be arranged. If you do not contact us to seek an alternative assignment, the

absence will be considered unexcused.

***In the very unlikely event that your group is experiencing some difficulty in terms of functioning productively, please contact us as soon as possible. Each of you has your own work style and expectations for the course. Thus, it may be necessary for us to talk to the group as a whole or to individual members in order to get the group back on track.***

### **Assignments:**

- Due dates for assignments are listed on the course syllabus. There is no final exam. More detailed information will be provided for each assignment. It is expected that all assignments be turned in on the specified due dates.
- For those assignments that are group tasks, a single product is to be turned in for each group. However, for the final research report, even though it will be a group product, each student is required to submit a copy of the final report.
- Drafts and final versions of assignments (or the link to the GoogleDocs file) are to be submitted via either GoogleDocs. (See specific assignments for more details.)
- File names should include yours and your fellow group member's first names along with an indication if it is a draft or final version. For example: rocky\_&\_rosie\_abstracts\_draft#1. (When we get files from many students, it is confusing when the file name is just "edu738\_project.doc" so please be sure to include relevant information in the file name.)

### **Research Project:**

The research project can be done either in a group of 2 to 4, or individually. we strongly recommend a group effort. The only requirement is that the project, including design, data collection, analysis and write-up, must be doable within the semester. Given the time constraints of the semester and other ethical issues, we **VERY STRONGLY** recommend that you design a research project where you use **ONLY** your fellow classmates as subjects. We will meet with each group/individual via Zoom to discuss the logistics of your project.

It is important to keep in mind that you **CAN NOT** collect any data until the research plan has been approved by the Salem State University Institutional Review Board (IRB) and you have obtained permission from each research participant. **If you want to collect data from anyone other than class members, the IRB review process may take considerably longer to complete and thus you may be unable to complete the course during the semester.** These issues will be discussed thoroughly online.

### **Email Accounts and Accessing Course Materials Online:**

It is our goal to make course materials available for viewing and/or downloading from Rocky's website <http://rockyshwedel.ipage.com/edu738.html> Please note that sometimes links to other websites "disappear". So **please contact us** if you are having **any** difficulties accessing the files. As noted above, since much of the work will be done collaboratively using GoogleDocs, you will need either a gmail account or access to work on Google with another email account. (Some schools have their own Google accounts which may or may not enable you to work with documents created by other students.)

### **Grading:**

Among the written assignments, only assignments labeled as "Final" will be used to determine your grade. Each assignment will be assigned points based on its quality. For group assignments, there will be a single grade with each group member getting the same grade. The specific

characteristics of high quality work will be described for each type of assignment and rubrics will be used to assign letter grades for each written assignment. In the spirit of the course's format to 'reflect and refine', you are encouraged to resubmit assignments as long as the final versions are submitted on time and the revised version is submitted within 10 days after the you have received feedback from us.

<b>Assignment/Task</b>	<b>% of Final Grade</b>	<b>Learning Outcomes</b>	<b>Due Date</b>
#1: Abstracts and Overall Summary of Primary Research Studies	25% (individual)	Apply knowledge of educational research to interpret and evaluate current research in their area of expertise.	2/5 Sunday
#2: Research Plan: Problem Statement & Research Questions/Hypotheses	10% (group)	Apply knowledge of educational research practices to develop a feasible research plan.	2/26 Sunday
#3: IRB Application & Consent Form <i>(Not graded but must be done in order to conduct your research study.)</i>	0% (group)	Apply knowledge of educational research practices as they review research proposals to ensure protection of human subjects and data confidentiality.	3/9 Thursday
#4: Research Plan: Review of Research & Methods	20% (group)	Apply knowledge of educational research practices to develop a feasible research plan; and Apply knowledge of educational research practices to develop and refine data collection instruments and	4/11 Tuesday
#5: Final Project: Research Report and Presentation <i>(The presentation is not graded but it must be done)</i>	25% (group)	Apply knowledge of educational research practices to collect and analyze data; and Apply knowledge of educational research practices to write an	5/5 (Pt. #1) Thursday  5/12 (pt. #2) Friday
#6: Class Participation: Discussion Forum, and Group work	20% (individual)	Contributes to all of the learning outcomes listed above. (Note: Discussion forum posts and	Ongoing

**NOTE:** The for the final research report the entire report is to be submitted including the updated elements from the research plan along with an abstract, the data analysis and discussion. There is no final exam.

