

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
PhD. in Education; Educational Psychology**

EDEP 824 001: Research Project in Educational Psychology: Sequence II  
3 Credits, Fall 2013  
Wed 4:30-7:10 Thompson L109

**PROFESSOR(S):**

Name: Dr. Kimberly M. Sheridan

Office hours: By appointment; virtual office hours Tues 10-11 AM, Thurs 10-11 AM

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**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

EDEP823

**B. University Catalog Course Description**

Focuses on development and implementation of research studies in educational psychology. Students acquire skills regarding collecting, analyzing, and interpreting data. Second in two-course sequence.

**C. Expanded Course Description**

n/a

**LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to:

- conduct statistical analyses using SPSS and AMOS
- demonstrate an understanding of software such as NVIVO for qualitative analyses
- interpret findings
- report and discuss research findings
- discuss educational applications and limitations of enacted research
- study discuss future research in the area of interest
- write a research proposal for a conference
- submission develop manuscript for presentation and/or publication

## **PROFESSIONAL STANDARDS (American Psychological Association):**

The program goals are consistent with the following Learner-Centered Psychological Principles outlined by the American Psychological Association Presidential Task Force in Education (APA, Division 15).

Principle 1: The Nature of Learning  
Process Principle 2: Goals of the  
Learning Process Principle 3:  
Construction of Knowledge Principle 4:  
Strategic Thinking  
Principle 5: Thinking about Thinking  
Principle 6: Context of Learning  
Principle 7: Motivational and Emotional Influences on Learning  
Principle 8: Intrinsic Motivation to  
Learn Principle 9: Effects of Motivation  
on Effort Principle 11: Social Influences  
on Learning Principle 13: Learning and  
Diversity

For more information please see:

American Psychological Association (1997). *Learner-Centered Psychological Principles: Guidelines for the Teaching of Educational Psychology in Teacher Education Programs*. Retrieved October 14, 2002 from <http://www.apa.org>

## **REQUIRED TEXTS:**

Green, S. B., & Salkind, N. J. (2011). *Using SPSS for Windows and Macintosh: Analyzing and understanding data* (6<sup>th</sup> edition). Upper Saddle River, New Jersey.

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> Edition). Washington DC: American Psychological Association.

## **COURSE ASSIGNMENTS AND EXAMINATIONS:**

1. Assignment Descriptions:
  - a. Review and Presentation of an Empirical Article: Students will locate, evaluate, present and discuss an empirical research article in class. The article selected should be related to student's research project (topic and methodological approach). The date of presentation will be assigned in class.
  - b. Research Paper-Sequence II: Students will use their research proposal and data collection from Sequence I and continue with the research and writing process. The

final paper should now include the following: 1) Results 2) Discussion 3) Educational Applications and Limitations and 3) Future Research. Students will also have the opportunity to revise the introduction and the methods section. Research papers must adhere to the APA Publication Manual Guidelines.

- c. Research Paper Presentation: Sequence II. Students will present their final research project in a poster session.
- d. Class participation and attendance policy: Because of the importance of lecture and discussion to your total learning experience, I wish to encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. With reference to the grading scale described later in this syllabus, you will note that this percentage is equivalent to a full letter grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class. Late assignments will not be accepted unless a serious emergency arises and the instructor is notified promptly.

2. GRADING REQUIREMENTS:

Research Paper Presentation: Sequence II	10pts
Review and Presentation of an Empirical Article	10pts
Final Research paper: Sequence II (PBA)	70pts
Class Participation and Attendance	10 pts
<b>TOTAL</b>	<b>100 pts</b>

A+	98-100%	A	93 -97.49%	A-	90-92.49%
B+	88-89.49%	B	83-87.49%	B-	80-82.49%
C	70-79.49%	F	below 70%		

## TASKSTREAM REQUIREMENTS

Every student registered for any EDEP course with a required performance-based assessment is required to submit this assessment, **NO REQUIRED ASSESSMENT FOR THIS COURSE** to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

## GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

## PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

### **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.**

**PROPOSED CLASS SCHEDULE:**

DATE	TOPIC	ASSIGNED READING	WORK DUE
August 28	Review syllabus Introduction and Overview		
September 4	Research Questions/hypotheses Methods Proposed Analyses	Hayes, (2004)  See Blackboard for guidelines	Presentation of Research Proposals
September 11	Introduction to SPSS Data Coding Data Entry Data Cleaning	Unit 1: Getting Started with SPSS (G&S,2011) Unit 2: Creating and working with data files (G&S,2011)	Bring Data to Class  Article presentation
September 18	APA Style (Sixth Edition) Creating Composite Variables	APA writing guidelines (APA Manual)  Unit 3: Working with data (G&S,2011) Unit 5: Creating variables and computing descriptive statistics(G&S,2011)  Blaikie (2003)-Chapter 1	Article Presentation
September 25	Descriptive Statistics    Qualitative Data Analyses/Reduction and Data Reconstruction	<i>Annotated SPSS Output- Descriptive Statistics.</i> Available on the Web at: <a href="http://www.ats.ucla.edu/stat/spss/output/descriptives.htm">http://www.ats.ucla.edu/stat/spss/output/descriptives.htm</a>  <i>Annotated SPSS Output - Correlation.</i> Available on the Web at: <a href="http://www.ats.ucla.edu/stat/spss/output/corr.htm">http://www.ats.ucla.edu/stat/spss/output/corr.htm</a>  Blaikie (2003)-Chapter 4 Heath (1997) Creswell (1998)-Chapter 8	Article presentation

