



EDUR 7130
Educational Research
Fall 2020

Bryan W. Griffin

Office Information

Contact Hours

Varies for on-line courses, therefore it is best to contact me electronically to arrange an appointment.

E-Mail

Use Folio to contact me. If Folio is not working, my regular e-mail address is bwgriffin@GeorgiaSouthern.edu, but please use Folio for course-related communications since Folio will be the permanent storage medium for course communications.

Mail

Department of Curriculum, Foundations, and Reading
P.O. Box 8144
College of Education
Georgia Southern University
Statesboro, GA 30460

Catalogue Description of EDUR 7130

A comprehensive overview of topics related to research as it is applied to educational settings. Emphasis is placed upon methods of quantitative and qualitative research as applied in educational research.

Course Material

Course Website and Reading Material

(a) EDUR 7130 Course Notes, from which this syllabus is linked.

- Much of the course content and reading material is contained in the links found on the course web site which is provided immediately below.

(b) Course Web Site

- The course web site contains detailed topic notes, supplemental reading, and course announcements. The site may be found at the following address:

<http://www.bwgriffin.com/gsu/courses/edur7130/edur-7130-2020-fall.htm>

(c) Supplemental Textbook (not required)

Select any, none, or all, of the following. Free access can be found at <https://archive.org> by searching for the book title. Direct links are provided below, but they may not work correctly.

- Cohen, L., Manion, L., & Morrison, K. (8th edition, 2018). Research methods in education. Routledge, London.
 - Free access: <https://archive.org/details/research-methods-in-education/mode/2up>
- Gall, M.D., Borg, W.R., & Gall, J.P. (6th, 7th, or 8th edition). Educational Research: An Introduction. White Plains, NY: Longman.
 - Free access: <https://archive.org/details/educationalresea0008gall>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (7th, 8th, or 9th edition). How to design and evaluate research in education. New York: Mc Graw Hill.
 - Free access:
 - 8th: <https://archive.org/details/how-to-design-and-evaluate-research-in-education/mode/2up>
 - 7th: <https://archive.org/details/HowToDesignAndEvaluateResearchInEducation/mode/2up>

Little has changed among the editions identified above, so any of these are acceptable. Note that you should be able to find the earlier editions (e.g., 6th of Gall et al. or 7th of Fraenkel et al.) for less than \$10 online (e.g., abebooks, etc.), if you prefer a printed copy.

Since the course web site contains all readings needed, these texts will be used as a supplement and are not required for this course. Some students find these texts useful as a second exposure to content provided on the course website. The Cohen et al. text is the most thorough and therefore offers the most reading.

Course Content and Objectives

Content Covered (see Course Index and Course Calendar on the course web site, linked above, for assigned readings, supplemental readings, and relevant dates)

1. Overview of Research/Scientific Method
2. Format of a Research Paper
3. Research Ethics (handled via CITI Training Courses)
4. Variables and Scales of Measurement
5. Purpose Statements
6. Literature Review
7. Hypotheses
8. Research Questions
9. Sampling
10. Descriptive Statistics and Graphical Displays
11. Inferential Statistics, Pearson r and t-test, Hypothesis Testing Errors
12. Measurement: Instrument/Test Reliability
13. Measurement: Instrument/Test Validity
14. Survey Research

15. Questionnaire/Scale Selection and Development
16. Quantitative Research Types
17. Experimental Research: Control, Designs, Internal and External Validity
18. Qualitative Research, Introduction
19. Qualitative Research Methods:
 - Narrative Inquiry
 - Phenomenology
 - Grounded Theory
 - Ethnography
 - Case Study
20. Qualitative Data Collection and Analysis
21. Mixed-methods
22. Action Research

Following presentation of the above content, students should be able to read and understand research reports like those found in educational journals (e.g., American Educational Research Journal, Journal of Educational Research), and provide critiques of the methods employed by researchers.

Course Calendar

The course calendar is listed on the course web site (linked above).