### **Navigating EDU738 Online**

One of the advantages of the web is that material can be presented in different formats. This can also lead to overload and confusion too! So please contact us if you are having any difficulties!

Week & Class Day	Topics	Core Readings/Viewings/Work	Comments & Due Dates for Assignments
Week #1  1/17 (a short week!)	Introductions and Technology Tools	<p>(1) <a href="#">Introduction</a></p> <p>(2) <a href="#">Creating a Google account</a></p> <p>(3) “Taking Responsibility for Teamwork” by Christopher M. Avery.  <a href="http://www.businessknowhow.com/management/respteam.htm">http://www.businessknowhow.com/management/respteam.htm</a></p> <p>(4) <a href="#">Using the EDU738 Discussion Forum</a></p> <p>(5) <a href="#">Inserting Images in Your EDU738 Discussion Forum Posts</a></p> <p>(6) See <a href="http://rockyshwedel.ipage.com/edu738resources/zotero/using_zotero1.html">http://rockyshwedel.ipage.com/edu738resources/zotero/using_zotero1.html</a> for information about using Zotero.</p>	<p>We will be using Zoom for Optional Chats.                      Sign up &amp; install a free Google accounts                      You can download WhatsApp for free from the Google or Apple App store.</p> <p><b>Send an email to Rocky with your, GOOGLE gmail address, and telephone number.</b></p> <p>Week 1 Discussion on EDU738 Discussion Forum.  <a href="http://rockyshwedel.ipage.com/edu738discussionforum/discussionforum.html">http://rockyshwedel.ipage.com/edu738discussionforum/discussionforum.html</a></p> <p>(Note: Discussion forum posts and comments are due each week by Sunday evening.)</p> <p><b>Optional: If you want some assistance with the technology being used in this course there will be an optional Zoom session on Thursday the 19<sup>th</sup> and Tuesday the 24<sup>th</sup> from 4:30 to 5:30. If these times don't work, please e-mail or call Rocky or Greg to schedule a different time to mee via Zoom. We will send the Zoom ID via your gmail account.</b></p> <p>Optional online Zoom chat: Sunday evening 1/22 – from 7:00 to 8:00 pm. We will send the Zoom ID via your gmail account.</p>
<p><b>Please see the EDU738 website and click on the” Course By Week” tab for each week’s materials. Assignments are on the “Assignments” tab.</b></p>			