<p>October 2</p>	<p>Assessing Reliability and Validity: Developing Robust Measures</p>	<p>Unit 9: Scaling Procedures (G&amp;S,2011) <a href="http://ccnmtl.columbia.edu/projects/qmss/measurement/validity_and_reliability.html">http://ccnmtl.columbia.edu/projects/qmss/measurement/validity_and_reliability.html</a></p>	<p>Construction of Tables  Article presentation</p>
<p>October 9</p>	<p>No Class</p>		<p>Revised Methods Section</p>
<p>October 16</p>	<p>Data Analyses t tests Univariate and multivariate Analysis of Variance  Qualitative Analyses</p>	<p>Unit 6, 7, 10: t tests, ANOVA, MANOVA and Non-Parametric Statistics (G&amp;S,2011)  Blaikie (2003)-Chapter 7  Creswell (1998)-Chapter 8</p>	<p>Article presentation</p>

<p>October 23</p>	<p>Data Analyses Regression and SEM</p>	<p>Unit 8: Regression (G&amp;S,2011)  SEM: Tenko and Marcoulides (2006, Chapter 1)</p>	<p>Article presentation</p>
<p>October 3 0</p>	<p>Interpretation of Results: Quantitative/Qualitative Data</p>	<p>Kitsantas, Reiser and Doster (2004)  Brantlinger et al., (2005)</p>	<p>Results Section (Draft)  Article presentation</p>
<p>November 6</p>	<p>Discussion Were the Research Questions/Hypotheses Supported? Relating the Findings to Previous Research Studies</p>	<p>Bem (1987) Creswell (1998) Chapter 9</p>	<p>Article presentation</p>



November 13	Discussion Limitations of the research, educational	Creswell (1998)- Chapter 9 Bem (1987)	Article presentation
November 20	Preparing research proposals for conference submission and presentation	<p>Formats: <a href="http://www.era.net/uploadedFiles/Meetings_and_Events/2010_Annual_Meeting/2009AM%20Call%20for%20Proposals.pdf">http://www.era.net/uploadedFiles/Meetings_and_Events/2010_Annual_Meeting/2009AM%20Call%20for%20Proposals.pdf</a></p> <p>Organizations: <a href="http://www.apa.org/">www.apa.org/</a></p> <p>American Psychological Association: Division 15 Association for Psychological Science <a href="http://www.psychologicalscience.org/convention/">http://www.psychologicalscience.org/convention/</a> and others depending on content</p>	Discussion Section (Draft)  Article Presentation
November 27	Thanksgiving Holiday-- No class		

December 7	Reflections, Future Research, and Conclusions	Presentations of Research Conference Proposals	Poster Session
December 14			Final Research Paper



**ASSESSMENT RUBRIC(S):**

<b>Performance Based Assessment Rubric for Final Research Paper</b>				
<b>Criteria</b>	<b>Outstanding (4)</b>	<b>Competent (3)</b>	<b>Minimal (2)</b>	<b>Unsatisfactory (1)</b>
<p><b>Data Analysis and Results</b></p> <p>Describe data analysis plan Present results</p>	Excellent description of appropriate statistical techniques and/or coding procedures (qualitative research) and expected results.	Adequate description of appropriate statistical techniques and/or coding procedures (qualitative research) and expected results.	Significant weaknesses in the description of statistical techniques and/or coding procedures (qualitative research) and expected results.	Appropriate data analysis techniques and or description of expected results were not provided.
<p><b>Discussion, Limitations and Educational Implications</b></p> <p>Discuss findings Connect findings to prior research Identify limitations Discuss implications of findings</p>	Excellent discussion of findings and how they relate to prior research, discuss limitations and educational implications of research.	Adequate discussion of findings and appropriate limitations and educational implications. Findings were not discussed in detail how they relate to prior research; critical limitations or implications were not addressed.	Significant weaknesses in the discussion of findings and of limitations and educational implications. Few were identified and/or were inappropriate.	Discussion of limitations and educational implications was not provided.
<p><b>Use of Peer-Reviewed Research</b></p>	Contains references to 10 or more relevant empirical studies	Contains references to at least 10, the majority of which are relevant	Contains references to 10 studies but most are irrelevant	Does not include at least 10 peer reviewed studies.
<p><b>Discussion of the Literature</b></p>	Clearly spoken, topic-specific jargon are defined, does not rely on quotes from papers; includes quotes strategically where appropriate	Most topic-specific jargon are defined OR inclusion of some lengthy or inappropriate quotes	Overuse of jargon AND quotes that are lengthy or inappropriate	Fragmented and unclear discussion; over reliance on quotes interrupts the flow of the content and leaves little room for student's synthesis
<p><b>Abstract</b></p>	Clearly and sequentially conveys the content of paper	Gives a general overview of paper topic, but no sequential	Does not provide a clear representation of paper contents	Not provided

		elaboration of contents		
<b>Writing Style</b>	Paper is coherent, concise and well structured with a clear purpose.	Paper is coherent, concise and well structured with a clear purpose and few errors.	Paper conveys the main points of the topic but additional polish is needed	Paper is incoherent and/or overly wordy with little structure or purpose; difficult structure or purpose; difficult to appreciate the content
<b>Technical Merit (spelling, grammar, typographical errors)</b>	Error free	A few minor errors	Several errors or incoherent sentences	Numerous errors
<b>Citation of sources</b>	Appropriate citation of sources	A few missing citations	Several missing citations	Lack of citations
<b>Paper guidelines and APA style (e.g., references, levels of heading, margins)</b>	APA guidelines were followed	APA guidelines were followed with a few instances of incorrect formatting and style	APA guidelines were used but there are several instances of incorrect formatting and style.	APA style was not used.