GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY

EDEP 823
Research Project in Educational Psychology: Sequence I
Spring 2015
3 credits
Thursday 04:30 pm-07:10 PM
Thompson L003

PROFESSOR:
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Office location: West 2001, room 2202
Office hours: Thursdays 1:30-4:00 or by appointment
Email address: akitsant@gmu.edu

Teaching Assistant: Maryam Saroughi
msarough@gmu.edu

COURSE DESCRIPTION:

A. Prerequisites: EDEP820, EDEP821, EDEP 822 (if doctoral focus is educational psychology). Doctoral students of other areas may take without prerequisites.

B. Catalogue description: Focuses on the development and implementation of research studies in educational psychology. Students will acquire skills regarding developing research questions and a sound methodological approach for their study. First in two course sequence.

NATURE OF COURSE DELIVERY: This course consists of lectures, group and electronic discussions, in class activities, and individual/group assignments.

LEARNER OUTCOMES:
This course is designed to enable students to:

- design and conduct a study of some aspects of human learning within an educational or other relevant setting
- synthesize and apply information in the context of an actual problem
- design the basic components of a small-scale quantitative/qualitative research study, including descriptive statistics and inferential statistics
• write clearly and coherently about the conceptual framework, questions, and methods used in a research study
• deal appropriately with ethical issues in research
• develop research hypotheses that relate to research questions
• demonstrate an understanding of quantitative or qualitative research design through completion of a project
• identify threats to internal and external validity in simulated studies, and their own research design
• develop and reinforce their critical thinking, oral, and writing skills

PROFESSIONAL STANDARDS:

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. 

REQUIRED TEXTS:

*NOTE: Earlier editions are fine if you have purchased them for other classes.

Other required readings will be available on Blackboard or through GMU’s electronic journal or book database.

RECOMMENDED TEXTS:

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

A. Course Requirements

It is expected that each of you will:

1. Write a research proposal and present in a poster session.
2. Evaluate, present/discuss one empirical article
3. Complete Human Subjects Training and submit research proposal for review and approval.
4. Attend and participate in classroom activities that reflect critical reading of materials

B. Performance-based assessments

Research Proposal and Presentation, Please see rubrics

C. Course Evaluation

1. Research Project and Poster Session -Sequence I (70 points, See Rubrics): Students will write a research proposal that focuses in a specific content area of interest. The paper should include the following sections: (1) Statement of the Problem; (2) Purpose of the Study; (3) Significance of the Study; (4) Review of Literature; (5) Questions and/or Hypotheses; (6) Design: Methods and Procedures; (7) Sample; (8) Measures; and (9) Data Collection. The research proposal will be submitted as a final term paper, and it will be presented in some final professional conference format at the end of the semester (e.g., poster, roundtable discussion, paper presentation) at the end of the semester following APA presentation guidelines. Research papers must adhere to the APA Publication Manual Guidelines.

2. Evaluation of One Empirical Research Article (5 points): Students will be asked to identify and write a critique of one empirical research article related to their own research project. The critique should include the following parts: purpose, methods, results and critical comments as well as reflections about the article. Informally, students will discuss their article in class.

3. Human Subjects Proposal Certification and Research Proposal Submission (15 points):
   A. Students will be asked to complete Mandatory Training for Persons Conducting Research Using Human Subjects. Information is available online: http://research.gmu.edu/ORSP/HumanTraining.html The training takes between two and five hours and can be accessed from: http://www.citiprogram.org Copy and paste your completion certificate into a word document or save as a PDF, then upload a copy of the certificate file to Blackboard.

   B. In addition, students will write a research proposal and submit it to the Human Subjects Institutional Review Board for review and approval.
4. Class participation and attendance policy (10 points): (See Rubric) 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.

D. Grading Policy

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<tr>
<td>Research Proposal/Poster Presentation: Sequence I</td>
<td>70 pts</td>
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<tr>
<td>Article Evaluation</td>
<td>5 pts</td>
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<tr>
<td>Human Subjects Proposal Certification, Submission and Approval</td>
<td>15 pts</td>
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<tr>
<td>Class Participation and Attendance</td>
<td>10 pts</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 pts</strong></td>
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<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
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<tr>
<td>A</td>
<td>93 97.49%</td>
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<tr>
<td>A-</td>
<td>90-92.49%</td>
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<tr>
<td>B+</td>
<td>88 89.49%</td>
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<tr>
<td>B</td>
<td>83-87.49%</td>
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<tr>
<td>B-</td>
<td>80-82.49%</td>
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<tr>
<td>C</td>
<td>70 79.49%</td>
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<td>F</td>
<td>below 70%</td>
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GMU POLICIES AND RESOURCES FOR STUDENTS


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/.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
<th>WORK DUE</th>
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<tbody>
<tr>
<td>Jan 22</td>
<td>Introduction &amp; Course Overview</td>
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<tr>
<td>Feb 5</td>
<td>Conducting a Literature Review Reviewing the Literature; Developing a Conceptual Framework; Specifying a purpose and Research Questions or Hypotheses Anne K Driscoll Visit</td>
<td>Creswell (2012)- (Chapter 3 &amp; 4) Chapters 1 &amp; 2 in APA Manual</td>
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<tr>
<td>Feb 26</td>
<td>Participants and Sampling</td>
<td>Creswell (2012)- (Chapters 5 &amp; 7)</td>
<td>Find articles in your content area and/or methodological approach and take notes about their sampling strategies—what they did and why they did it. Article Evaluation TBD</td>
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<td>Date</td>
<td>Task</td>
<td>Authors/References</td>
<td>Additional Information</td>
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<td>March 12</td>
<td>SPRING BREAK</td>
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<td>April 2</td>
<td>NO CLASS – Writing Day</td>
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<td>April 9</td>
<td>Revising the IRB Research proposal Submissions: Revisions as needed</td>
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<td>Draft of Methods Section for Feedback Article Evaluation TBD</td>
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<tr>
<td>April 30</td>
<td>Last Class – Poster Session</td>
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<td>Project Poster</td>
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<tr>
<td>May 7</td>
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<td>Research Proposal Due</td>
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RUBRIC FOR IN CLASS ASSIGNMENTS, PARTICIPATION, AND ATTENDANCE

**Exemplary (9-10 points):** The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student actively participates and supports the members of the learning group and the members of the class.