Week & Class Day	Topics	Core Readings/Viewings/Work	Comments & Due Dates for Assignments
Week #2 1/23	<p>- Using Online Resources</p> <p>-Educational Research: Its nature and rules of operation</p> <p>-Locating published research</p>	<p>(1) "<a href="#">Literature Reviews: An Overview for Graduate Students</a>" prepared by North Carolina State University Libraries” <a href="https://www.lib.ncsu.edu/tutorials/litreview/">https://www.lib.ncsu.edu/tutorials/litreview/</a></p> <p>(2) <a href="#">Lindner, Gordon, &amp; Harris</a></p> <p>(3) <a href="#">Research Checklist by K. Hill</a></p> <p>(4) <a href="#">Rocky’s Lecture: “Ways of Knowing”</a></p> <p>(5) Plano Clark &amp; Creswell: Chapters 1 &amp; 2</p> <p>(6) <a href="#">Research Resource Guide for EDU 738</a> developed by Jason Soo Hoo, Education Reference Librarian.</p> <p>If you found the research study by Lindner et al. interesting, you might want to do a bit of quick reading on the history of the 'highlighter' and writing instruments in general. Here are a two VERY optional websites where you can learn more about these 'tools': <a href="http://en.wikipedia.org/wiki/Highlighter">http://en.wikipedia.org/wiki/Highlighter</a> <a href="http://inventors.about.com/library/inventors/blpen.htm">http://inventors.about.com/library/inventors/blpen.htm</a></p> <p>And if you are wondering about the theories being discussed in the article, here are three quick links, one about the von Restorff effect, one about Levels of Processing, and the third about schema theory: <a href="http://www.simplypsychology.org/levels_ofprocessing.html">http://www.simplypsychology.org/levels_ofprocessing.html</a> <a href="http://www.youtube.com/watch?v=Sct7oUNthas">http://www.youtube.com/watch?v=Sct7oUNthas</a></p> <p><a href="https://education.stateuniversity.com/pages/2175/Learning-Theory-SCHEMA-THEORY.html">https://education.stateuniversity.com/pages/2175/Learning-Theory-SCHEMA-THEORY.html</a></p>	<p><a href="#">Participate in the Online discussion of the Linder et. al. article (Week 2)</a> (Reminder: Discussion forum posts and comments are due each week by Sunday evening.)</p> <p><i>Optional: If you want some assistance with the technology being used in this course there will be an Zoom session Thursday the 20<sup>th</sup> and Monday the 24<sup>th</sup> from 4:30 to 5:30. If these times don't work, please e-mail or call Rocky or Greg to schedule a different time to mee via Zoom. We will send the Zoom ID via your gmail account.</i></p> <p>If you found the article by Linder et al. interesting, you might want to do a bit of quick reading on the history of the 'highlighter' and writing instruments in general. Here are a two VERY optional websites where you can learn more about these 'tools': <a href="http://en.wikipedia.org/wiki/Highlighter">http://en.wikipedia.org/wiki/Highlighter</a> <a href="http://inventors.about.com/library/inventors/blpen.htm">http://inventors.about.com/library/inventors/blpen.htm</a></p> <p>And if you are wondering about the theories being discussed in the article, here are three quick links, one about the von Restorff effect, one about Levels of Processing and the third about Schema Theory: <a href="http://www.simplypsychology.org/levelsofprocessing.html">http://www.simplypsychology.org/levelsofprocessing.html</a> <a href="http://www.youtube.com/watch?v=Sct7oUNthas">http://www.youtube.com/watch?v=Sct7oUNthas</a> <a href="https://education.stateuniversity.com/pages/2175/Learning-Theory-SCHEMA-THEORY.html">https://education.stateuniversity.com/pages/2175/Learning-Theory-SCHEMA-THEORY.html</a></p> <p>Optional online Zoom chat: Sunday evening 1/29 – from 7:00 to 8:00 pm.</p>



