

# Introduction to Educational and Psychological Research

(EDUC/Psych 6570-001)

Spring 2017

T 4:30-7:30P

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Office Hours: By appointment

Course Location: EDUC413

## Text: Required:

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks, CA: Sage. Available for purchase at the campus bookstore or online.

## Non-text book readings:

- Cook, T. D., & Campbell, D. T. (1979). Quasi-experimentation: Design and analysis issues for field settings. Boston, MA: Houghton Mifflin Company. Chapters 1 + 2
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs for generalized causal inference. Boston, MA: Houghton Mifflin. Chapters 9 +10
- Beste, L. A., Harp, B., Blais, R.K., Evens, S., & Zickmund, S. (2015). Primary care providers report challenges to cirrhosis management and specialty care coordination. Digestive Diseases and Sciences, 60, 2628-35.
- Peterson, J. C., Czajkowski, S., Charlson, M. E., Link, A. R., Wells, M. T., Isen, A. M., & ... Jobe, J. B. (2013). Translating basic behavioral and social science research to clinical application: The EVOLVE mixed methods approach. Journal Of Consulting And Clinical Psychology, 81(2), 217-230. doi:10.1037/a0029909
- Renshaw, K. D. (2011). An integrated model of risk and protective factors for post-deployment PTSD symptoms in OEF/OIF era combat veterans. Journal Of Affective Disorders, 128(3), 321-326. doi:10.1016/j.jad.2010.07.022

## Course purpose

The purpose of this course is to provide an overview of research design for social sciences. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. Topics in this course will include, but will not be limited to: considering philosophical world views in research, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies.

## Course Objectives

Students will be able to...

- Demonstrate a broad conceptual understanding of research methods used in psychology and education.
- Demonstrate critical thinking skills - especially in the area of experimental design and analysis.
- Demonstrate knowledge of ethical concerns in research.
- Integrate knowledge of statistics into research design
- Identify threats to validity.

## Expectations

In order to gain maximum benefits from this course, you should

- 1) Participate fully in class by
  - reading assigned material prior to class sessions
  - attending class regularly
  - contributing meaningfully to class discussions
- 2) Take responsibility for your own learning by
  - relating course content and projects to your own professional interests
  - monitoring your own understanding
  - seeking clarification and assistance when necessary
- 3) Demonstrate respect and consideration for others by
  - listening when others are speaking
  - being present for the entire class period

## Course Requirements

### Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams: You will have 2 non-cumulative exams that assess your knowledge of course content. Tests will be based on lecture and readings. Exams will be primarily multiple choice with a few short answer questions. No study guides will be provided. The exam should take no longer than 40 minutes to complete. See the schedule for exam dates.

Paper Pairs: Students will be required to submit three pairs of papers (each 3 - 4 double-spaced pages in length, for a total of 6 - 8 pages for the pair). For the first paper, students are to select a journal article from their research area on measurement/assessment and write a summary and critique addressing the adequacy of the research question and the four types of validity (3-4 pages). In the second paper, students are to write a brief research proposal for a study of the development or evaluation of a related measurement or assessment procedure or issue that addresses the validity issues raised in paper 1 (3-4 pages). **Students are strongly encouraged to discuss possible papers for the critiques with their research advisor(s).**

Class Participation: Will be assessed using 2 domains: (1) Attendance will be taken at each session; it is expected that students attend class each week. Students who arrive 15 minutes after class begins will be docked participation points for each tardy arrival; (2) Participation in class discussion will be assessed through verbal contributions and the submission of 2 discussion questions prior to class. Discussion questions should be written in full and complete sentences and be related to the week's reading topic. Questions should be submitted through Canvas. Submitting discussion questions comprises half of the second domain. That is, if you submit questions but do not speak during class, your participation grade will suffer. If it appears that students are not doing the reading prior to class, the instructor reserves the right to use "pop" quizzes. As we are all grown adults, Dr Blais urges you to make her enforce this option. 3rd grade was a long time ago and we should all leave it in the past.

Grading Matrix

Instrument	Value (points or percentages)	Total
Exams	2 exams including the final (12.5% each)	25%
Paper Pairs	3 pair (or 6 papers) (each worth 10 points)	60%
Attendance, Participation,	Attendance, discussion questions, verbal participation	15%
Total:		100%

Submission of Assignments: Written assignments are due by 5:00 pm on the due date unless otherwise specified. Late written assignments will be reduced by 10 points per day and will not be accepted if more than three days late. All quizzes and tests must be taken on the date of the scheduled date. Make-up exams are given for excused absences (e.g., school-based activity) only when scheduled in advance of the absence. All make-up exams must be scheduled within 7 days of the actual exam date.

Grade	Percent Range	Grade	Percent Range
A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	60-66%
		F	0-59%

USU Incomplete Policy (Executive Memorandum 79-15): A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy

Academic Integrity: In accord with Article VI of the Student Code of Conduct for Utah State University, academic dishonesty, including cheating, falsification, and plagiarism, the use of second-hand materials retrieved via internet or other sources, or other dishonest practices, may result in failing grade for the course and other procedural

responses. Please read the full policy at: <http://www.usu.edu/student-services/studentcode/article6.cfm>

#### Disability Resource Center Statement

Students with Americans with Disabilities Act (ADA)-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

#### Inclusion Statement

No student is permitted to create a threatening, intimidating, or harassing environment in this course. Classroom civility is a part of the Student Code, and infractions will be pursued through the Student Conduct Coordinator. This course will be conducted in a safe and tolerant environment, and any person who detracts from that environment will be instructed to leave without the ability to make up coursework.

#### Course Schedule

<u>Session</u>	<u>Topic</u>
January 9 Reading: Ch. 1	The Selection of a Research Approach Assignment: None
January 17 Reading: Ch. 2	Review of the Literature Assignment: DQ
January 24 Reading: Ch. 3	The Use of Theory Assignment: DQ
January 31 Reading: Cook & Campbell (PDF)	Threats to Validity; Psychometric Properties Assignment: DQ
February 7 Reading: Sadish (PDF)	Practical Problems in Research Assignment: Paper Set 1 due at 5
February 14 Reading: Ch. 4	Writing Strategies and Ethical Considerations, Psychometric Properties Assignment: DQs
February 21	No class - Monday schedule
February 28	Exam I
March 7	No class - Spring Break
March 14 Reading: Ch. 5: Renshaw (PDF)	The Introduction Assignment: DQ
March 21 Reading: Ch. 7	Research Questions and Hypotheses Assignment: DQ
March 28 Reading: Ch. 8, Beste (PDF)	Quantitative Methods, Psychometric Issues Assignment: Paper set 2, 5p
April 4 Reading: Ch. 8	Quantitative Methods, cont'd Assignment: DQ
April 11 Reading: Ch. 9	Qualitative Methods Assignment: DQs
April 18 Reading: Ch. 10, Peterson (PDF)	Mixed Methods Procedures Assignment: Paper Set 3, 5p
April 25	
May 2	Exam II