

EDRS 821 002: Advanced Applications of Quantitative Methods (3 credits)

Fall 2016 Wed. 4:30- 7:10 PM Thompson Hall L014

Instructor: Angela Miller, Ph.D.

Office: West Building Room 2007

Office Hours: Wednesdays 2:30 -3:30 and by appointment (please email).

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Prerequisite: Successful completion of EDRS 811 or the equivalent (knowledge of univariate statistics including ANOVA models).

Catalog Description: Advanced study of applications of quantitative methods in educational research, reinforcing and building on concepts and skills acquired in EDRS 811. Uses modular approach, and provides advanced study of techniques appropriate to survey research, group-experimental and quasi-experimental research, selected multivariate procedures and factor analysis, and quantitative synthesis (meta-analysis) of research. Combines reading assignments, critiques, and discussion of relevant journal articles; and application activities.

Course Description: This course will provide advanced study of applications of quantitative methods in the practice of educational research and will reinforce and build upon concepts and skills acquired in EDRS 811. It will employ a modular approach and will contain advanced study of techniques appropriate to analysis of data from tests and surveys; group-experimental and quasi-experimental design; selected multivariate procedures and factor analysis. Students will learn through a combination of text reading assignments, critical analysis of professional journal articles, and hands-on experience in using a computer program for data analysis, and application activities. Students will be expected to identify and report on quantitative methods used in published research, to analyze data using the Statistical Package for Social Sciences (SPSS), and to provide written reports of methodology and results.

Course goals: This course is a one-semester introduction to several widely used multiple regression (MR) and multivariate statistical methods. By the end of the semester, it is expected that you will be able to:

- Demonstrate a conceptual understanding of multiple regression with mediators and moderators and generalized linear modeling (e.g., logistic regression) as evidenced by your ability to select and justify the statistic that is appropriate to test a particular hypothesis, explain what the procedure is accomplishing and the logic underlying the given procedure.
- Explain what is meant by multivariate statistical techniques and demonstrate the ability to use multiple techniques that are introduced in this class.
- Explain the assumptions of the above analyses and make recommendations when assumptions are violated.
- Conduct all of the statistical techniques noted above using SPSS software, including testing the assumptions of the technique, interpret the results of the SPSS output and write the results in APA publication style.

Format: The class sessions will include both lecture and hands-on computer work.

Required Materials:

- (1) Meyers, L.S., Gamst, G. C., Guarino, A. J. (2012) *Applied Multivariate Research: Design and Interpretation*. (2nd Ed.). LA: Sage Publications. ISBN: 9781412988117
- (2) Access to SPSS software. There are computer labs on campus that provide access to SPSS. You can access SPSS software through GMU's virtual computer library at www.vcl.gmu.edu. Information about how to use the virtual computer library is available at http://itservices.gmu.edu/services/view-service.cfm?customel_dataPageID_4609=5689. It is the student's responsibility to ensure access to SPSS outside of class time as there will not be sufficient time in class to complete required assignments.
- (3) There are also required articles/book chapters included on the reference list at the end of this document which will be posted on blackboard and/or available online through the library portal.

Recommended Resources:

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th edition)*. Washington, DC: APA.

Cooper, H. (2010). *Reporting Research in Psychology: How to Meet Journal Article Reporting Standards*. Washington, DC: American Psychological Association.

Nicol, A. A. M. & Pexman, P. M. (2010). *Presenting Your Findings: A Practical Guide for Creating Tables*. Washington, DC: American Psychological Association.

Class Preparation: Information on course assignments, weekly quizzes, and notes for class lectures are available on the course blackboard site. Occasionally, there will also be short video lectures posted on blackboard as introductions to the concepts we will be studying—these are intended to precede your reading of the assigned chapters and/or articles and help situate your reading.

Class Attendance & Participation: Students are expected to come to class on time, complete assignments, and participate in class discussions.

My Teaching Philosophy (in a nutshell) and Expectations

Many people tend to think of statistics as a static and “cut and dry” field when, in fact, it is neither. Advances in computing have enabled the rapid development of more sophisticated modeling tools. There is no way that you will ever know and understand all of them. What you need to understand are the basic assumptions underlying different models, how to select among them, and where to go to get information to learn more if you need something new.