Week & Class Day	Topics	Core Readings/Viewings/Work	Comments & Due Dates for Assignments
Week #3 1/30	<p>-Types of Educational Research and Corresponding Sources of Data.</p> <p>-Interpreting and Summarizing Published Research</p>	<p>(1) Plano Clark &amp; Creswell: Chapters 7 &amp; 8</p> <p>(2) <a href="#">Critically Analyzing Information Sources</a></p> <p>(3) <a href="#">Distinguishing Scholarly Journal Articles from Other Periodicals</a></p> <p>(4) <a href="#">Rocky's Lecture</a> <a href="http://rockyshwedel.ipage.com/overview_of_the_research_process.html">http://rockyshwedel.ipage.com/overview_of_the_research_process.html</a>– <a href="#">Overview of the Research Process</a></p> <p>(5) <a href="#">Don't forget Week #3 discussion forum</a></p> <p>(6) <a href="#">You may want to take another look at the article by Avery about Teamwork that was assigned for Week #1</a></p> <p>(7) <a href="#">View this brief guide about forming groups for this course</a></p>	<p>On the EDU738 Discussion Forum for Week #3, post potential research topic(s) of interest to you and participate in the online discussion (If you post earlier in the week, you are more likely to get feedback from your classmates!)</p> <p><b>2/5 (Sunday) Submit Assignment #1: Abstracts and Overall summary of Primary Research Articles (Individual)</b></p> <p><b><a href="#">Online Quiz based on Plano Clark &amp; Creswell, Chapters 7 &amp; 8 – complete before 2/5 (non-graded)</a></b></p> <p>Optional online Zoom chat: Sunday evening 2/5– from 7:00 to 8:00 pm.</p>
Week #4 2/6	<p>-Selecting, Refining and Proposing a Topic for Research</p> <p>-Human Subjects, Samples &amp; Research Ethics (Informed Consent)</p>	<p>(1) Plano Clark &amp; Creswell: Chapters 3 &amp; 4</p> <p>(2) <a href="#">Zimbardo's Stanford Prison Study</a></p> <p>(3) From Hampshire College: "<a href="#">Informed Consent Guide</a>"</p> <p>If you found the Zimbardo study interesting or troubling, you might want to do a bit of quick reading on the history of the National Research Act and take a quick look at the information that Zimbardo provided to his potential research subjects. This is Very Optional.</p> <p>A short <a href="#">history of Research Ethics</a></p> <p><a href="#">Description of the study given to participants in Zimbardo's Prison Study</a></p> <p><a href="#">Informed Consent letter used in Zimbardo's Prison Study</a></p> <p><i>And most recently - criticism of the study:</i> <a href="#">Vox - Interview with Zimbardo</a></p> <p>You may want to take yet more look at the article by Avery about Teamwork that was assigned for Week #1 <a href="http://www.businessknowhow.com/manage/respteam.htm">http://www.businessknowhow.com/manage/respteam.htm</a></p>	<p>Online Discussion of the Stanford Prison Study (weeks 4 &amp; 5)</p> <p><b>2/8 (Wednesday) Finalize Research Group Members and Topic (Submit list to Rocky and Greg by gmail.) (Please refer to the "Steps to Forming Groups" on the Week #3 web page.)</b></p> <p>Groups begin work in Assignment #2: Research Plan, Problem Statement &amp; Research Questions/ Hypotheses</p> <p>Optional online Zoom chat: Sunday evening 2/12 – from 7:00 to 8:00 pm.</p>

