

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
EDUCATIONAL PSYCHOLOGY**



**EDEP 824 001  
Research Project in Educational Psychology: Sequence II  
Fall 2023  
Wednesday 7:20-10:00 PM  
Thompson Hall, Room L018**

**Instructors: Dr. Angela Miller**

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**Office location: West 2104**

**Office hours: Wednesday 3:00pm- 4:00pm & by appointment**

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**COURSE DESCRIPTION:**

A. Prerequisites: EDEP820, EDEP821, EDEP822, EDEP 823 (if doctoral focus is educational psychology). Doctoral students of other areas may take without prerequisites.

B. 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.

**NATURE OF COURSE DELIVERY:**

This course consists of lectures, group and electronic discussions, in class activities, and individual/group assignments.

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

**LEARNER OUTCOMES:**

**This course is designed to enable students to:**

- 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

## Educational Psychology Program Standards

**Standard 1.** Candidates will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation, and development to analyze and design innovative educational activities in diverse applied settings.

**Standard 2.** Candidates will apply their knowledge of quantitative and qualitative research methods, including basic concepts, principles, techniques, and ethical issues, to read and critique relevant products of research.

**Standard 3.** Candidates will apply their knowledge and skills of quantitative and qualitative research methods, including basic concepts, principles, techniques, and ethical issues, to conduct research and/or inform practice in diverse applied settings.

**Standard 4.** Candidates will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

**Standard 5.** Candidates will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

### REQUIRED TEXTS:

- 1) American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Edition). Washington DC: American Psychological Association.
- 2) Goodson, P. (2017). *Becoming an academic writer* (2<sup>nd</sup> ed.) Los Angeles, CA: Sage.
- 3) Other required readings will be available on Blackboard or through GMU's electronic journal or book database.
- 4) Suggested texts:
  - If doing a quantitative study: EDRS 811 and EDRS 821 texts
  - 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*.

## COURSE REQUIREMENTS AND EVALUATION CRITERIA:

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

It is expected that each student will:

1. Read all assigned materials for the course
2. Critique, present/discuss assigned readings in class \*
3. Participate in classroom activities that reflect critical reading of materials
4. Complete a study, write a conference proposal, and present in a poster session \*
5. Attend each class session

### Assignments

- ***Critique of an Empirical Article:*** Students will locate and write a critique of an empirical research article. The article selected should use the *same methodological approach* as the student's study and be approved by the course instructors. Students may use an article that is not new to them but the article cannot be submitted for an assignment in an advanced methods class.
- ***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) Revised Introduction/Literature Review, 2) Revised Methods, including data analysis plan, 3) Findings/Results, 4) Discussion, 5) Educational Applications and Limitations, and 6) Suggestions for Future Research. Some of these sections are submitted as smaller assignments and the full research proposal will be submitted as a final paper. All 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.
- ***Target journal selection/ Rationale/Guidelines.*** Students will select an appropriate peer reviewed journal for their work. A short, written rationale will be submitted along with notes on guidelines for that journal.
- ***Conference Proposal:*** Students will locate a conference suitable to submit their work to and identify submission criteria. All students will write a conference proposal submission using the American Educational Research Association (AERA) guidelines. Students are encouraged to submit their work to a relevant conference for presentation.

### Other Requirements

- ***Class participation and attendance policy:*** Because of the importance of lecture and discussion to your total learning experience, we 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 Policy*

Written Article Critique	10%
Revised Intro/Literature Review/ Purpose	5%
Revised Methods and Data Analysis Plan	5%
Findings/Results	10%
Discussion	10%
Conference Submission Proposal	15%
Target journal selection/ Rationale/Guidelines	5%
Poster Presentation (5% poster & 5% presentation)	10%
Final Research Paper: Sequence II (with all previous comments addressed)	20%
Class Participation and Attendance	10%

