



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

EHD 510 INTRODUCTION TO EDUCATIONAL RESEARCH

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Office Hours: Thursday 5:00-7:00pm

You can attend office hours either in-person in my office or via Zoom (<https://zoom.us/j/351452259>)

COURSE DESCRIPTION

This course is designed for graduate students in education and related fields who are interested in interpreting, understanding, and evaluating educational and developmental research. The course is aimed at consumers of research, rather than individuals who wish to actively conduct a research project in the immediate future. If you plan on conducting a thesis or dissertation, you should probably enroll in EHD 575, which covers *how* to design studies.

Instead, the goal is to learn to identify both good and bad research, recognize the benefits and limitations of various methodologies, and understand what conclusions one can and cannot draw from different studies. As a consumer, you will come across a wide range of research approaches in the literature, therefore the text and this course will also sample from the diversity of methodological orientations that exists in educational and developmental research.

By the end of this course, you should:

1. Have broad knowledge of the major approaches and issues related to educational research.
2. Be able to read and understand published research and the implications of research on educational practice.
3. Recognize the complexity of conducting research, and be able to evaluate a research problem taking into consideration all of this complexity.

This course is web-based and asynchronous. Students should regularly (preferably daily) check

online for updated assignments, material, videos, PowerPoint presentations, and forum-based discussions. Additional material will be made available throughout the semester and will be referenced in quizzes and discussion forums.

Required Textbook

Gall, M. D., Gall, J. P. & Borg, W. R. (2015). *Applying Educational Research: How to Read, Do, and Use Research to Solve Problems of Practice*. (7th ed.) Boston, Massachusetts: Pearson.

Please note I don't agree with everything that you will read in the text. If there is a discrepancy between the lecture (i.e., "me") and the text, the lecture takes precedence.

Required Software

EHD 510 is offered in both Fall and Spring semesters. In the fall, EHD 510 is an in-person class taught on campus, while in the spring, the course is taught online to accommodate distance-learning students.

The online course is based in Blackboard and requires that you can read PDF documents, save documents in either MS-Word or PDF format, and stream YouTube videos. **To be clear, the following are absolutely required for this online course.**

- Access and ability to use Blackboard
- Ability to upload and download documents, attaching documents to emails, and **save documents in PDF or MS-Word format**
- Access and ability to stream YouTube videos
- Access and ability to complete Qualtrics surveys

Please check Blackboard regularly. I will post announcements in Blackboard and send e-mails to your @maine.edu account (your UMS e-mail account, **which is different from FirstClass**).

If you are uncomfortable with online instructional technology, you should take this course in the fall when it is taught in person. If you have to take it this semester, then be sure to familiarize yourself with tutorials embedded in Blackboard. Again, if you have trouble uploading documents into Blackboard, downloading online material, attaching document to emails, or saving documents in MS-Word format you will not be able to take this course online. I simply cannot make accommodations for students who want to take an online course, but then report being uncomfortable with or confused by online teaching technology. For example, "I can't figure out how to attach my document, can I send you a copy in the mail?" doesn't work for this type of course.

Please note any assignment that involves writing and submitting a written document must be submitted in either Microsoft Word or PDF format. Do not assume that I can open a document you have created and saved in a different format. Running out of time, or discovering at the last minute that you can't save a file in the required format is not an acceptable reason for

turning in material late. **PLEASE** do not put the two of us in the uncomfortable position of uploading a document in a different format and then emailing "... I hope that's OK". Every semester that happens – don't let yourself be that student.

If an assignment is submitted in an alternative format, it will not be graded.

EVALUATION

Your course grade will be based on the number of points earned out of a total of 600 possible. Grades will be assigned as follows:

A range:	540+
B range:	480-539
C range:	420-479
D range:	360-419

Please note that pluses and minuses are assigned.

Your course grade will be based on seven assignments, ten quizzes, and participation in discussion forums. All assignments will be submitted on Blackboard.

In Blackboard, the "*Weekly Content*" folder follows the schedule that appears at the end of the syllabus, and includes material, links, etc., related to content addressed in the schedule that week. These will become available over the course of the semester as I develop the corresponding material. **Note that these folders may contain new material or links to new videos that are NOT listed in the syllabus.** It is therefore vital that you check each week's folder.