**Adequate (8 points):** The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class.

**Marginal (7 points):** The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.

**Inadequate (6 or less points):** The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is unprepared for class and does not actively participate in discussions. The student may fail to exhibit professional behavior and dispositions. **Excessive absences can result in additional penalties and potential withdrawal from class.**

RUBRIC FOR POSTER PRESENTATION

**Exemplary presentation (10 points):** Keeps within the time limits; reflects poise, clarity, knowledge and interest in the content being presented; reflects a high level of preparation; make effective use of overheads, handouts, demonstrations; describes very clearly the treatment(s) under consideration; keeps the audience engaged; provides information of interest and value to audience.

**Adequate presentation (8-9 points):** Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less polished or prepared, may be vague in some place, or may fail to completely engage the audience.

**Marginal presentation (6-7 points):** Presentation provides relevant information, but demonstrates only a limited understanding of the topic or project. Style, handouts, or visual aids may be less than inadequate.

**Inadequate presentation (1-5 points):** Weak overall presentation that reflects very little knowledge of topic or project. May appear very poorly prepared, or may not have followed directions. Handouts or visual aids may be inadequate or lacking.

**Unacceptable/no presentation (0 points):** Completely unsatisfactory presentation, with no reasonable reference to topic or project; or no presentation made.
## RUBRIC FOR RESEARCH PROPOSAL SEQUENCE 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level of Performance</th>
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<tbody>
<tr>
<td><strong>Purpose &amp; Significance of the Study</strong></td>
<td><strong>Distinguished</strong></td>
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<tr>
<td><strong>Review of Literature</strong></td>
<td>The student described in detail the purpose and significance of study. The student provided a complete high quality literature review which cites relevant references, cites current as well as earlier research and deals with relevant theories or theoretical frameworks</td>
</tr>
<tr>
<td><strong>Quantitative Proposals: Hypothesis</strong></td>
<td>The student clearly stated a significant and testable hypothesis. The hypothesis is important enough to be researched in terms of its significance concerning what is already known about the areas of research and/or an existing theory or theoretical framework</td>
</tr>
<tr>
<td><strong>Qualitative research proposals: Research Questions</strong></td>
<td>The student provided a research question well-aligned with the other dimensions of the research design, a sufficient rationale for choosing a particular question, and described a process that allows for evolution of the research question</td>
</tr>
<tr>
<td><strong>Methods: Quantitative</strong></td>
<td>The student provided a feasible design</td>
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### Score

- Distinguished
- Proficient
- Basic
- Unsatisfactory

- The student was unable to provide purpose of the study or a literature review
- The student was unable to state a hypothesis
<table>
<thead>
<tr>
<th>Methods: Qualitative</th>
<th>The student provided clear and justifiable rationale for the selection of a study site/sample, an outline of data collection procedures that are flexible and iterative, and an account of how the process of analysis will be approached.</th>
<th>The student provided sufficient rationale for the selection of the study site/sample, outlined data collection procedures and gave an account of how the process of analysis will be approached.</th>
<th>The student provided some rationale for sample selection, data collection and some outline of procedures and analysis.</th>
<th>The student failed to provide a rationale for sample selection, data collection and analysis.</th>
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<tbody>
<tr>
<td>Data Collection and Results</td>
<td>The student used appropriate statistical techniques, descriptive, inferential to analyze the data (quantitative research). OR the student used appropriate coding and interpretive procedures (qualitative research).</td>
<td>The student used appropriate statistical techniques or qualitative analysis techniques.</td>
<td>The student used appropriate statistical techniques or qualitative analysis techniques.</td>
<td>The student was unable to use appropriate statistical techniques or qualitative analysis techniques.</td>
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<tr>
<td>Discussion Section</td>
<td>The student provided a thorough discussion which includes a discussion of the results, limitation and future research</td>
<td>The student provided discussion which includes a discussion of the results, limitation and future research</td>
<td>The student provided a basic discussion of the results</td>
<td>The student was unable to provide a thorough or discussion</td>
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<tr>
<td>Mechanics of Paper</td>
<td>The student provided a well written research papers which adhered to the APA Publication Manual Guidelines.</td>
<td>The student provided an average written research papers which adhered to the APA</td>
<td>The student provided a research paper which missed several vital elements of a</td>
<td>The student was unable to provide a final draft of the research paper</td>
</tr>
<tr>
<td>Poster Session</td>
<td>The student provided an excellent poster presentation that adhered to the APA Publication Manual Guidelines.</td>
<td>The student provided a poster presentation that adhered to the APA Publication Manual Guidelines.</td>
<td>The student provided a poster presentation that was missing several key elements</td>
<td>The student was unable to construct a poster presentation</td>
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- Please note that other readings will be added during the semester based on proposed research projects.