

CPSE 629 - Introduction to Research



Winter 2015

Section 001: 341 MCKB on Wed from 9:00 am - 11:30 am

Instructor Information

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TA Information

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Office Hours: Tue 9:00am-10:00am or by appointment

Course Information

Description

Introduction to the design options available for conducting basic and applied educational research and how to read and write research reports. Quantitative, qualitative, and mixed methods along with ideas for protecting human subjects are discussed.


Scriptural Theme

Alma 32: 27 – “But behold, if ye will awake and arouse your faculties, even to an *experiment* upon my words, and exercise a particle of faith, yea, even if ye can no more than desire to believe, let this desire work in you, even until ye believe in a manner that ye can give place for a portion of my words.”

Prerequisites

Admission to a graduate program in the David O. McKay School of Education or permission of instructor.

Materials

	Item	Price (new)	Price (used)
	EDUCATIONAL RESEARCH 5E <i>Required</i> by JOHNSON, R B	120.00	90.00

Learning Objectives

This course is designed to help you:

- (1) Better develop your ability to read, understand, and evaluate research that is relevant to your professional work.
- (2) Gain knowledge, skills, and abilities needed both to: (a) design and conduct research and program evaluations of your own and (b) pass national licensing examinations.
- (3) Prepare your thesis or dissertation proposal.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

You will receive the letter grade earned. You are not graded on a curve. Late work, if accepted, is penalized 10% per day late - please contact me in advance in case of personal circumstances.

Participation Policy

You are encouraged to actively participate in class, complete out of class readings and assignments, and contribute to class learning and discussions. Your use of electronic devices (laptops, etc.) during class is permitted for course learning activities (note taking, etc.) but is not appropriate for other activities (personal emails, completing work for other courses, etc.) as such activities are distracting to others and disrespectful to those presenting.

Attendance Policy

You are encouraged to attend each class and be on time. Some assignments (e.g., weekly assessments, research groups) require students' class attendance and can not be made up. You are also encouraged to bring your textbook to class each week, to be able to follow along during chapter discussions.

Assignments

(Points earned for each assignment can be found on Learning Suite)

Digital Dialog (Weekly) - Due: Mondays by 11:59 pm

Each week you will have the opportunity to post a question, comment, answer, or insight in Digital Dialog regarding the weekly chapter readings. Feel free to use the discussion questions at the end of each chapter as a resource. The idea is for you to engage in a meaningful dialogue regarding the material we are covering this semester. Your postings will also help those who are co-teaching as they prepare to teach that week. An acceptable length for these posts is one or two paragraphs, though longer is also acceptable.

Weekly Assessments – Occur Wednesdays during first 10 to 15 minutes of class

It is important that you complete the assigned readings, in order to be able to participate effectively in class discussions and activities. Shortly after class begins each week a learning assessment will occur related to the assigned readings covered in the previous week. These learning assessments will consist of content knowledge questions as well as applied activities. Unfortunately, students who arrive after these assessments have occurred will not be allowed to be able to make them up, so plan to arrive by the start of class at 9:00am.

Research Groups (Weekly) – Occur Wednesdays, during last 15 to 20 minutes of class

I will assign you to a research group. You will have the opportunity to participate in the group each week to discuss research proposal ideas, set weekly goals, review relevant studies you have found, provide feedback to others, and report on your individual progress. You will meet with your group during the last part of class. My TA and I will circulate in these groups to observe, participate, and offer suggestions.

Article Critiques (3): Due: Wednesday, Jan 28, Feb 25, and Mar 25 at 9:00 am

You are asked to complete three journal article critiques during the course of the semester. The purpose of these critiques is to help you learn how to find and evaluate empirical studies for your research proposal. You choose the research articles, selecting *empirical studies* which relate to your proposal topic. First, email me and my TA a copy of the journal article, then upload your critique of it to Learning Suite. I have attached two outlines in Learning Suite to help you on this assignment - the key is to critically review these articles, not just summarize them.