Unless otherwise noted, all assignments and quizzes are due by the end of the day (11:59PM) on the Friday of the corresponding week.

I also hold a virtual office hour every week via Zoom. Please see the first page for the specific time and URL.

The schedule includes ample lead time for completing quizzes and assignments. Consequently, it may be possible to complete some quizzes and assignments several weeks (or more) before they are actually due (e.g., you may complete the necessary readings a few weeks before the final date for the corresponding quiz). I encourage you to complete all assignments, readings, and quizzes as soon as possible. **The purpose of this lead time is to provide cover for ANY unforeseen problem that you may experience.** For example, I will not extend a due date simply because the campus network or your home computer was not working when you tried to take a quiz at 4pm on the due date.

As this suggests, it will be important to stay aware of your status with all due dates. You may also earn bonus points through extra-credit opportunities.

ASSIGNMENTS (140 points total)

Assignment #1 (10 points): Background Information Form.

Assignment 1 involves completing a short biographical form in Blackboard. It is available in the Assignments folder (see the navigation bar in Blackboard). This assignment serves two purposes. First, it will help me know you better. Second, it provides some information we can use for planning research courses. If you need help, please use the "Blackboard Help Site" in the navigation bar.

The form asks your name, your program area/department, advisor, the degree on which you are working, your plans after grad school, and one "fun fact" not related to school. For future planning purposes, I also ask whether you have taken any research methods courses (and which ones), why you are taking EHD 510, and how much time you anticipate spending on the course.

Note: Somewhere in the syllabus is a "code word." It's not a typo, but is a completely out-of-place word that will be obvious if you've found it. You will receive two additional extra credit points if you enter the "code word" in the Extra Credit question at the end. My goal is to encourage everyone to read the syllabus closely.

Due: January 27th, 2017 at 11:59PM.

Assignment #2 (20 points): Prisoners of Silence.

Watch *Prisoners of Silence* (Frontline) on YouTube (URL links provided in the schedule). After watching, submit on Blackboard a one or two paragraph summary of your thoughts and impressions based on the video. There is no right or wrong answer. I simply want to verify that you watched the video and have put thought into the material covered. Page limit: 1 page-equivalent.

Due: February 3rd, 2017 at 11:59PM.

Assignment #3 (30 points): Evaluation of Five Journals.

This assignment involves identify and evaluating five widely-read journals in your program area. Please download the "Five Journals" template from the Course Documents folder Blackboard. The form asks the name of the journal, as well as information that can be used to evaluate it as a source (e.g., impact factor). Gather this information for five different journals and then enter the findings into Blackboard using the Assignment #3 form in the Assignments folder.

Note that I do NOT expect you to be able to provide an answer for each question for each journal. That's OK. If a journal provides very little information for you to use to evaluate it, consider it a sign that it is probably not a strong journal: most journals **love** to promote their impact factor, even if it's low, because it at least means that they're sufficiently recognized to

have one. If you can't find one piece of information, simply leave it blank – but take that into consideration when you provide your final evaluation of the source.

You probably already have some idea what journals to select just by reading the articles assigned in your program area courses. Note that I am deliberately **NOT** asking for “top” journals. I want you to tell me what you think people in your field are reading, and then gather some evidence regarding each. It's OK if you find out that a widely read source is actually not a very strong journal or that it has low standards – just recognize that and report it.

Due: February 17th, 2017 at 11:59PM.

Assignment #4 (10 points): School Data.

This is a simple project that we will use to (hopefully) illustrate a few points at the end of the semester. I have posted in the Course Documents folder an Excel file that contains publicly-available information regarding student test scores in Maine. The information is reported separately for each school, but aggregated at the grade and student-gender level. For example, it reports the mean state mathematics test score for 6th grade males at Reeds Brook Middle School and the mean state reading test score for 4th grade females at Granite Street School.

