

George Mason University
College of Education and Human Development
[Program Name]

EDEP 824 003 – Research Project in Educational Psychology: Sequence II
2 Credits, Fall 2017

Thursday 7:20-10 PM] Thompson L013-Fairfax Campus

Faculty

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Prerequisites/Corequisites

EDEP823

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.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered using a seminar in-person format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- conduct statistical analyses using SPSS
- conduct qualitative analyses
- 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 proposal for a conference submission
develop manuscript for presentation/publication

Professional Standards (American Psychological Association, Div 15 Educational Psychology)

Upon completion of this course, students will have met the following 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*. Retrieved August 21, 2015 from <http://www.apa.org/ed/governance/bea/learner-centered.pdf>

Required Texts

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

Suggested texts:

If doing a quantitative study:

Green, S. B., & Salkind, N. J. (2014 or 2016). *Using SPSS for Windows and Macintosh: Analyzing and understanding data* (7/8th editions). Upper Saddle River, New Jersey.

If doing a qualitative study:

Saldana, J. (2015). *The Coding Manual for Qualitative Researchers* (3rd ed). SAGE.

Miles, M.B., Huberman, M. & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*.

Students should also acquire supplemental texts aligned with their methodological design as needed.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

[Further information regarding specific course assignment submission instructions may be inserted here or in one of the applicable categories below.]

Assignments and/or Examinations

- **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/or methodological approach) but should be new to the student. The date of presentation will be assigned in class. Students will also complete and document a personalized reading plan to support their project.
- **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.
- **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. Students will locate a conference suitable to submit their work to and identify submission criteria. Note: Students may opt to draft the submission during the course but it is not a required assignment.

Other Requirements

- **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.
- **Grading**

• 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	60pts
Class Participation and Attendance	10 pts
TOTAL	100 pts

A+	98-100%	A	93 -97.49%	A-	90-92.49%
B+	88-89.49%	B	83-87.49%	B-	80-82.49%

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

DATE	TOPIC	READING * Due to diverse proposals, many readings are suggested. You should follow a personal reading plan of at least 2 articles/chapters per week.	Due
Thurs Aug 31	Review syllabus Introduction and Overview Drafting personal reading, analysis, and writing plan.	http://www.aera.net/AboutAERA/MemberConstituents/GraduateStudentCouncil/GSCProposalTipsExamples/tabid/15440/Default.aspx	

September 7	Revisiting your proposal: Review: Research Questions/hypotheses Methods, Proposed Analyses Making a plan for your data organization, analysis and writing.	Bring your identified methodological texts to class and develop a reading plan for them.	Presentation of Research Proposals (10 min)
September 14	Rewriting your methods data collection section Dealing with your data: Describing your plan for data organization. Quantitative: Data Coding, Data Entry, Data Cleaning Qualitative: Data organization, First pass coding	Suggested: For Quant: (G&S) Unit 1: Getting Started with SPSS Unit 2: Creating and working with data files For Qualitative: Miles, Huberman & Saldana Ch1 & 2 Follow personal reading plan	Bring Data to work on and share Article presentation (TBD) 1 min presentation
September 21	Reviewing APA Style (Sixth Edition)-- Creating Composite Variables Qualitative Coding	APA Manual-article template (G&S)Unit 3; Unit 5 Qual: Saldana (2015) Follow personal reading plan	Bring data to work on/share Article Presentation (TBD) 1 min presentation
September 28	Descriptive Statistics for quant and qual What you do to understand your data, How do descriptives shape your analysis plan? Qualitative Data Analyses/Reduction and Data Reconstruction	<i>Annotated SPSS Output- Descriptive Statistics.</i> Available on the Web at: https://stats.idre.ucla.edu/spss/output/descriptive-statistics/Annotated SPSS Output - Correlation. Available on the Web at: https://stats.idre.ucla.edu/spss/output/correlation/ Miles, Huberman & Saldana Blaikie (2003)-Chapter 4 Follow personal reading plan	Bring data to work on and share Article presentation 1 min presentation

