

**EDRS 811: Quantitative Methods in Educational Research (3 credits)  
Spring 2018**



**Course Time: Monday 4:30-7:10 p.m.**  
**Course Location: Thompson L014**

**Instructor: Angela Miller, Ph. D.**

Office Hours: Monday 3:00- 4:00 pm and by appt.  
Office Hours Location: Room 2007 West Building  
Email Address: [amille35@gmu.edu](mailto:amille35@gmu.edu)

**Course Description:** The purpose of this course is to develop students' understanding of statistical ideas and procedures required for conducting statistical analyses and applications of quantitative methods in the practice of educational research. The course will reinforce and build upon concepts and skills acquired in EDRS 620. Students will learn through a combination of reading assignments, 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 (i.e., journal articles), to analyze data using the Statistical Package for Social Sciences (SPSS), and to provide written report of methodology and results.

**Prerequisite:** B- or higher and satisfactory completion of EDRS 810. Successful completion of EDRS 620 (or its equivalent) or permission of instructor. *Note: The first few weeks of the semester will be a review of material that you have already been exposed to (principles of research, descriptive statistics, normal distribution, hypothesis testing).*

**University Course Catalog Description:** Emphasizes advanced methods of conducting research using quantitative methods of data collection, and analysis appropriate for research in education. Includes design of experimental and quasi-experimental research studies, and methods of analysis appropriate to these studies, including analyzing variance and multiple linear regression.

**Required Materials:**

(1) Lomax, R. G. & Hahs-Vaughn, D. L. (2012) An Introduction to Statistical Concepts, 3<sup>rd</sup> Ed. NY: Routledge. ISBN: 978-1-415-88005-3

(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](http://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](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) A simple nonprogrammable calculator that has a square root function.

**Recommended Resource:**

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

**Course Format:** The class sessions will include lecture, small group discussion, and discussion of SPSS output. **Questions are encouraged.** The lab portion of the class will provide time for hands-on computer work that is directly related to the homework and course goals.

**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.

**Course Goals:** This course is a one-semester statistics course design to expand students’ understanding of ANOVA techniques and an introduction to regression analyses. By the end of the semester, it is expected that you will be able to:

- a. understand the logic of hypothesis testing, type 1 and 2 error, and statistical power;
- b. Demonstrate a conceptual understanding of the following statistical techniques: one-way, two-way, and three-way ANOVA, part and partial correlation, ANCOVA, and simple and multiple regression;
- c. Demonstrate via linear equation and explain each of the techniques listed above in terms of the general linear model;
- d. Select and justify an appropriate test statistic for a particular hypothesis;
- e. Explain and examine underlying assumptions of each analysis as well as make recommendations for analysis if the assumptions are not upheld;
- f. Develop SPSS computer skills necessary for conducting statistical analyses;
- g. Write-up reports of statistical analyses using correct APA format;
- h. Read, understand, and interpret results of all analyses covered in the course.

**Class Preparation:** Information on course assignments, weekly quizzes, and notes for class lectures are available on the course Blackboard site. For assistance with Blackboard students may email [courses@gmu.edu](mailto:courses@gmu.edu), call (803) 993-3141, or go to Johnson Center Rm 311 (office hours: 8:30 am-5 pm). For general technical assistance, students may call (9703) 993-8870 or go to the counter in Innovation Hall.

### Statistics Study Tips:

- 1 Read widely; then read some more.
- 2 'Google' difficult concepts. There is lots of helpful statistical information on the web.
- 3 Check for understanding frequently. This means that when a formula is presented, take time to see if you can explain how the formula works. If Greek letters are difficult for you, write out what each letter means.
- 4 Complete as many questions/problems as possible at the end of the chapters.
- 5 Develop examples of research questions and hypotheses that are appropriate for each statistical technique.
- 6 Form a study group.
- 7 Start the homework as soon as possible after class; waiting until the night before it is due does not help you process the material.