For this assignment, I want you to simply download the file, find your local school(s) or a nearby school(s) that cover grades 3 through 8, and report the mean state math and reading test scores for males and females in those grades. If you are an out-of-state student, pick any town or district in which you are interested. This should only take a few minutes and is meant to personalize the activity at the end of the semester where we will look at this data.

Due Date: February 24th, 2017 at 11:59PM.

Assignment #5 (30 points): Finding Research Articles

For this assignment I will provide you with descriptions of several articles and you will need to use online article search tools to determine what the articles is, and provide the citation (author, title, year, journal, page number). The description will be detailed enough that it should apply to a single article, but will ideally require a little bit of online poking around for you to identify it. The purpose is for you to gain some first-hand experience using online article search engines as a tool for helping you to find answers to research questions. The description of the articles to find is posted in Blackboard in the Course Documents folder.

Once you have identified the articles, enter the results into Blackboard using the Assignment #5 form in the Assignments folder.

Due Date: March 3rd, 2017 at 11:59PM.

Assignment #6 (10 points): TBD.

This will also be a simple project that we will also use to illustrate a few points at the end of the semester. It will involve rating a few short statements, stories, or publicly available videos. There is nothing sensitive or personal about these. For example, it may involve reading a few sentences about a hypothetical person's parenting behavior and then rating that hypothetical person on several simple scales. Note that it does not involve rating yourself or your own behavior in anyway; however, I need to confirm with the IRB that this is OK. Again, the purpose is to provide some "real" data to discuss a few points at the end of the semester.

Due Date: March 31st, 2017 at 11:59PM.

Assignment #7 (40 points): IRB Training.

Upholding ethical standards is a critical part of research. In order to understand the ethical standards expected in the field of research, you need to complete the University of Maine Protection of Human Subjects of Research Tutorial or IRB training and pass the corresponding modules. Submit your emailed notification or certificate of completion as attachments to the **IRB Training** assignment in Blackboard. You receive 40 points for completing the training. Your quiz score – as long as you pass – does not influence your grade. If you have already completed IRB training, you can simply attach a copy of your currently valid notification or certificate. **Important: Use "IRB – your name" as the title of this assignment.** Upload this file in the "Assignments" section of Blackboard.

IRB training is conducted online using a system developed by CITI. A copy of the instructions detailing how to register and access the IRB training is available on Blackboard.

Due Date: May 12th, 2017 at 11:59PM.

TEN QUIZZES (40 POINTS EACH FOR A TOTAL OF 400 POINTS)

There will be a total of 10 quizzes based on the textbook **and related material** posted online (including additional video, PowerPoint presentations, and reading material). They may ultimately include additional new material beyond what is listed below. Any additions will be posted as a **course announcement**. For example,

"I've posted a new video on sampling at www..... Questions regarding this video may appear on quizzes, starting with Quiz 5"

Therefore, it is important to pay attention to course announcements in order to stay up-to-date with potential additions or changes.

Quizzes are potentially cumulative—meaning that I reserve the right to revisit material from earlier chapters or videos—and are open-book. Due dates for quizzes are spread throughout the

squirrel semester (see schedule). Quizzes can be completed at any time up to the due date, but must be completed in this time frame in order to receive credit.

Quizzes include multiple-choice, true/false, fill-in-the-blank, matching, and short-answer questions. Do not take a “shot-gun” approach with short-answer questions. If part of your answer is correct and part incorrect, points will be taken off for the incorrect answer. Note that quizzes will not include essay questions.

Please note that quizzes must be completed during their time period and **must be completed by you only, with no help from anyone else**. Missed quizzes will be scored as zero.

If you wish to contest grading on a question, you must provide me with a written explanation of why you are correct within ONE WEEK after receiving your score.

Retaking a Quiz

You can now retake a quiz in order to improve your grade up to the due date. If you choose to do so, your grade will be equal to the score earned minus 5 points for the first “redo”. If you choose to take any additional "redos", your grade will be equal to the score on the assignment minus 8 points. Thus, the maximum penalty of is -8 points, or 20%. For example, if you earn 20 on the first attempt, and redo the assignment and earn a 40, your grade would be 35 (40 – 5).