Week & Class Day	Topics	Core Readings/Viewings/Work	Comments & Due Dates for Assignments
Week #5 2/13	<p>- Selecting, Refining and Proposing a Topic for Research</p> <p>- Instrumentation &amp; Data Collection</p>	<p>(1) Newman, I., &amp; Covrig, D.M., (2013). <a href="#">Building Consistency between Title, Problem Statement, Purpose, &amp; Research Questions to Improve the Quality of Research Plans and Report</a>. From <i>New Horizons in Adult Education &amp; Human Resource Development</i>, 25(1), 70-79.</p> <p>(2) <a href="#">Using Audience Awareness to Contextualize Your Research Goals</a></p> <p>(3) <a href="#">Rocky's Lecture (pt1) The Research Plan</a></p> <p>(4) <a href="#">Rocky's Lecture (pt2) What makes a good problem Statement?</a></p>	<p>Groups meet via Zoom, phone or other venue to work on Assignment #2 – Research Plan: Problem Statement and Research Questions/ Hypotheses</p> <p>Complete the online discussion of the Stanford Prison study</p> <p><b>*CITI training (no later than 3/8 Wednesday)</b> <i>You will need the certificate of CITI completion in order for your group to submit your IRB application. This is important!</i></p> <p>Optional online Zoom chat: Sunday evening 2/19 – from 7:00 to 8:00 pm.</p>
Week #6 2/20	<p>-Procedures &amp; Tools for Gathering Data</p> <p>-Designing a Research Project,</p> <p>-Introduction to Hypothesis Testing &amp; Statistics</p>	<p>(1) Plano Clark, &amp; Creswell: Chapters 5 &amp; 6</p> <p>(2) Introduction Section A (‘What are Statistics’) through Section H (‘Measurement’) <a href="http://onlinestatbook.com/2/introduction/introduction.html">http://onlinestatbook.com/2/introduction/introduction.html</a> (Note: there is a mobile version and a non-interactive pdf version)</p> <p>(3) “Chapter XI: <a href="#">Logic of Hypothesis Testing</a>” (Note: there is a mobile version and a non-interactive pdf version)</p> <p>(4) <a href="#">Rocky's Lecture: Writing Hypotheses</a></p> <p>(5) Don't forget the Week #6 Discussion Forum! (Refining your research topic)</p>	<p>Groups Finish Work on Assignment #2 – Research Plan: Problem Statement and Research Questions/ Hypotheses</p> <p>No Discussion Forum this week.</p> <p><b>2/26 (Sunday) Submit Assignment #2 Research Plan: Problem Statement and Research Questions/ Hypotheses (Group)</b></p> <p>If you haven't done so: <b><a href="#">CITI training (no later than 3/8 Wednesday)</a></b> <i>You will need the certificate of CITI completion in order for your group to submit your IRB application. This is important!</i></p> <p>Optional online Zoom chat: Sunday evening 2/26 – from 7:00 to 8:00 pm.</p>
Week #7 2/27	<p>-Survey Design: Using Google forms</p> <p>- Survey Research</p>	<p>(1) Plano Clark, &amp; Creswell: Chapter 9</p> <p>(2) Survey Research and Survey Design</p> <p>(3) <a href="#">“The Survey System’s Tutorial, revised May, 2008”</a> – Note just view this page don’t sign up for anything.</p> <p>(4) <a href="#">“Examples of Survey Item types”</a> – Note just view this page don’t sign up for anything.</p>	<p>Research Groups “meet” via Zoom, phone or other venue to work on IRB Application (See Assignment #3 for details regarding the IRB Application which is due 3/9)</p> <p>No Online Discussion this week.</p> <p>If you haven't done so: <b><a href="#">CITI training (no later than 3/8 Wednesday)</a></b></p>

Week & Class Day	Topics	Core Readings/Viewings/Work	Comments & Due Dates for Assignments
		<p>(5) "7 Deadly Sins of Survey Questions" <a href="https://www.getfeedback.com/blog/7-deadly-survey-questions/">https://www.getfeedback.com/blog/7-deadly-survey-questions/</a></p> <p>(6) Note: this weblink is currently broken. :( Recognizing and Rewording Weak Survey items <a href="https://arlweb.msha.gov/training/trainingtips/trainingeval/tip5.htm">https://arlweb.msha.gov/training/trainingtips/trainingeval/tip5.htm</a></p>	<p><i>You will need the certificate of CITI completion in order for your group to submit your IRB application. This is important.</i></p> <p><b>Quiz based on Plano Clark, &amp; Creswell chapter 6 – complete by 3/5 (Sunday) (non-graded)</b></p> <p><b>*** Next week, by 3/9 (Thursday) Submit IRB (This is a crucial date. You can not collect any data until your project has been approved by the IRB.)***</b></p> <p>Optional online Zoom chat: Sunday evening 3/5 – from 7:00 to 8:00 pm.</p>
Week #8 3/6	<p>- Experimental Quasi – Experimental and Single Subject Designs</p> <p>- Analyzing Research Data &amp; Presenting Findings</p>	<p>(1) Plano Clark, &amp; Creswell: Chapter 10</p> <p>(2) <a href="#">Rocky's Lecture: Research Designs</a></p> <p>(3) <a href="#">Rocky's Lecture: Using Web-based Tools to Create Surveys</a></p>	<p>Groups finish work on IRB Application (see Assignment #3 for details regarding the IRB Application)</p> <p>No online Discussion this week since you need to focus on the IRB Application. <i>However, your group should schedule a meeting with your "project instructor" via Zoom to discuss your research project.</i></p> <p>If you haven't done so: <a href="#">CITI training (no later than 3/8 - Wednesday)</a></p> <p><i>You will need the certificate of CITI completion for each member of your group in order for your group to submit the IRB application. This is important</i></p> <p><b>*** 3/9 (Thursday) - Submit IRB (This is a crucial date. You can not collect any data until your project has been approved by the IRB.)***</b></p> <p><b>No</b> optional Zoom this week – but please contact us to schedule a time if needed.</p>
Week #9 3/13		<p><b>Spring Break! ☺</b> (3/11 through 3/17)</p>	<p>No Optional online Zoom chat but please contact us to schedule a time if needed</p>
Week #10 3/20	<p>Working with Data: Presenting Results (Using Excel and Google Spreadsheets)</p>	<p>(1) Plano Clark, &amp; Creswell: Chapter 11</p> <p>(2) <a href="#">Rocky's Lecture: Analyzing Data &amp; Presenting Findings (Part1 &amp; Part 2)</a></p>	<p>Research Groups "meet" via Zoom, phone or other venue to begin work on Assignment 4 – Research Plan: Review of Research Literature and Methods</p> <p>No online Discussion this week</p> <p>Optional online Zoom chat: Sunday 3/26</p>