As doctoral students, my main goal for you is to help you become *expert learners*. It is not realistic for me to be your only source of information, nor is it a viable learning model for the scientists and researchers that you are becoming. Make use of the many resources that are easily available on the web and work with one another.

The most important thing you can bring with you to class is a willingness to try to conceptually understand the material. *Please be active--ask questions and participate.* Outside of class, remember that reading statistical information takes a long time, and even when you read slowly and deliberately, you will need to go back and revisit it over and over. Many people find that this is not easy material; you should accept struggles as a normal part of the learning process.

ASSESSMENT:

Online Quizzes (10%): For each topic there will be a short quiz posted on Blackboard. The quizzes are composed of short answer and multiple choice items which will cover the basic concepts presented in class and in the textbook. Quizzes are timed (usually 25 minutes) and must be completed during the specified time period. These quizzes are designed to provide you (and me) with feedback about your course progress. Your quiz score cannot lower your overall course grade. **Please take the quiz as soon after class as possible.**

APA Style Exercise (5%): In weeks one and two of the class, students are expected to review the reporting standards for statistics in APA style and complete a short assignment covering the standards.

Annotated Analysis (20%): Each week you will work with data to replicate class or textbook analyses and/or run new analyses in a small group (2-3 students per group). The exercise may also include conceptual questions about the method to help you gain conceptual understanding as you work through the exercises. You may work together or individually on running the analysis; however your responses to the questions and annotations should be a collaborative effort. Your group will upload your annotated output (please cut and paste relevant output to Word) and responses on the Bb site. You will make corrections to your analyses before writing up and submitting the results in APA format.

Full Write Up of Regression Results (10%): For the first multiple regression assignment you will write a complete “dissertation style” methods and results section in **correct APA format** including (1) data cleaning (2) testing of appropriate assumptions, (3) inclusion of any necessary preliminary descriptive statistics and tables (4) results of hypotheses tests, and (4) interpretation of results.

‘Article Style’ Write Up of Results (15%): For each type of analysis (except the first write up-see above) that we will learn in this class, you will write a results section in **correct APA format** including: results of hypotheses tests and interpretation of results similar to what would be found in a published research article. These results are based on the analysis from your groups. **I highly encourage you to find research articles in your area of interest that use these methods of analysis and review carefully how the results are presented.** Results are submitted individually and even though they are based on the group SPSS output they should reflect your individual interpretation and presentation. Duplicate work is considered plagiarism and will receive a score of 0.

Exams (20% each): The two exams will cover the material from the class and textbook and include short answer questions as well as interpretation of SPSS output.

GRADING SCALE:

Grades will be assigned based on the following:

A+	98-100%	B+	88-89%	C	70-79%
A	93-100%	B	83-87%	F	below 70%
A-	90-92%	B-	80-82%		

Final grades are based in the assessments described above. “Extra credit” is not available.

Late Assignments: *As a general rule, late assignments will not be accepted.* If you believe you have EXCEPTIONAL circumstances and wish to negotiate to have extra time to complete course work, you must discuss this with me before the day the assignment is due. (Negotiating means that you will be sacrificing a portion, perhaps substantial, of your grade for extra time).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

Student Expectations:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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 co workshops and outreach programs) to enhance students’ personal experience and

- academic performance [See <http://caps.gmu.edu/>].
- 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/>].
 - The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.
 - For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

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/>.

Tentative Schedule

	Class	Topic	Reading	Due	
				Analyses (group)	Results (individual)
8/31	1	Intro and Review: Cleaning Data Missing Data	Chapter 3 (Chapter 1) *Review ch. 2 as needed		
9/7	2	Multiple Regression Assumptions	Chapter 7 *Review ch. 6 as needed	APA Style Exercise	
9/14	3	MR/GLM Categorical Predictors Hierarchical Regression	Chapter 8A1- 8A6 Pdf on Bb		
9/21	4	MR-Mediation	Chapter 8A.7	#1:MR	
9/28	5	MR-Moderation (cat.)	Chapter 8A.6 Pdf		#1: MR full
10/5	6	MR-Moderation (cont.)	Pdf	#2: Med	
10/12	7	Catch-up & Review		#3: Mod	
10/19	8	Exam 1			
10/26	9	Logistic Regression	Chapter 10		#2-#3 write ups due
11/2	10	Factor Analysis	Chapter 12	#4: Log	
11/9	11	Cluster Analysis	Chapter 15	#5:FA	
11/16	12	Discrim. /MANOVA	Chapters 5 & 11	#6: CA	
11/23		No Class-Thanksgiving Break			#4-#5 write ups due
11/30	13	Reading Results: HLM and SEM	Chapters 9A & 18A	#7: MANOVA	
12/7	14	Review			#6-#7 write ups due
12/14		Final Exam			

