

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

EDEP 824 002: Research Project in Educational Psychology: Sequence II  
3 Credits, Fall 2015  
Tuesdays 4:30-7:10 Thompson L019

**PROFESSOR(S):**

Name: Dr. Kimberly M. Sheridan  
Office hours: By appointment  
Office location: West 2204  
Office phone: 703-993-9181  
Email address: ksherida@gmu.edu

**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
- 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, Div 15 Educational Psychology):**

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 August 21, 2015 from <http://www.apa.org>

## **REQUIRED TEXTS:**

Green, S. B., & Salkind, N. J. (2014). *Using SPSS for Windows and Macintosh: Analyzing and understanding data* (7<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) Findings/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 components of their ongoing work orally in brief presentations throughout the semester and on 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 Presentations: Sequence II (10 pts final and 10 pts during class sessions)	20pts
Review and Presentation of an Empirical Article	10pts
Final Research paper: Sequence II (PBA)	60pts
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%		

## **BLACKBOARD REQUIREMENTS**

Every student registered for any Educational Psychology course with a required performance-based assessment is required to submit this assessment, **NO REQUIRED ASSESSMENT FOR THIS COURSE** to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard 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/the-mason-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	READING * Required readings are from required texts or posted on-line, others are optional	WORK DUE
Sept 1	Review syllabus Introduction and Overview	Beginning with an end in mind: <a href="http://www.aera.net/AboutAERA/MemberConstitue&lt;br/&gt;nts/GraduateStudentCouncil/GSCProposalTipsExam&lt;br/&gt;ples/tabid/15440/Default.aspx">http://www.aera.net/AboutAERA/MemberConstitue nts/GraduateStudentCouncil/GSCProposalTipsExam ples/tabid/15440/Default.aspx</a>	
September 8	Research Questions/hypotheses Methods Proposed Analyses	Hayes, (2004)  See Blackboard for guidelines	Presentation of Research Proposals
September 15	Introduction to SPSS Data Coding Data Entry Data Cleaning	Unit 1: Getting Started with SPSS (G&S,2014) Unit 2: Creating and working with data files (G&S,2014)  For Qualitative: Miles, Huberman & Saldana	Bring Data to Class  Article presentation
September 22	APA Style (Sixth Edition) Creating Composite Variables	APA writing guidelines (APA Manual)  Unit 3: Working with data (G&S,2014) Unit 5: Creating variables and computing descriptive statistics(G&S,2014)  Blaikie (2003)-Chapter 1	Article Presentation
September 29	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/descri&lt;br/&gt;ptives.htm">http://www.ats.ucla.edu/stat/spss/output/descri ptives.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>  Miles, Huberman & Saldana Blaikie (2003)-Chapter 4 Heath (1997) Creswell (1998)-Chapter 8	Article presentation

<p>October 6</p>	<p>Assessing Reliability and Validity: Developing Robust Measures</p>	<p>Unit 9: Scaling Procedures (G&amp;S,2014) <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 13</p>	<p>Open Workshop/TBD</p>		<p>Revised Methods Section</p>
<p>October 20</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,2014)  Blaikie (2003)-Chapter 7  Creswell (1998)-Chapter 8 Miles, Huberman &amp; Saldana</p>	<p>Article presentation</p>

<p>October 27</p>	<p>Data Analyses Regression and SEM</p>	<p>Unit 8: Regression (G&amp;S,2014)  SEM: Tenko and Marcoulides (2006, Chapter 1)</p>	<p>Article presentation</p>
<p>November 3</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 1 0</p>	<p>Discussion Were the Research Questions/Hypotheses Supported? Relating the Findings to Previous Research Studies</p>	<p>Bem (1987) Creswell (1998) Chapter 9 Miles, Huberman &amp; Saldana</p>	<p>Article presentation</p>



November 17	Discussion Limitations of the research, educational	Creswell (1998)- Chapter 9 Bem (1987)	Article presentation
November 24	Preparing research proposals for conference submission and presentation	<p>Formats: <a href="http://www.era.net/">http://www.era.net/</a>  <a href="http://www.era.net/EventsMeetings/AnnualMeeting/PreviousAnnualMeetings/2015AnnualMeeting/2015AnnualMeetingDetails/PresenterParticipantInfo/tabid/15826/Default.aspx#poster">http://www.era.net/EventsMeetings/AnnualMeeting/PreviousAnnualMeetings/2015AnnualMeeting/2015AnnualMeetingDetails/PresenterParticipantInfo/tabid/15826/Default.aspx#poster</a></p> <p>Association for Psychological Science  <a href="http://www.psychologicalscience.org/convention/">http://www.psychologicalscience.org/convention/</a>  and others depending on content  <a href="http://www.era.net/Portals/38/docs/Annual_Meeting/2016%20Annual%20Meeting/SampleAnnualMeetingPaperforPeerReview.pdf">http://www.era.net/Portals/38/docs/Annual_Meeting/2016%20Annual%20Meeting/SampleAnnualMeetingPaperforPeerReview.pdf</a></p>	Discussion Section (Draft)  Article Presentation
December 1	Reflections, Future Research, and Conclusions	Presentations of Research Conference Proposals	Poster Session

December 8			Final Research Paper
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## ASSESSMENT RUBRIC(S):

<b>Performance Based Assessment Rubric for Final Research Paper</b>				
<i>Criteria</i>	<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.