Proposal Brainstorm Session - Due: Wednesday, Mar 11 at 11:59 am

Each week 1 or 2 students will be given the opportunity to present their research proposal ideas in a class brainstorming session to last 10-15 minutes each. The purpose of this session is to help give you ideas on areas of your project where you may be stuck or struggling, as well as to help us all learn more about your particular research proposal idea.

Research Proposal for Peer Feedback - Due: Wednesday, Mar 11 at 8:59 am

You have the opportunity to develop a proposal on a research problem of your choice, using the forms attached as a guide. You will develop a stronger understanding of educational research by creating a proposal while studying the chapters in our text. The forms are helpful because they provide key elements for a research proposal. However, the purpose of the forms was not to require you to create a full-blown thesis or dissertation proposal – that is something you would do working with your chair and committee. Rather, the intent is to help you produce a sketch of a research proposal, containing key elements, but with the advantage that it can be revised quickly as you get new ideas or respond to feedback from others. Furthermore, because a sketch does not require as much effort, you will find it easier to abandon if you develop a new research problem that you find more compelling and doable. A research proposal for this course might be only six or seven (single spaced) pages written in outline form with brief statements describing each design element, or 12 to 14 (double spaced) pages in a narrative format. You will submit a first draft of your research proposal for peer review at the start of class on March 11th and a final draft a month later at the start of class on April 8th. I have also attached sample completed research proposals in Learning Suite to help give you a more concrete idea of what these proposals look like.

Final Research Proposal - Due: Wednesday, Apr 08 at 8:59 am

Extra Credit - Due: Wednesday, Apr 08 at 11:59 pm

If you complete all of the in class weekly assessments the 13th will be counted as extra credit. The same is true for the research groups. I will make you aware of any other opportunities for extra credit which may become available during the semester.

Co-Teaching

Due: Wednesday, Apr 08 at 11:59 pm

Co-Teaching: You will be given the opportunity to co-teach one chapter from the textbook. I have found that students learn more and are able to be more creative when they co-teach, rather than when they sit idle and listen to a professor lecture. Co-teaching is when two or more people share responsibility for teaching.

You, I, and perhaps another classmate will co-teach. You will need to coordinate with me on the concept(s) from the chapter you would like to cover. Your co-teaching experience should last approximately 20 minutes. The day you co-teach be prepared to offer an opening prayer/meditation and/or share a brief spiritual message/story. During the co-teaching experience focus on the major concept(s) in the chapter, but apply it to research that you and others are working on.

Choose your preferred method(s) which may include handouts, PowerPoint slides, etc. Feel free to use supplemental material (such as relevant websites or journal articles) in your co-teaching experience - this helps extend learning for students. Our text book has a number of Discussion Questions and Research Exercises in each chapter which you may want to integrate into your co-teaching.

Use an *interactive* format rather than a typical lecture presentation format.

Below are co-teaching guidelines my TA and I will use to assign you a grade:

- *Actively engage class members* via questions, explanations, or demonstrations.
- Find ways to *have class members practice* the principles, skills, or knowledge covered in the chapter.
- *Facilitate a discussion* of how the information in the chapter relates to the progress of your and/or others theses/dissertations.
- *Share insights* you gained from your study of the chapter.

Final Exam - Due: Monday, Apr 20 at 11:00 am

The final exam will cover the chapter readings and material covered during the semester. The exam will be a combination of multiple choice, short answer, and matching questions. You will initially take the exam on your own (closed book). After all students have completed the exam, you will have the opportunity to get into your study groups, discuss your answers, and change or edit any of your initial exam responses, using a different colored pen. Your final grade on the exam will be a weighted average of your initial (75%) and your corrected/edited (25%) exam responses. The in class weekly assessments, as well as the ancillary study tools (flashcards, practice quizzes, etc.) on the student website for our textbook, will help you prepare for the final exam.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code

standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should:

- (1) Remember that we are each responsible for enabling a productive, respectful dialogue.
- (2) To enable time for everyone to speak, strive to be concise with your thoughts.
- (3) Respect all speakers by listening actively.
- (4) Treat others with the respect that you would like them to treat you with, regardless of your differences.
- (5) Do not interrupt others.
- (6) Always try to understand what is being said before you respond.
- (7) Ask for clarification instead of making assumptions.
- (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack.
- (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion.
- (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information.
- (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person.
- (12) Speak with your

professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism- Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of

academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Course Schedule

Date	Chapters Covered	Assignments Due
W Jan 07 Wednesday	Chapter 1: Introduction to Educational Research	Class 1: Introductions, Review Syllabus, Assignment to Research Groups
M Jan 12 Monday		Digital Dialog 1
W Jan 14 Wednesday	Chapter 2: Quantitative, Qualitative, and Mixed Research	Class 2 Weekly Assessment 1 Research Group 1
M Jan 19 Monday	Martin Luther King Jr. Holiday	Digital Dialog 2
W Jan 21 Wednesday	Chapter 3: Action Research for Lifelong Learning	Class 3 Weekly Assessment 2 Research Group 2
M Jan 26 Monday		Digital Dialog 3
W Jan 28 Wednesday	Chapter 4: How to Review the Literature and Develop Research Questions & Chapter 5: How to Write a Research Proposal	Class 4 Article Critique 1 Weekly Assessment 3 Research Group 3
M Feb 02 Monday		Digital Dialog 4
W Feb 04 Wednesday	Chapter 6: Research Ethics	Class 5 Weekly Assessment 4 Research Group 4
M Feb 09 Monday		Digital Dialog 5

W Feb 11 Wednesday	Chapter 7: Standardized Measurement and Assessment	Class 6 Weekly Assessment 5 Research Group 5
M Feb 16 Monday	President's Day Holiday	Digital Dialog 6
T Feb 17 Tuesday	Monday Instruction	
W Feb 18 Wednesday	Chapter 8: How to Construct a Questionnaire	Class 7 Weekly Assessment 6 Research Group 6
W Feb 25 Wednesday	Chapter 9: Six Major Methods of Data Collection	Class 8 Article Critique 2 Weekly Assessment 7 Research Group 7
M Mar 02 Monday		Digital Dialog 8
W Mar 04 Wednesday	Chapter 10: Sampling in Quantitative, Qualitative, and Mixed Research	Class 9 Weekly Assessment 8 Research Group 8
M Mar 09 Monday		Digital Dialog 9
W Mar 11 Wednesday	Chapter 11: Validity of Research in Quantitative, Qualitative, and Mixed Research	Class 10 Weekly Assessment 9 Research Group 9 Proposal Brainstorm Session Research Proposal for Peer Feedback
M Mar 16 Monday		Digital Dialog 10
W Mar 18 Wednesday	Chapter 12: Experimental Research: Weak and Strong Designs	Class 11 Weekly Assessment 10 Research Group 10

M Mar 23 Monday		Digital Dialog 11
W Mar 25 Wednesday	Chapter 13: Experimental Research: Quasi and Single-Case Designs	Class 12 Article Critique 3 Weekly Assessment 11 Research Group 11
M Mar 30 Monday		Digital Dialog 12
W Apr 01 Wednesday	Chapter 14: Non-experimental Quantitative Research	Class 13 Weekly Assessment 12 Research Group 12
M Apr 06 Monday		Digital Dialog 13
W Apr 08 Wednesday	Chapter 15: Narrative Inquiry and Case Study Research	Class 14 Weekly Assessment 13 Final Research Proposal Research Group 13
W Apr 15 Wednesday	Exam Preparation Day	
M Apr 20 Monday	Final Exam: 341 MCKB 11:00am - 2:00pm	Final Exam