Alternatively, if you earn a score of 20 on the first attempt, and redo the assignment three times before earning a score of 40, your grade on the assignment would be 32 (40 minus the maximum 8-point penalty).

Final Score on a Quiz

In order to check their own understanding, some students like to continue resubmitting quizzes until they score 100%. This is actually a very good idea. Therefore, to support those who want to keep trying, your final grade for a quiz will be the highest score you received across all of the resubmissions. For example, if you scored 36 on your first attempt and then retook the quiz and earned 40 points, your score on the resubmission would be 35 points (40 minus 5 points for the redo). However, you will still receive 36 points for the quiz. **As you can see, everyone will be able to at least earn a “B” for a quiz—if one is willing to put in the necessary effort.**

When you retake a quiz, the questions will be the same questions--it won't be a different set. My goal is that it motivates students to revisit the text, videos, and related material in order to track down the corresponding material and correct answers. Basically, it serves as a way to delve back into the material one more time.

Note: You do not have to complete a quiz in a single session. You should be able to save (click "Save all answers", or be certain to save each answer as you go along) without "submitting". If you want to save what you have done and return later, click "Save all answers". A pop-up should appear acknowledging that you have saved all answers. You can then exit or go to another part of the website via the menu bar. A pop-up should appear warning you that you have not submitted your answers, but that it is OK. When you want to return and finish the quiz, simple go back to

the "Test and Quizzes" section and select "Begin" again for the appropriate quiz. You should see the previous answers already completed. When you are finished and wish to submit the quiz for final grading, select "Save and Submit."

PARTICIPATION IN DISCUSSION FORUMS (60 POINTS)

While this course is asynchronous online, I nevertheless feel that much can be learned by sharing ideas and questions with colleagues. Therefore, in order to promote interactive participation with classmates, there are five Blackboard Discussion Forums that correspond to sections out of the book, and a sixth forum for *Bios and Backgrounds*.

Chapter 1 – 4 Forum (Complete by February 10th, 2017)

Chapter 5 – 8 Forum (Complete by March 17^h, 2017)

Chapter 9 – 12 Forum (Complete by April 7th, 2017)

Chapter 13 – 16 Forum (Complete by April 21st, 2017)

Chapter 17 – 19 Forum (Complete by May 5th, 2017)

Bios and Backgrounds (Complete by January 29th, 2017)

You will earn five points for posting an introduction about yourself in the *Bios and Backgrounds* forum. The remaining 55 points will be determined at the end of the semester based on participation in the other forums. Please note that each chapter discussion forum closes on a different date. **Pay attention to the dates above.**

The purpose of these forums is to foster and facilitate discussion among students. This can involve posing a question regarding material in a chapter, or answering a question posed by another student. It may involve expressing an opinion regarding something that appeared in a chapter or pointing to related material from another source (e.g., "I saw this very problem in an article in the newspaper last week"). It may involve discussing or asking how material presented in a chapter relates to work in one's own area of interest. As this suggests, I would anticipate that every student should be able to make some contribution to the general discussion around nearly every chapter in the book.

POLICIES ON ASSIGNMENTS AND QUIZZES

1. You must complete the assignments and quizzes **on your own**. Failure to do so will be considered as cheating. Please see below for the policy on academic honesty.
2. Each week, all assignments and quizzes are due FRIDAY by 11:59PM. As stated earlier, quizzes must be completed on time. There will be no make-up quizzes. **Work cannot be submitted late.** To avoid the issue of making exceptions for some students but not others, I have instead built in **very generous** deadlines for assignments and quizzes. There is no reason for work to be turned in late. Do not fall into the trap of planning to submit something the evening it is due. **I would strongly encourage you to set personal deadlines for submitting all assignments or quizzes at least three days before the due date.** Internet problems at home, the campus network being down, your laptop being stolen are **not** acceptable reasons for being

late—because you should have planned on submitting it several days earlier.

3. I would like to take a moment to emphasize the importance of writing. Good writing is essential when it comes to taking quizzes and completing assignments. This includes, but is not limited to, writing in complete sentences, writing with correct spelling and grammar, etc. In short, you are expected to write in a formal, scholarly manner. Poor writing will result in a lower score for an assignment or a quiz.

