George Mason University
College of Education and Human Development
Educational Psychology

EDRS 590.001/P01 – Educational Research
3 Credits Fall 2024
Hybrid: Innovation Hall 333
Monday, 4:30-7:10

Faculty

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Prerequisites/Corequisites
None.

University Catalog Course Description

Develops skills, insights, and understanding to perform research, with emphasis on interpreting and applying research results. Critiques, research, and uses findings in educational settings.

Course Overview

This introductory research course examines connections among theoretical frameworks, research questions, methods of data collection, analysis and reporting. The purpose of this course is to introduce an understanding of quantitative, qualitative, and mixed methods inquiry. This will involve reading about research. Students will be introduced to the basics of research design, including identifying a problem, conducting a brief literature search, describing data collection and analysis, writing, and ethics. A general intent of the course is to help learners to become better consumers of research, and to understand the ways education research relates to instructional practice and school improvement.

Course Delivery Method

This course will be delivered online (50% or more) using a synchronous or an asynchronous (not "real time") format via Canvas Learning Management system (LMS) housed in the MyMason portal. You will log in to the Canvas course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Monday, August 26, 2024.
- To access your course in Canvas: https://canvas.gmu.edu/login/canvas.

Under no circumstances, may students participate in online class sessions 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 updated browsers.
  - Canvas supported browsers: https://guides.instructure.com/a/720329]
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

Expectations
- Course Week:
  Our course week will begin on the day that in-person meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Canvas site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 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 ensure 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:
• Gain critical perspectives in order to understand the validity of education research;
• Use appropriate reference sources to locate publications relevant to a topic of their choice;
• Understand measures of central tendency and dispersion and their application to important education outcomes;
• Develop an informed perspective on issues in education that is grounded in contemporary research;
• Understand how teachers or administrators can use research to enhance instruction and inform practice;
• Use various social science perspectives as the foundation for advocacy and change; and
• Be able to apply technology to the task of conducting education research.

Professional Standards
Across the many courses in the Educational Psychology, a number of standards are addressed. These standards are noted below.
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

American Psychological Association. (2020). *Concise guide to APA style (7th ed.). *If you already have the APA manual, you may use that instead and ask the professor for equivalent reading assignments.*

Kitsantas, A., Cleary, T., DiBenedetto, M. K., & Hiller, S. (2024). *Essentials of research methods for educators.* SAGE publishing.

Course Performance Evaluation

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

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.

It is expected that each student will:
1. Read all assigned course materials.
3. Participate in all activities in a way that reflects critical reading of materials.
4. Critique and/or discuss assigned readings fully.
6. Show respect for each other and the instructor. This course is a collaborative and safe space. *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.

When you are using cell phones, laptops, etc., please be respectful and do not engage in activities that are unrelated to class. Such disruptions may affect your participation grade.

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.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method (phone or video conference) and suggested dates/times.

- **Assignments and/or Examinations**

  HSRB CITI and Academic Integrity Training Modules (10%). GMU requires a Mandatory Training for Persons Conducting Research Using Human Subjects. Seven learner modules in the Basic Course are required prior to applying to conduct any research at Mason using human subjects. For this course, you will be required to complete the Basic Course. GMU also has a web-based training module on Academic Integrity that will be required for this course.

  Critique of Two Empirical Research Articles (10% each). Students will write a critique of one quantitative study and one qualitative study obtained from a peer- reviewed journal. The critiques should include the following parts: purpose, methods, results, and critical comments as well as your reflections about the article (see Blackboard site for specific instructions). **One of the two critiques may be done with a partner**.

  Students are encouraged to collaborate with a classmate for the research proposal. Partners will turn in one combined paper, and communicate with the instructor regarding the shared workload.

  Research Proposal Paper and Poster Session (30% +10%). The proposal will contain relevant sections specific to the research design. Be sure to refer to the APA manual as well as similar work in your field to help you determine what is critical to include in your own proposal. The poster session will take place at the last class.