Content Delivery

This course is taught on-line via electronic course readings, video presentations, exercises, forum discussions, and live supplemental chat sessions. Each chat session will be recorded, if possible, for later review. Note that chat sessions are not required, and they are provided to enable live interaction between instructor and students for those who find live chats beneficial. In addition to the supplemental chat sessions, other instructional tutorials are available on-line, and detailed course notes and exercises are also available. The discussion board forum will be used to enable threaded questions and answer discussions, and to post announcements.

Graded Activities and Final Course Grade

There are six graded activities available, and your course grade will be based upon the four that provide the highest scores. The three tests are required, the CITI activity is also required, but the research review and research proposal are optional.

The CITI activity will be scored as 100 automatically when the CITI certificate is submitted. All other activities are graded. So, the top four grades – including the score of 100 for the CITI activity – will be used to determine your final course grade.

1. Tests

There will be three tests administered during the term. Many items will be application in nature (e.g., read a research study and identify components of that study such as sampling procedures or variables). All tests will be administered on-line.

2. Ethical Research Training (CITI Training Course)

Introduction to ethical behavior in research will be handled through completion of an on-line course that provides certification that is accepted by review boards in universities in the United States. Currently Georgia Southern is contracted with the University of Miami's Collaborative Institutional Training Initiative (CITI) to satisfy ethical training. This course is free for Georgia Southern students. This activity is graded with a score of 100% once the CITI certificate is posted in Folio (i.e., you cannot score less than 100% if the certificate is presented showing your successful completion of CITI training). You can find instructions on the course web page or Folio. If you have a CITI certificate from an earlier completion of that program, submit that certificate for credit – there is no need to redo the CITI program.

3. Optional Research Proposal

An optional, short research proposal will be an available activity. This proposal will include an introduction, brief literature review, research questions and/or hypotheses, method section, and analysis section. Details will be provided on the course web page. A sample proposal can also be found on the course web page. The proposal is likely to be 5 to 7 pages and must follow APA Style.

APA Style Information

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

Some on-line sources for APA style can be found at the following web addresses:

<http://owl.english.purdue.edu/owl/resource/560/01/>
<http://www.wisc.edu/writing/Handbook/DocAPA.html>
<http://www.apastyle.org>

Video Tutorial: <http://flash1r.apa.org/apastyle/basics/index.htm>

4. Optional Research Review

In addition to the three tests, the CITI training, and the research proposal, an optional review activity will be available. Specific instructions and questions to be addressed can be found in Folio. The review will require you to demonstrate your ability to read an empirical, research-based article and identify various components of the research. The review activity is available now for view in Folio.

Final Course Grade

As noted above, final course grades are based upon the four activities with the highest scores with each accounting for ¼ of the course grade. Tests and CITI activities are required, and the review and proposal are optional. Whichever four of these six produces the highest scores will be used; the two lowest scores among these six activities will be ignored.

Note that you may choose to complete both the review and proposal if you wish, or complete neither.

Final grades will be assigned using the following criteria:

90 and above	= A
80 to less than 89.999	= B
70 to less than 79.999	= C
60 to less than 69.999	= D
59.999 and below	= F

Attendance

You may come and go as you please; attendance is not required or recorded in EDUR 7130 except for Attendance Verification purposes.

Withdrawing from Class

The university sets a specific date in which you may withdraw from a course without an academic penalty. On rear occasions some students wish to withdraw after the university deadline. This may be possible - contact the registrar's office to learn which forms are needed to petition for a withdraw after the university deadline has passed.

How This Course Supports the College's Conceptual Framework

The College of Educations conceptual framework advances the theme of reflective educators for diverse learners. This includes, for example, commitments to technology and to knowledge and dispositions of the profession. In this course information will be learned that should make each student educator a more knowledgeable and critical consumer of educational research, thus enabling educators to evaluate better current and recommended practices when analyzed empirically.

Academic Integrity Expectations

Students are expected to abide by the GSU Student Conduct Code and Regulations regarding academic integrity. Academic misconduct such as cheating and plagiarism will be reported to the Office of Judicial Affairs and appropriate penalties imposed that could affect course grade, such as a grade of zero on the targeted activity or test. See GSU's *Student Conduct Code* for relevant details.

ADA Accommodations

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to [the SARC office](#). For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus, or at (912) 344-2572 on the Armstrong and Liberty campuses.