### ASSESSMENT:

- **Online Quizzes (10%):** Each week (beginning week 2) 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 (unless you have received 0's on quizzes due to failure to complete them). You must complete the online quiz by midnight the day before class meets. You are encouraged to take the quizzes soon after the class meeting; the purpose of the quiz is to help you to isolate key concepts from the class period and to focus your study time.
- **Homework Assignments (15%):** You will have 6 homework assignments. Assignments will be posted on Blackboard following the lecture on the homework topic(s). All assignments need to be completed by the beginning of the class on the due date. No late assignments will be accepted. Some questions will ask you to explain statistical concepts, some will ask you to work out problems, and others will require you to run analyses using SPSS and interpret results. You should show all of your work for any problem that you complete and include appropriate computer printouts (**please cut and paste from SPSS to Word**). You may work together on your assignments; however, you should submit your own independent write-up of results.
- **Understanding Research Article Methods/Analysis (15%):** You will also respond to a series of questions using an article that has been selected for you early in the semester. Next, you will select one empirical journal article that reports on the results of a quantitative research project that is related to your area of interest for *each of 2 categories of methods of analysis* covered this semester. [5% each-i. Directed Critique (article provided), ii. ANOVA (one-way, repeated, factorial, or ANCOVA), and iii. Multiple Regression]. You will read the entire article, identify key components of the methods/analysis and also write a short commentary/critique (**3 pages maximum**) of the Methods & Analysis section. Helpful hint: *Pay attention to the methods and analyses sections of articles that you are reading for other courses or for research projects. These are great candidates for this course requirement.*

- **Exams (60%):** The two exams will cover the material from the class and textbook and include multiple choice and short answer questions as well as interpretation of SPSS output. The midterm exam is worth 25% and the final exam is worth 35%.

**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 papers/homework 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](mailto: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/>.

**Professional Dispositions:** Students are expected to exhibit professional behaviors and dispositions at all times.

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

### Tentative Course Schedule

<b>Date</b>	<b>Class</b>	<b>Topic</b>	<b>Reading/Due</b>
1/22	1	Review: Data, Descriptives & Sampling Distributions SPSS	Ch. 1-3 *1.4, 1.5,2.4, 3.2-3.4
1/29	2	Review: Distributions & Standardized Scores Intro to SPSS	Ch. 4
2/5	3	Standard Error, Hypothesis Testing	<b>HW #1</b> Ch. 5-6 (thru 6.5.2) *5.2, 6.2-6.6
2/12	4	Power, Effect Size, Confidence Intervals, T-test (single, independent, dependent)	Ch. 6-7 (start 6.5.2) *6.6-6.9, all of 7
2/19	5	T-Tests (cont.) & Chi-square	<b>HW #2</b> Ch. 7 & 8 *8.2,8.3
2/26	6	ANOVA	Ch. 11-12 *11.1-11.5,11.8,12.1,12.2.2,12.2.6,12.2.7 <b>Directed Critique Due Friday 3/2</b>
3/5	7	Review & Catch-up	<b>HW #3</b>
3/12		SPRING BREAK	
3/19	8	<b>Mid-term Exam</b>	
3/26	9	Factorial ANOVA	Ch. 13 *13.1,13.4
4/2	10	Correlation & Simple Regression	Ch. 10 & 17 *10.1-10.5,17.1-17.4 <b>Article Results ANOVA Due Fri 4/6</b>
4/9	11	Multiple Regression	<b>HW #4</b> Ch.18 *18.1-18.2,18.3.5,18.6,18.7
4/16	12	AERA : No Class	<b>Article Results Regression Due Fri. 4/28</b>
4/23	13	ANCOVA	<b>HW #5</b> Ch. 14 *14.1-14.8,14.12
4/30	14	Repeated Measures Catch-up & Review	<b>HW #6</b> Ch. 15 *15.4 only
5/7		Reading Day	
5/14	15	<b>FINAL EXAM</b>	