OTHER POLICIES

Academic Honest

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

For assignments and quizzes, **you are not allowed to copy someone's work or let someone copy yours. That is considered cheating.** You will receive a score of 0 if you cheat on an assignment or a quiz, and appropriate actions will be taken.

Grades of “Incomplete”

Please note that I will not give an “Incomplete” to students who simply want to avoid a bad grade. If you do have legitimate and extraordinary reasons for special considerations, see me **ASAP** and provide me with proper documentation.

Below is the policy of COEHD on incomplete grades in graduate classes:

A grade of *I* (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session. The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted. An *I* remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the time period for removing the incomplete. A request for an exception to regulation to extend an incomplete beyond one year must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. The request should note the circumstances necessitating the extension, the work that remains unfinished, and a specific deadline for completion. An extension will be granted only under unusual circumstances. For grades

of *I*, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

Students with Disabilities

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Course Schedule Disclaimer (Disruption Clause)

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

FERPA

All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link:

<http://catalog.umaine.edu/content.php?catoid=50&navoid=1001>

Sexual Violence Policy

Sexual discrimination reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination? The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise– for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports? An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be

taken against the institution's obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution's ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution's response.

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-310-0000** or **Spruce Run: 1-800-863-9909.**

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

SCHEDULE

The following is a tentative schedule for readings, assignments, and quizzes. Please note the deadlines for assignments and quizzes. I plan to cover as many topics as possible, but might modify the list if it is necessary.

Week	Date	Topics & Activities
1	1/16	<p>Introduction: Watch the introduction video(s)</p> <p>Note: Watch the Prisoner of Silence Video First</p> <p>Reading: Ch. 1 – Using Research Evidence to Improve Educational Practice Ch. 2 – Doing Your Own Research: From Proposal to Final Report</p> <p>Videos: Watch <i>Prisoners of Silence</i> (Frontline) on YouTube. <i>Part 1</i> (29:47) www.youtube.com/watch?v=Q4s2gTh-Lns <i>Part 2</i> (Frontline) (24:29) www.youtube.com/watch?v=rP8dsskkICs</p> <p>Chapter 1 Review Part 1 (8:07): https://youtu.be/YxXi6vx7KnQ Part 2 (8:54): https://youtu.be/WV9taKpZU5Y</p> <p>Chapter 2 Review Part 1 (2:04): https://youtu.be/L7siGGyV94I Part 2 (9:05): https://youtu.be/Xe2B1IE5kdI Part 3 (2:53): https://youtu.be/iATzTzNxxDw Part 4 (4:13): https://youtu.be/vpS4W2SnQh4</p> <p>Due this week: Nothing</p>

Week	Date	Topics & Activities
2	1/23	<p>Reading: Ch. 3 – Conducting and Writing Your Own Literature Review Ch. 4 – Using search Engines and Available Literature Reviews Appendix 2 – Search Options in the ERIC Search Engine</p> <p>Video: Watch “<i>Find Research Article Online</i>” (20:23) which covers how to find research articles online. https://youtu.be/GHo4FNNtdjw Watch “<i>Citation Index and Impact Factor</i>” (4:46), which describes ways in which a journal article and a journal can be evaluated for their importance and impact on the field. https://www.youtube.com/watch?v=w3j_VF_t-1E Chapter 3 Review (9:33) https://youtu.be/HDo3O9Ad23I Chapter 4 Review (4:57) https://youtu.be/PQEyhzmz4RUw</p> <p>Extra Reading in Course Documents: <i>CNN (2011). Maya Angelou criticizes passage on King memorial.pdf</i></p> <p>Due this week by Friday 11:59PM Assignment #1: Complete <i>Student Background Information</i> form in Blackboard Forum: Post in <i>Bios and Backgrounds</i> forum</p>
3	1/30	<p>Reading: Appendix 1 – Guide for Outlining a Quantitative or Qualitative Research Proposal</p> <p>Begin IRB training</p> <p>Extra Reading in Course Documents: <i>Singer, N. (2009), Medical paper by ghostwriters, NYT</i></p> <p>Due this week by Friday 11:59PM Assignment #2: Submit your response to <i>Prisoners of Silence</i></p>