Other Required Readings and Useful References

Mediation & Moderation

- *Baron, R. M. & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182. <http://dx.doi.org/10.1037/0022-3514.51.6.1173>
- *Hayes, A. F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. *Communication Monographs*, 76, 408-420. <http://dx.doi.org/10.1080/03637750903310360>
- *Hayes, A. F., Glynn, C. J., & Hude, M. E. (2012). Cautions regarding the interpretation of regression coefficients and hypothesis tests in linear models with interactions, *Communication Methods and Measures*, 6, 1-11. <http://dx.doi.org/10.1080/19312458.2012.651415>

Logistic Regression

- *Grimes, D.A. and Schulz, K.F. (2008). Making sense of odds and odds ratios. *Obstetrics and Gynecology*, 111, 423-426. <http://dx.doi.org/10.1097/01.AOG.0000297304.32187.5d>

Other Valuable Resources

Regression Models and Assumptions

- Fox, J. (1991). *Regression diagnostics*. Thousand Oaks, CA: Sage Publications, Inc. <http://dx.doi.org/10.4135/9781412985604>
- Hardy, M.A. (1993). *Regression with dummy variables*. Thousand Oaks, CA: Sage Publications, Inc. <http://dx.doi.org/10.4135/9781412985628>

Moderation & Mediation

- Hayes, A. F. (2013). *Introduction to Mediation, Moderation, and conditional Process Analysis*. New York, NY: Guilford Press.

Moderation

- Jaccard, J. & Turrisi, R. (2003). *Interaction effects in multiple regression* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc. <http://dx.doi.org/10.4135/9781412984522>

Mediation in Multiple Regression

- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40, 879-891. <http://dx.doi.org/10.3758/BRM.40.3.879>

Preacher, K. J., Rucker, D. D., & Hayes, A. F. (2007). Addressing moderated mediation hypotheses: Theory, methods, and prescriptions. *Multivariate Behavioral Research, 42*, 185-227. <http://dx.doi.org/10.1080/00273170701341316>

MacKinnon, D.P., Fairchild, A.J., & Fritz, M.S. (2007). Mediation analysis. *Annual Review of Psychology, 58*, 593-614. <http://dx.doi.org/10.1146/annurev.psych.58.110405.085542>

MacKinnon, D.P. (2008). *Introduction to statistical mediation analysis*. New York: Lawrence Erlbaum.

MacKinnon, D.P., Lockwood, C.M., Hoffman, J.M., West, S.G., & Sheets, V. (2002). A comparison of methods to test mediation and other intervening variable effects. *Psychological Methods, 7*, 83-104. <http://dx.doi.org/10.1037/1082-989X.7.1.83>

Shrout, P.E., & Bolger, N. (2002). Mediation in experimental and nonexperimental studies: New procedures and recommendations. *Psychological Methods, 7*, 422-445. <http://dx.doi.org/10.1037/1082-989X.7.4.422>

Logistic Regression

Hosmer, D.W. & Lemeshow, S. (2000). *Applied logistic regression* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc. <http://dx.doi.org/10.1002/0471722146>

Menard, S. (2002). *Applied logistic regression analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc. <http://dx.doi.org/10.4135/9781412983433>

General Resources

Cohen, J., Cohen, P., West, S.G., & Aiken, L.S. (2003). *Applied multiple regression/correlation for the behavioral sciences* (5th edition). Mahwah, NJ: Lawrence Erlbaum.

Dugard, P., Todman, J., & Staines, H. (2010). *Approaching multivariate analysis* (2nd ed.). New York, NY: Routledge.

Grimm, L.G. & Yarnold, P.R. (1995). *Reading and understanding multivariate statistics*. Washington, DC: American Psychological Association.

Grimm, L.G. & Yarnold, P.R. (2000). *Reading and understanding more multivariate statistics*. Washington, DC: American Psychological Association.

Tabachnick, B.G. & Fidell, L.S. (2012). *Using multivariate statistics* (6th ed.). Boston, MA: Pearson Education, Inc.