<p>October 5</p>	<p>Assessing Reliability and Validity: Developing Robust Measures</p> <p>Working towards trustworthiness in qualitative data analysis.</p>	<p>Unit 9: Scaling Procedures (G&S,2014) http://ccnmtl.columbia.edu/projects/qmss/measure/validity_and_reliability.html</p> <p>Maxwell chapter on validity.</p> <p>Follow personal reading plan.</p>	<p>Construction and presentation of Tables</p> <p>Article presentation</p> <p>1 min presentation</p>
<p>October 12</p> <p>Dr. Sheridan out of town at research conference</p>	<p>In lieu of class sessions, individual/small group meetings scheduled over this two week period as needed.</p>	<p>Follow personal reading plan.</p>	<p>Work on data analysis and writing!</p>
<p>October 19</p> <p>Dr. Sheridan out of town at research conference</p>	<p>In lieu of class sessions, individual/small group meetings scheduled over this two week period as needed.</p>	<p>Follow personal reading plan.</p>	<p>Work on data analysis!</p>

<p>October 26</p>	<p>Data Analyses: Using Annotated Output Revisiting questions on quantitative analyses: t-tests Univariate and Multivariate Analysis of Variance Assumptions, transformations, and imputations Regression and SEM</p>	<p>https://stats.idre.ucla.edu/spss/output Unit 6, 7, 10: t tests, ANOVA, MANOVA and Non-Parametric Unit 8: Regression (G&S,2014) SEM: Tenko and Marcoulides (2006, Chapter 1)</p>	<p>Article presentation (TBD) 1 min presentation</p>
<p>November 2</p>	<p>Interpretation and reporting of Results: Quantitative/Qualitative Data</p>	<p>Follow personal reading plan.</p>	<p>Findings/ Results Section (Draft) Article presentation (TBD) 1 min presentation</p>
<p>November 8</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 & Saldana</p>	<p>Article presentation Findings/ Discussion draft 1 min presentation</p>

<p>November 16</p>	<p>Discussion Limitations of the research</p> <p>Revising trustworthiness section in qualitative article</p>	<p>Creswell (1998)- Chapter 9 Bem (1987)</p>	<p>Article presentation</p> <p>Draft of limitations section 1 min presentation</p>
<p>November 23</p>	<p>No class: Thanksgiving holiday</p>		
<p>Nov 30</p>	<p>Preparing research proposals for conference submission and presentation</p>	<p>Sample Formats: http://www.aera.net/ Association for Psychological Science http://www.psychologicalscience.org/convention/ and others depending on content</p>	<p>Draft of potential conference submission</p>

December 8	Pot luck celebration and research presentations	Presentations of Research Conference Proposals	Presentation due Final Research Paper Due
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason 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 are responsible for the content of university communications sent to their Mason 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 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 must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Performance Based Assessment Rubric for Final Research Paper				
Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Data Analysis and Results Describe data analysis plan Present results	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.
Discussion, Limitations and Educational Implications Discuss findings Connect findings to prior research Identify limitations Discuss implications of findings	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.
Use of Peer-Reviewed Research	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.
Discussion of the Literature	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
Abstract	Clearly and sequentially conveys the content of paper	Gives a general overview of paper topic, but no sequential elaboration of contents	Does not provide a clear representation of paper contents	Not provided
Writing Style	Paper is coherent, concise and	Paper is coherent, concise and	Paper conveys the main points	Paper is incoherent and/or

	well structured with a clear purpose.	well structured with a clear purpose and few errors.	of the topic but additional polish is needed	overly wordy with little structure or purpose; difficult structure or purpose; difficult to appreciate the content
Technical Merit (spelling, grammar, typographical errors)	Error free	A few minor errors	Several errors or incoherent sentences	Numerous errors
Citation of sources	Appropriate citation of sources	A few missing citations	Several missing citations	Lack of citations
Paper guidelines and APA style (e.g., references, levels of heading, margins)	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.