Week	Date	Topics & Activities
4	2/6	<p>Reading: Ch. 5 – Analyzing and Evaluating Reports of Quantitative Research Studies Ch. 6 – Using Descriptive Statistics to Study Problems of Practice</p> <p>Videos: Chapter 5 Topics: Generalizability and Sampling Part 1 (5:02): https://youtu.be/mHsNJRU_WpM Part 2 (5:23): https://youtu.be/wTPIA2NUeo8 Part 3 (7:03): https://youtu.be/J5eAykYIdi4</p> <p>Chapter 5 Topics: Validity and Reliability Part 1 (4:28): https://youtu.be/gkCjyn-oBLg Part 2 (8:17): https://youtu.be/7GkAIJxuUUo Part 3 (10:34): https://youtu.be/t9VdH860Hb4</p> <p>Chapter 6 Review Part 1 (10:36): http://youtu.be/O419Z8THYPo Part 2 (14:38): http://youtu.be/vRoS2pwaRb8 Part 3 (23:47): http://youtu.be/hPlx1zILRYk Part 4 (8:31): http://youtu.be/en9KevL9NRQ Part 5 (21:35): http://youtu.be/8wTwAP3Wovk Part 6 (14:09): http://youtu.be/iSX8zXKBcfs</p> <p>More on Percentile Ranks (8:00) https://youtu.be/EPubog1f9Rk</p> <p>Due this week by Friday 11:59PM Quiz 1: Ch. 1, 2, 3, 4, Appendix 2, and other material (TBA) Forum: Post in <i>Ch. 1 – 4</i> forum</p>

Week	Date	Topics & Activities
5	2/13	<p>Reading: Ch. 7 – Tests of Statistical Significance Ch. 8 – The Practical Significance of Statistical Results</p> <p>Videos: Chapter 7 Topics: Hypothesis Testing Part 1 (6:49): https://youtu.be/BAnNEm-crG0 Part 2 (7:21): https://youtu.be/yZF-GVYvL7A Part 3 (11:06): https://youtu.be/4zs4q5PZAEg Part 4 (8:07): https://youtu.be/Ay3eWybn1o4</p> <p>Quick Overview of T-Tests and ANOVA Two Sample t-test (7:09): https://youtu.be/Eoy2rDt7wQI ANOVA (5:51): https://youtu.be/6fOVjr1VeqA</p> <p>Chapter 8 Topics: Practical Significance and Effect Sizes Part 1 (11:36): https://youtu.be/8CR3JsQdPPo Part 2 (5:04): https://youtu.be/ypbGL5QEBtA Part 3 (9:38): https://youtu.be/LdV8lIKTaal</p> <p>Some additional thoughts on Effect Size (7:48) https://youtu.be/fdZbESxHzTE</p> <p>Some additional thoughts on Practical Significance (4:27) https://youtu.be/AoZXjpRCPmY</p> <p><i>Due this week by Friday 11:59PM</i> Assignment #3: Evaluation of Five Journals</p>

Week	Date	Topics & Activities
6	2/20	<p>Reading: Ch. 9 – Descriptive Research Ch. 10 – Group Comparison Research</p> <p>Videos: Chapter 9-12 Topics: Quantitative Studies Review Part 1 (10:04): https://youtu.be/hCTAaa7jf8E Part 2 (8:50): https://youtu.be/1dB419y_1Ww Part 3 (7:32): https://youtu.be/n1v3k9MeURw Part 4 (14:31): https://youtu.be/oD76y1eTYu8</p> <p>Due this week by Friday 11:59PM Quiz 2: Ch. 5, 6, Appendix 1, and other material (TBA) Assignment #4: School Data</p>
7	2/27	<p>Watch lecture video(s) on Blackboard</p> <p>Reading: Ch. 11 – Correlational Research Ch. 12 – Experimental Research</p> <p>Videos: Chapter 11 Topics: Correlation Part I (4:36): https://youtu.be/XU1D9hpNlj8 Part II (8:10): https://youtu.be/0ZciOE303QQ</p> <p>Due this week by Friday 11:59PM Quiz 3: Ch. 7, and other material (TBA) Assignment #5: Finding Research Articles</p>
8	3/6	Spring Break
9	3/13	<p>Spring Break</p> <p>Due this week by Friday 11:59PM Quiz 4: Ch. 8, and other material (TBA) Forum: Post in Ch. 5 – 8 forum</p>