Week & Class Day	Topics	Core Readings/Viewings/Work	Comments & Due Dates for Assignments
	)		– from 7:00 to 8:00 pm.
Week #11 3/27	Reliability & Validity	(1) Plano Clark, & Creswell: Chapter 12 (2) <a href="#">Rocky’s Lecture: Reliability and Validity</a> (3) <a href="#">Rocky’s Lecture: Writing the Review of Research &amp; Methods Sections</a> (4) <a href="#">Looking at Test Development and Scoring – MCAS Items</a>	** Data Collection pending IRB approval <i>It isn’t required but please participate in other groups’ research studies if you are invited.</i>  Groups continue working on Assignment 4 – Research Plan: Review of Research Literature and Methods  No online Discussion this week  <i>Optional online Zoom chat: Sunday 4/2 – from 7:00 to 8:00 pm.</i>
Week #12 4/3	- Probability - Data Collection	(1) Plano Clark, & Creswell: Chapter 13 (2) <a href="#">Lectures from Khan Academy: Probability</a> (3) <a href="#">Rocky’s Guide: Procedures for Data Collection</a>	** Data Collection pending IRB approval <i>It isn’t required but please participate in other groups’ research studies if you are invited.</i>  No online Discussion this week  No Optional <u>online Zoom chat on Sunday 4/9</u> but <u>please contact us to schedule a time if needed.</u>
Week #13 4/10	Preparing a Quantitative Research Report	(1) Plano Clark, & Creswell: Chapter 14 (2) <a href="#">Rocky’s Lecture: Writing the Results and Discussion Sections</a> (3) <a href="#">Khan Academy Lecture - 1-tailed versus 2-tailed tests</a>	<i>No online discussion this week. However, your group should schedule a meeting this week or next with your projector instructor, via Zoom, to discuss your research project.</i>  <b>4/11 (Tuesday) Submit Assignment #4 Research Plan: Review of Research Literature and Methods (Group)</b>  Optional online Zoom chat: Sunday 4/16 from 7:00 to 8:00 pm.
Week #14 4/17	Initial Data Analysis	(1) <a href="#">Sample of a group’s results section using a 1-tailed t-test</a> (2) <a href="#">Degrees of Freedom - from the Minitab blog</a> (3) YouTube <a href="#">Tutorial on adding narration to a powerpoint or Keynote Presentation</a>	<i>No online discussion this week. However, if you have not done so yet, your group should schedule a meeting this week or next with Greg &amp; Rocky, via Zoom, to discuss your research project.</i>  <b>Research Groups “meet” via Zoom, phone, or other venue to analyze data and begin work on Assignment #5</b>  Optional online Zoom chat: Sunday 4/23– from 7:00 to 8:00 pm.