  Proposal Requirements (Organizational headings may vary depending on your research design and the specifics of your individual study):
  - Introduction & Literature Review
    - Brief introduction to the topic & literature review. (If you are replicating and extending a previous study, you should be sure to describe the original work).
  - Statement of purpose and research questions.
  - Method
    - Research Design
    - Participants (e.g., setting, subjects, interventionists)
    - Measures
    - Procedures (e.g., study procedures, data collection procedures, scoring procedures, intervention description, fidelity of treatment procedures)
    - Ethical Considerations
    - Proposed Preliminary Data Analyses
  - Limitations
  - References

  Exam (20%). One exam will cover the material from the class and textbook and include multiple choice as well as short answer questions.

  Participation and Attendance (10%). Students will be asked to work individually or in groups of 2-3 students in class assignments throughout the semester, both online and in-person. Because of the importance of lecture and discussion to your total

learning experience, I 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, along with any online activities assigned during asynchronous weeks.

- **Other Requirements**
  Format for written work:
    - 1-inch margins on all sides, double-spaced, 12-point Times New Roman font.
    - Include the following information: title, name, date, professor, course number.
    - Fully proofread for spelling, grammar, and clarity errors; citation and references in APA format.

  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).

- **Grading**
  Your final grade for this class will be based on the following:
  A+ 98 – 100%   A 93 – 97.99%   A- 90 – 92.99%
  B+ 88 – 89.99%   B 83 – 87.99%   B- 80 – 82.99%
  C 70 – 79.99%   F < 70%

Late Work
To successfully complete this course, students need to adhere to all due dates listed on the syllabus, unless otherwise noted on the syllabus. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5%-point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Use of Generative AI
Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

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Tentative Class Schedule

Date	Topic	Reading	Key Due Dates
August 26 **Face-to-Face**	Syllabus Review and Expectations Introduction to Research	Text, Chap. 1 APA, Chap. 1	Research questions
September 2	**No class-Labor Day**		
September 9 **Face-to-Face**	Reviewing the Literature APA Style of Writing	Text, Chap. 2 APA, Chap. 9 & 10	LinkedIn
September 16 **Asynchronous**	Ethics	Text, all Chapters APA, Chap. 8	**CITI Training** *and* **Academic Integrity Training Due**
September 23 **Online**	Research Design: The What, When, and How of Research	Text, Chap. 3 APA, Chap. 2 & 3	Annotated Bibliography with 5 or more articles
September 30 **Face-to-Face**	Non-Experimental Research Designs Experimental Research Designs	Text, Chap. 4 Text, Chap. 5	**Quantitative Critique due**
October 7 **Online**	Qualitative Research Designs Mixed Methods Research Designs	Text, Chap. 6 Text, Chap. 7	
October 14	**Fall Break- No class**		
October 21 **Online**	Action Research for Educators Program Evaluation	Text, Chap. 8 Text, Chap. 9	Intro and Literature Review
October 28 **Face-to-Face**	Sampling and Measurement Data Collection	Text, Chap. 10 Text, Chap. 11	
November 4 **Online**	Descriptive Statistics Inferential Statics	Text, Chap. 12 Text, Chap. 13	Methods section
November 11 **Online**	Qualitative Analysis Preparation for Exam	Text, Chap. 14	**Qualitative Critique Due**
November 18 **Asynchronous**	**EXAM**		
November 25 **Online**	Individual Meetings		
December 2 **Face-to-Face**	Communicating Research	Text, Chap. 15	
December 9 **Face-to-Face** **Last class**	Using Research to Guide Practice **Poster Session Celebration**	Text, Chap. 16	**Poster Due**
December 16 **NO CLASS**	Finals Period --- **Research proposal due by 11:59pm on December 16th**		

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

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students

Policies
- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

- 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 or https://cehd.gmu.edu/aero/assessments .

- Questions or concerns regarding use of Canvas should be directed to https://its.gmu.edu/service/canvas/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

  - TimelyCare: https://caps.gmu.edu/timelycare-services/
  - Writing Center: https://writingcenter.gmu.edu/

- For additional information on the College of Education and Human Development's Student Success Resources, please visit: https://cehd.gmu.edu/students/.

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.

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

Classroom Climate
Students are encouraged to discuss and share ideas with their classmates. To facilitate a respectful and inclusive classroom climate, be open to explore and challenge each other's ideas without criticizing individuals. Diversity is a source of creativity and innovation and I ask that students appreciate diverse perspectives, that they listen respectfully and let everyone speak. If students have concerns about the dynamics or classroom climate, please do not hesitate to bring them to my attention.

The College of Education and Human Development seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age, and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.