Week	Date	Topics & Activities
10	3/20	<p>Reading: Appendix 3 – Questions to Ask Yourself when Evaluating a Report of a Quantitative Study</p> <p>Quick Overview of Some Additional Statistical Techniques. Multiple Regression (10:47): https://youtu.be/qB2xZpAUg_w HLM (11:29): https://youtu.be/m4b0SDpg9OQ Logistic Regression Part I (7:26): https://youtu.be/r_L_1UXHNLA Logistic Regression Part II (11:18): https://youtu.be/metWNhsT_Cg Structural Equation Modeling (6:57): https://youtu.be/3ttbG4uRA6g</p> <p>Due this week by Friday 11:59PM Quiz 5: Ch. 9, and other material (TBA)</p>
11	3/27	<p>Reading: Ch. 13 – Case Studies in Qualitative Research Ch. 14 – Ethnography and Critical Research</p> <p>Videos: Comparing and Contrasting Qualitative and Quantitative Research Part I (4:17): https://youtu.be/Ysf07IFc8B8 Part II (6:22): https://youtu.be/_Zh_ArwRF4</p> <p>Observational Research Part I (5:26): https://youtu.be/LfpApTe83Zw Part II (9:47): https://youtu.be/O1IZwc-7UEE</p> <p>Analysis and Coding (12:12) https://youtu.be/qJEYq1J_26U</p> <p>Due this week by Friday 11:59PM Quiz 6: Ch. 10, 11, and other material (TBA) Assignment #6: TBD</p>

Week	Date	Topics & Activities
12	4/3	<p>Reading: Ch. 15 – Narrative Research Ch. 16 – Historical Research Appendix 4 – Questions to Ask Yourself when Evaluating a Report of a Qualitative Study</p> <p>Videos: Historical Research (7:32): https://youtu.be/FfT641cX-FE Emic vs. Etic Perspectives (9:02): https://youtu.be/7MIgBGiDHC0</p> <p>Due this week by Friday 11:59PM Quiz 7: Ch. 12, Appendix 3, and other material (TBA) Forum: Post in <i>Ch. 9 – 12</i> forum</p>
13	4/10	<p>Reading: Ch. 17 – Mixed-Methods Research Ch. 18 – Action Research</p> <p>Due this week by Friday 11:59PM Quiz 8: Ch. 13, 14, and other material (TBA)</p>
14	4/17	<p>Reading: Ch. 19 – Evaluation Research Appendix 5 – Design-Specific Questions to Ask Yourself When Evaluating a Research Report</p> <p>Due this week by Friday 11:59PM Quiz 9: Ch. 15, 16, Appendix 4, and other material (TBA) Forum: Post in <i>Ch. 13 – 16</i> forum</p>
15	4/24	<p>Topic TBD</p> <p>Due this week by Friday 11:59PM Nothing due this week !</p>

Week	Date	Topics & Activities
16	5/1	<p>The State of Behavioral and Educational Research</p> <p>Reading: Lehrer, J. (2010). The truth wears off. <i>The New Yorker</i>. Arbesman, S, and Strogatz, S (2008). A journey to baseballs alternate universe, NYT Grady (2010), Maternal deaths decline sharply, NYT TBD</p> <p><i>Due this week by Friday 11:59PM</i> Quiz 10: Ch. 17, 18, 19, Appendix 5, and other material (TBA) Forum: Post in <i>Ch. 17 – 19</i> forum</p>
17	5/8	<p>FINALS WEEK</p> <p><i>Due this week by Friday 11:59PM</i> Assignment #7: Complete and pass the Protection of Human Subjects of Research Tutorial or IRB training modules Forum: Post in <i>General Discussion</i> forum</p>