Course Information
EDUC 6570—Introduction to Educational and Psychological Research
Wednesday, 2:00 p.m. - 4:30 p.m.
HPER 112

Instructor Information
Instructor: David F. Feldon, Ph.D.
Office: EBLS 243
Phone: (435) 797-0556
Office Hrs: By appointment
E-mail: david.feldon@usu.edu

Required Texts
Additional required readings available via Canvas.

Purpose
The purpose of this course is to introduce and examine in depth contemporary empirical approaches to inquiry in educational research. Course content will include the theoretical assumptions grounding various methodologies, their impact on study design, data analysis, and interpretation of results. Successful completion of the course and its assignments will prepare students to develop and defend a dissertation proposal of high quality.

Objectives
Students in this course will learn to:

1. Explain the major elements and foundational assumptions of current educational research methods.

2. Critique the knowledge claims of published studies on the basis of their designs.

3. Identify effective research questions.

4. Select appropriate methodologies for the investigation of research questions.

5. Create a research proposal.

1 The instructor reserves the right to modify the syllabus as needed during the course to meet students’ learning needs.
Expectations of Students

- Actively engage with the course material and find ways to make it relevant to your professional and academic needs and goals
- Challenge statements that are confusing or with which you disagree
- Engage in class dialogue with thoughtfulness, openness, and respect
- Attend class having read and taken notes on the readings due
- Work to develop your writing and speaking skills throughout the course

Expectations of Instructor

- Available during and outside of class time to address questions and concerns
- Will respond to messages and emails within 48 hours
- Provide clear explanations of research principles and methodologies
- Conduct an intellectually challenging and rigorous course

Absences

If you find it absolutely necessary to be absent from class because of illness or an emergency, you are responsible to master all information presented during your absence. Do not ask the instructor to repeat important information—identify a classmate who will help you.

It is important to understand that the purpose of the lectures is not to explain the readings. While time will be spent on clarification, most of the material presented in class will serve as an extension of relevant ideas and issues. As such, attendance and participation in class will be necessary aspects of the learning process, in addition to the readings. Consequently, absences should be avoided to prevent you from falling behind and missing information for which you will be responsible.

Incompletes

Please note that I only give incomplete grades in rare and exceptional cases.

Administrative Issues

All administrative issues will be handled according to established USU and CEHS policies.

Special Needs

Any student requiring accommodations based on a disability is required to register with the Office of Student Disability Services each semester. A letter of verification for approved recommendations can be obtained through OSD.
Grading

Papers more than one week late will not be accepted unless a student has experienced an extreme emergency (contact the instructor). A paper received from one day to seven days late will receive a one full letter grade reduction.

Discussion facilitations cannot be made up. Only in the most extreme individual circumstances will the instructor modify this policy.

Keep in mind a course grade of “F” will be given to any student who submits a term paper that is not original (i.e. when any part of the paper is written by someone else, plagiarized and/or purchased).

Course Requirements

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<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Class Participation and Minor Assignments</td>
<td>10%</td>
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<tr>
<td>Discussion Facilitation</td>
<td>20%</td>
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<tr>
<td>Article Critique</td>
<td>20%</td>
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<tr>
<td>Research Proposal</td>
<td>50%</td>
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Assignments

Discussion Facilitation:
On a date selected during the first class meeting, you and a partner will choose one class to take the lead on discussion facilitation for all assigned readings. The purpose of the assignment is not to provide a summary. Instead, you must understand the collective readings at a deep level to identify the central issues and controversies and formulate driving questions to serve as the focus of the discussion for that day. In addition, you must locate a journal article relevant to the discussion, make copies for the class, and be prepared to use it as a positive and/or negative example of key concepts or methods. The instructor will provide support as necessary both prior to and during the facilitation to ensure a successful interaction for the class as a whole. Credit is given on the basis of evident preparation and comprehension of core issues in the readings discussed, not on the success of the class interaction itself. Credit/No Credit.

Critique. Select a published mixed method study in your area of interest and critique it applying concepts from the course. The critique will be 2-3 pages, single-spaced. The article critiqued must be included with the critique submission. Graded.
Research Proposal:
A research proposal of approximately 12 single-spaced pages in length (excluding references) will be required in this course. This is a departure from APA format, but please make the adjustment. You can choose any empirical research topic within the realm of education for your proposal that is appropriate to serious academic inquiry. The paper will entail a literature review sufficient to justify the research questions/hypotheses and variables identified, but the major thrust will be a description and validation of the methods. The research question and methodology selected must be approved by the instructor in an email. See the course schedule for approval timeline. Graded.

Structure of the Paper
When you have selected your research question and method, send a one paragraph description of the paper you are proposing to write to feldon@gwm.sc.edu. I will review your proposal and get back to you with either approval or a suggested revision (I do not want to control your interest, only to keep you out of trouble). Do not start your review until I have returned e-mail with my approval of your topic. Keep this e-mail and submit a copy of it with your paper.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>August 30</td>
<td>Introduction Course Expectations Operational Definitions and Framing Research Questions Structure of scientific argument Data analysis: Method vs. Methodology</td>
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<td>September 6</td>
<td>Ontologies, Epistemologies, and Methodologies</td>
<td>Johnson &amp; Christensen (2016)—chs. 1-2; Nuthall (2005)</td>
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<td>September 13</td>
<td>Framing Research Problems and Questions Conceptual Frameworks</td>
<td>Johnson &amp; Christensen (2016)—chs. 4; Ravitch &amp; Riggan (2011)—chs. 1-3</td>
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<td>September 20</td>
<td>Research Ethics Anatomy of a Research Proposal</td>
<td>Johnson &amp; Christensen (2016)—chs. 5-6</td>
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<td>Facilitators:</td>
<td>Email research question and general methodological approach for paper.</td>
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<td>September 27</td>
<td>Internal and external validity Measurement and Assessment Sampling</td>
<td>Johnson &amp; Christensen (2016)—ch. 7, 10-11</td>
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<td>October 4</td>
<td>Experimental, quasi-experimental and Correlational designs</td>
<td>Johnson &amp; Christensen (2016)—chs. 12-14</td>
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<td>October 11</td>
<td>Qualitative Approaches</td>
<td>Johnson &amp; Christensen (2016)—chs. 15-16</td>
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<td>October 18</td>
<td>NO CLASS</td>
<td>Critiques due via email by midnight</td>
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<td>October 25</td>
<td>Mixed Methods</td>
<td>Johnson &amp; Christensen (2016)—ch. 17; Feldon &amp; Kafai (2008); Feldon &amp; Tofel-Grehl (in press)</td>
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<td>November 1</td>
<td>Design-based Research</td>
<td>The Journal of Learning Sciences Special Issue (Barab &amp; Squire, 2004; Collins et al., 2004; Fishman et al., 2004; diSessa &amp; Cobb, 2004; Dede, 2004; Kelly, 2004)</td>
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November 8
Microgenetic designs
Facilitators:
Feldon (2010)
Siegler (2006)
Yan & Fischer (2002)

November 15
TBD

November 22
NO CLASS

November 29
TBD

December 6
TBD

December 13
NO CLASS—FINAL PAPERS DUE
Final Paper due via email by midnight

**Required References**

**Readings**
Readings will be posted to course Blackboard site and available in PDF format for download.