A+	98-100%	A	93-97%	A-	90-92%
B+	88-89%	B	83-87%	B-	80-82%
C	70-79%	F	below 70%		

### **Professional Dispositions**

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

### **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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

### **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/>.

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



## TENTATIVE CLASS SCHEDULE

<b>Date</b>	<b>Class</b>	<b>Topic</b>	<b>Readings and Assignments Due</b> (additional readings will be added based on student projects)
8/23	1	Overview Review Syllabus Updates and Timeline/Plan	
8/30	2	<b><i>Individual Meetings with Instructor</i></b> (No Class Meeting)-get organized/work on revising proposal/plan from spring	Submit two articles that use the same analysis as your study for instructor review by Friday 9/2
9/6	3	Organizing Data	Bring approved article to class <b>Revised Intro/Lit Rev/Purpose</b>
9/13	4	Data Analysis Plan Workshop	Draft of Revised Data Analysis Plan <b>Article Critique due</b>
9/20	5	Data Work Night APA Reporting Standards	Applebaum et al. (2018) Levitt et al. (2018)
9/27	6	Data Work Night Writing Results	Bring two articles that use your method of analysis <b>Revised Methods/Analysis Plan 10/29</b>
10/4	7	Troubleshooting Results	Draft Results due
10/11	8	Preparing research for conference submission Peer-review for conferences and manuscripts	Read AERA proposal guidelines Identify two potential conferences to submit your work to; bring submission guidelines
10/18	9	Conference Proposal Workshop	Draft conference submission
10/25	10	Writing Discussion, Limitations, and Future Directions	<b>Results due no later than Friday 10/27</b>
11/1	11	Publication Workshop	Identify three potential outlets for your publication and bring the guidelines for authors <b>Conference Submission due 11/3</b>
11/8	12	Work night-Wrapping things up	<b>Discussion due 11/10</b>
11/15	13	Individual Meetings (Doodle Signup)	<b>Journal Selection/Rationale Due</b>
11/22		Thanksgiving Break-NO CLASS	
11/29	14	Poster Session	<b>Poster</b>
12/6			<b>Final Research Paper due</b>

CRITERIA	LEVEL OF PERFORMANCE			
	Distinguished	Proficient	Basic	Un-satisfactory
Purpose & Significance of the Study Review of Literature	The student described in detail the purpose and significance of study. The student provided a complete high quality literature review which cites relevant references, cites current as well as earlier research and deals with relevant theories or theoretical frameworks	The student described in detail the purpose and significance of study. The student provided a quality literature review citing relevant research	The student described in detail the purpose of the study. The student provided a basic literature review	The student was unable to provide purpose of the study or a literature review
Quantitative Proposals: Hypothesis	The student clearly stated a significant and testable hypothesis. The hypothesis is important enough to be researched in terms of its significance concerning what is already known about the areas of research and/or an existing theory or theoretical framework	The student stated a significant and testable hypothesis.	The student stated a testable hypothesis.	The student was unable to state a hypothesis.
Qualitative research proposals: Research Questions	The student provided a research question well- aligned with the other dimensions of the research design, a sufficient rationale for choosing a particular question, and described a process that allows for evolution of the research question	The student provided a research question well-aligned with other dimensions of the research design.	The student provided a research question somewhat aligned to the other dimensions of the research design.	The student failed to provide a research question.
Methods: Quantitative	The student provided a feasible design which maximizes the reliability and validity of the measures of her/his variables. The design of the included design, procedures, sample measures	The student provided a feasible design which addresses the reliability and validity of the measures of her/his variables. The design of the study will include design, procedures, sample measures	The student provided a design which includes design, procedures, sample measures.	The student was unable to provide a design for the study



Methods: Qualitative	The student provided clear and justifiable rationale for the selection of a study site/sample, an outline of data collection procedures that are flexible and iterative, and an account of how the process of analysis will be approached.	The student provided sufficient rationale for the selection of the study site/sample, outlined data collection procedures and gave an account of how the process of analysis will be approached.	The student provided some rationale for sample selection, data collection and some outline of procedures and analysis.	The student failed to provide a rationale for sample selection, data collection and analysis.
Data Collection and Results	The student used appropriate statistical techniques, descriptive, inferential to analyze the data (quantitative research). OR the student used appropriate coding and interpretive procedures (qualitative research) and provided detailed interpretation of findings.	The student used appropriate statistical techniques or qualitative analysis techniques and adequately interpreted findings.	The student used appropriate statistical techniques or qualitative analysis techniques with some errors in analysis or interpretation.	The student was unable to use appropriate statistical techniques or qualitative analysis techniques.
Discussion Section	The student provided a thorough discussion which includes a discussion of the results, limitation and future research and limitations of the findings	The student provided discussion which includes a discussion of the results, limitation and future research	The student provided a basic discussion of the results	The student was unable to provide a thorough or discussion
Mechanics of Paper	The student provided a well written research papers which adhered to the APA Publication Manual Guidelines.	The student provided an average written research papers which adhered to the APA Publication Manual Guidelines.	The student provided a research paper which missed several vital elements of a research paper outlined in the APA Publication Manual Guidelines.	The student was unable to provide a final draft of the research paper
Poster Session	The student provided an excellent poster presentation that adhered to the APA Publication Manual Guidelines.	The student provided a poster presentation that adhered to the APA Publication Manual Guidelines.	The student provided a poster presentation that was missing several key elements	The student was unable to construct a poster presentation