Week & Class Day	Topics	Core Readings/Viewings/Work	Comments & Due Dates for Assignments
Week #15 4/24	Qualitative Research Methods	<p>(1) <a href="#">Rocky's Lecture: Qualitative Research</a> (with links to qualitative research software examples)</p> <p>(2) <a href="#">Qualitative Research Paradigms – RJ Woods Foundation</a></p>	<p><b>Research Groups “meet” via Zoom, phone, or other venue to analyze data and begin work on Assignment #5</b></p> <p>** Data Collection pending IRB approval <i>It isn't required but please participate in other groups' research studies if you are invited.</i></p> <p><i>No online discussion this week. However if you haven't done so, your group should schedule a meeting this week with Greg or Rocky, via Zoom, to discuss your research project.</i></p> <p><b>4/30 (Sunday) Optional Submit Draft or Partial Draft of Assignment #5</b></p> <p>Optional online Zoom chat: Sunday 4/30 – from 7:00 to 8:00 pm.</p>
Week #16 5/1	<p>- Evaluation Research &amp; Action Research Methods</p> <p>-Presentation of Projects</p>	<p>(1) <a href="#">Guest Lectures on Evaluation Research and Action Research Methods</a></p> <p><a href="#">Rocky's Lecture: Looking Back and Looking Forward</a></p>	<p><b>5/5 (Thursday) Submit Assignment #5 Part 1 PowerPoint/ Keynote Presentation of Research Study (Group). See Assignment #5 for submission details</b></p> <p><i>No online discussion this week.</i></p> <p><b>Participate in the Online Discussion of Group Presentations (5/6 through 5/10)</b> <b>A link to the presentations and discussion area will be sent via email.</b></p> <p>Optional online Zoom chat: Sunday 5/7 – from 7:00 to 8:00 pm.</p>
Week #17 5/8	Submit Final Assignment, then <b><u>Relax!!!</u></b>	<p><b><i>Note: If you or a member of your group expects to graduate at the end of the semester, it is crucial that the report be turned in on time!!!</i></b></p> <p><b><u><a href="#">And to get you started with your new 'free time', try a little minesweeper game!</a></u></b></p>	<p><b>Groups use feedback from peers to finalize Assignment #5</b></p> <p><b>5/12 (Friday): Written version of Final Research Report (We recommend that <u>each member</u> of the group should send an email to your project instructor with a link to the final document on Google.)</b></p>

## A very partial list of previous EDU 738 Group Research Projects

General Topic	Format of Research Study
1. The Effect of Test Preparation on Anxiety and Performance	Experiment
2. A Study of Mathematical Understanding Through the Use of Manipulatives	Experiment
3. Does Sex Education Promote or Prohibit Sexual Activity?	Survey Research
4. Violence in Schools: Are School Uniform Policies Effective?	Survey Research
5. Motivation in Reading Study	Survey Research
6. Effect of tangible Rewards on Homework Completion	Experiment
7. Homework Type Study	Experiment
8. Impact of Learning Through Group Activities	Experiment
9. Role of Information on Attitude Change Regarding Bilingual Education	Experiment
10. Attitudes Toward Co-Op Teaching	Survey Research
11. Attitudes Toward Inclusion	Survey Research
12. Use of Praise vs. Tangible Rewards and Mathematics Motivation	Experiment
13. Attitudes Toward Same Sex Classes	Survey Research
14. Impact of Self Monitoring on Learning	Experiment
15. Impact of Viewing TV Violence on Teacher attitudes	Experiment
16. Attitudes Towards Full vs. Half day Kindergarten	Survey Research
17. Methods of Preparing Teachers for Inclusive Classrooms	Experiment
18. Impact of Team Teaching on Planning Time	Survey Research
19. Impact of Music on Studying	Experiment
20. Teachers' Perceptions of the Needs of Students Whose Parents had Divorced	Survey Research
21. The Impact of Text Structure and Format on Learning	Experiment
22. Antecedents to Risk-Taking Behavior Among Middle School Students	Survey Research (archival data source)
23. Effects of mild exercise on test performance	Experiment

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