

George Mason University
College of Education and Human Development
Educational Psychology and Research Methods

EDRS 620.B01 – Quantitative Methods in Educational Research
3 Credits, Summer 2020
Online Blackboard

Faculty

Name: Jung Yeon (Ellie) Park, Ph.D.
Office Hours: Wednesdays 5:30 - 6:30 PM and By Appointment
Office Location: West Building 2204, Fairfax Campus
Email Address: jpark233@gmu.edu

Prerequisites/Corequisites

EDRS 590 or equivalent experience

University Catalog Course Description

Examines fundamental concepts and methods of statistics as applied to educational problems, including descriptive and inferential statistics. Offered by School of Education. May not be repeated for credit.

Course Overview

This course examines fundamental concepts and methods of statistics as applied to educational problems including descriptive and inferential statistics. The course explores hypothesis testing, correlational techniques, t-tests, analysis of variance, post-hoc comparison, factorial designs, regression, and non-parametric statistics.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Jun 1, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:**

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:**

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

- (1) Understand basic concepts, terminology, and assumptions pertinent to statistical analyses;
- (2) Identify the type of statistic appropriate for a given research question;
- (3) Interpret statistical findings;
- (4) Compute, by hand and computer, basic statistical analyses;
- (5) Design the basic components of a small-scale quantitative research study;
- (6) Write clearly and coherently about the conceptual framework, research questions and methods used in a study;
- (7) Report statistical results in correct APA format.

Professional Standards

Not applicable

Required Texts

- (1) Privitera, G. J. (2019). *Essential Statistics for the Behavioral Sciences (2nd ed.)*. Thousand Oaks, CA: Sage.

(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) A simple nonprogrammable calculator that has a square root function.

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).

- **Assignments and/or Examinations**

- **Online Quizzes (10%):** Each week 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. 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 *Sundays at Midnight*.
- **Homework Assignments (20%):** You will have 4 homework assignments. Assignments will be posted on *Mondays*. All assignments need to be completed by 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, students should submit their own independent write-up of results.
- **Exams (40%):** The two online 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 20% and the final exam is worth 20%.
- **Understanding Research Article Methods/Analysis (10% each -- 20%total):** Students will complete two article summaries with a particular emphasis on the research questions, methods, analysis, and results. For the first article summary, students will respond to a series of questions using an article that has been selected by the instructor. For the second article summary, each student may select from options provided by the instructor or identify an empirical journal in the student's area of interest that includes the required statistical tests. Students will read the entire article, identify key components of the methods/analysis and 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 from other courses or research projects. These are great candidates for this course requirement.

- **Other Requirements**

- **Participation (10%):** Students should ask their own questions or reply back to the instructor's comments, or share their thoughts on other students' questions on BB Discussion Board at least once every week.

- **Grading**

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%		

Professional Dispositions

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

Class Schedule

Week	Session	Topic	Course Materials
Week 1 Jun 1-7	Session 1 Jun 1 Mon	<ul style="list-style-type: none"> ▪ Course information ▪ Introduction ▪ Scale of measurement 	<ul style="list-style-type: none"> ▪ Session 1 slides and videos posted ▪ Read Chapter 1
	Session 2 Jun 3 Wed	<ul style="list-style-type: none"> ▪ Frequency distribution ▪ Graphical representation ▪ Central tendency ▪ Introduction to SPSS 	<ul style="list-style-type: none"> ▪ Session 2 slides and videos posted ▪ Read Chapter 2-3 ▪ Quiz 1 posted (due: Jun 7)
Week 2 Jun 8-14	Session 3 Jun 8 Mon	<ul style="list-style-type: none"> ▪ Variability 	<ul style="list-style-type: none"> ▪ Session 3 slides and videos posted ▪ Read Chapter 4 ▪ Homework 1 posted (due: Jun 14)
	Session 4 Jun 10 Wed	<ul style="list-style-type: none"> ▪ Probability ▪ Normal distribution ▪ Z scores 	<ul style="list-style-type: none"> ▪ Session 4 slides and videos posted ▪ Read Chapter 5 ▪ Quiz 2 posted (due: Jun 14)
Week 3 Jun 15-21	Session 5 Jun 15 Mon	<ul style="list-style-type: none"> ▪ Sampling distribution of the mean ▪ Standard error of the mean 	<ul style="list-style-type: none"> ▪ Session 5 slides and videos posted ▪ Read Chapter 6 ▪ Homework 2 posted (due: Jun 21)
	Session 6 Jun 17 Wed	<ul style="list-style-type: none"> ▪ Hypothesis testing ▪ Significance, power & effect size ▪ One sample t-test 	<ul style="list-style-type: none"> ▪ Session 6 slides and videos posted ▪ Read Chapter 7-8 ▪ Quiz 3 posted (due: Jun 21)
Week 4 Jun 22-28	Session 7 Jun 22 Mon	<ul style="list-style-type: none"> ▪ Independent sample t-test ▪ Paired sample t-test 	<ul style="list-style-type: none"> ▪ Session 7 slides and videos posted ▪ Read Chapters 9-10
	Session 8 Jun 24 Wed	<ul style="list-style-type: none"> ▪ Review & midterm prep 	<ul style="list-style-type: none"> ▪ Session 8 slides and videos posted ▪ Quiz 4 posted (due: Jun 28)
Week 5 Jun 29 - Jul 5	Session 9 Jun 29 Mon	Midterm Exam	
	Session 10 Jul 1 Wed	<ul style="list-style-type: none"> ▪ Introduction to Analysis of Variance (ANOVA) 	<ul style="list-style-type: none"> ▪ Session 10 slides and videos posted ▪ Read Chapter 11 ▪ Article summary 1 posted (due: Jul 12)

Week 6 Jul 6-12	Session 11 Jul 6 Mon	<ul style="list-style-type: none"> One-way ANOVA 	<ul style="list-style-type: none"> Session 11 slides and videos posted Read Chapter 11 Homework 3 posted (due: Jul 12)
	Session 12 Jul 8 Wed	<ul style="list-style-type: none"> Post-hoc test One-way within-subjects ANOVA 	<ul style="list-style-type: none"> Session 12 slides and videos posted Read Chapter 11 Quiz 5 posted (due: Jul 12)
Week 7 Jul 13-19	Session 13 Jul 13 Mon	<ul style="list-style-type: none"> Correlation and Regression 	<ul style="list-style-type: none"> Session 13 slides and videos posted Read Chapter 13 Homework 4 posted (due: Jul 19) Article summary 2 posted (due: Jul 24)
	Session 14 Jul 15 Wed	<ul style="list-style-type: none"> Chi square tests 	<ul style="list-style-type: none"> Session 14 slides and videos posted Read Chapter 14 Quiz 6 posted (due: Jun 19)
Week 8 Jul 20-21 Jul 23 (Exam)	Session 15 Jul 20 Mon	<ul style="list-style-type: none"> Review & final exam prep 	<ul style="list-style-type: none"> Session 15 slides and videos posted
	Session 16 Jul 23 Thu	<i>Final Exam</i>	

Note 1: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Note 2: The instructor is available during an office hour between 5:30pm-6:30pm on Wednesdays (Click Blackboard > Tools > Collaborate Ultra).

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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