EDFS 635 - EDUCATIONAL RESEARCH  
Fall 2010 (ECTR 213)  

Instructor: Michael Skinner, Ph.D.  
Class Hours: Monday, 4:00 to 6:45 p.m.  
Office: #221, 86 Wentworth Street  
Office Hours: Tuesday & Thursday: 10:00 – 11:30 a.m.  
Friday: 3:00 – 5:00 p.m. (or, by appointment)  
Phone: 843-953-8044  
FAX: 843-953-8109  
e-mail: skinnerm@cofc.edu  

Text  

Required Items  
A packet of materials needed for this course should be purchased at SASE-INK.  
Copies of the syllabus, guided reading prompts, PowerPoint presentations and additional course materials will be placed on WebCT.  

Optional Items  
If you choose, you can purchase access to the “myeducationlab” website that accompanies this text. You will need to logon to<http://www.myeducationlab.com/> to purchase this resource. The cost is $40. This site provides practice pre- and post-tests, study plans, exercises, and activities for building research skills. Note that his resource is optional. I will be using similar activities and exercises that I have designed, many of which are included in the material that you purchase from SASE-INK.  
A second (and free) option is to access the website from the previous edition of the text at <http://wps.prenhall.com/chet_airasian_edresearch_8/>. Several chapter numbers will not match since this is created to be consistent with a previous edition. However, most of the information is the same and the practice questions are relevant to course content.  

Course Description  
The goal of this course is to provide you with the skills and knowledge needed to appropriately implement and critically consume educational research. The course includes an in-depth study of methods used in different types of research and student
involvement in the process of critically evaluating research design, implementation, and reporting.

Course Objectives

After successfully completing this course, you should be able to:

1. define and state the major characteristics of the methods of research (Stan. II);
2. define and state hypotheses for several researchable educational problems (Standard II);
3. prepare and evaluate a research plan (Standards I, II, VI, VII);
4. define, describe, and utilize sampling techniques (Standard II);
5. define and describe the different types of validity and reliability (Standard II);
6. describe and discuss the process of validity and reliability (Standard II);
7. describe and discuss the process of instrument selection (Standards II, VI, & VII);
8. define, describe, and discuss the following research methods (Stand. II & VI):
   ** historical ** survey (descriptive) ** correlational ** experimental
   ** qualitative ** action ** causal-comparative;
9. define, describe, and, given a data set, calculate the following major types of descriptive statistics (Standard II):
   ** measures of central tendency ** measures of relative position
   ** measures of variability ** measures of relationship;
10. describe and explain the steps involved in writing and preparing a research report (Standards I, II, V, VI, VII); and
11. critically critique an existing research report or write an original research proposal (Standards I, II, III, VI, & VII).

“GUIDED READING” OBJECTIVES ARE PROVIDED FOR EACH CHAPTER IN THE COURSE PACKET. QUIZ AND EXAM QUESTIONS WILL RELATE TO THESE OBJECTIVES. IT IS TO YOUR ADVANTAGE TO USE THEM AS STUDY GUIDES.

Activities and Point Values

Quizzes (8 @ 15 pts. - Lowest Dropped) .............................................. 105
In-Class Exercises (10 @ 3 pts.) .............................................................. 30
(Unannounced & Cannot be Made-up)
Final Exam ............................................................................................... 70
Research Article Critique or Proposal .................................................. 50
Grading Contingencies

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<tr>
<th>Grade</th>
<th>% Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<td>B+</td>
<td>88 - 92</td>
<td>224 - 235</td>
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<td>83 - 87</td>
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<td>74 - 77</td>
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<td>F</td>
<td>73% &amp; Below</td>
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Honor System

The honor code of the University of Charleston will be followed in this course. The honor code of the University can be found in the publication titled: Student Handbook: A Guide to Honorable Conduct. Copies of this document are provided to students at orientation and are also available in the Office of Student Affairs.

Students with Disabilities

If there is a student in this class who has a documented disability and has been approved to receive accommodations through Disability Services, please feel free to come and discuss this with me during my office hours at a another mutually agreeable time.

Additional Information

1. You may substitute a research proposal in place of the research article evaluation. If you plan to complete a proposal, please let me know during the first week of class.

2. A typical class session will include a quiz (if scheduled), a break, lecture/discussion, and other activities, including “exercises,” designed to
facilitate your mastery of course material. **Exercises and practice critiques must be completed in class, unless otherwise designated, to receive credit.**

3. Your lowest quiz score will be dropped.

4. With some exceptions, make-up examinations and quizzes will not be given. If you have a conflict with an examination or quiz time, see me as soon as possible.

5. To receive full credit, assignments must be handed in on time. “On time” is defined as the beginning of the class session at which the assignment is due.

6. Class attendance is expected. Examples presented in class will serve to extend and clarify material presented in the text. Students are responsible for all content and assignments for each class.

7. If, for medical or serious personal reasons, you will miss several classes in a row, your instructor should be informed of the reasons. A student may be dropped from a course for excessive absences (i.e., more than 15% of the scheduled classes).

8. Office hours are posted outside of my office door and in this document. I am available during these times to provide additional help that you feel you need to achieve course objectives. Please note, however, that this is not a substitute for a class session you missed.
## Course Calendar

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Aug.</td>
<td>Course Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sept.</td>
<td>Problem Selection &amp; Planning</td>
<td>Chapters 2, 3, &amp; 4</td>
</tr>
<tr>
<td>6</td>
<td>Problem Selection &amp; Planning</td>
<td>Chapters 2, 3, &amp; 4</td>
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<tr>
<td>13</td>
<td><em>Library Demonstration</em></td>
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<td>20</td>
<td>Sample Selection</td>
<td>Chapter 5</td>
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<td>27</td>
<td>Instrumentation</td>
<td>Chapter 6</td>
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<td>Oct.</td>
<td>Correlational Research</td>
<td>Chapter 8</td>
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<td>11</td>
<td>Fall Break</td>
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<td>18</td>
<td>Causal-Comparative Research</td>
<td>Chapter 9</td>
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<td>25</td>
<td>Experimental Research</td>
<td>Chapter 10</td>
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<td>Nov.</td>
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<td>1</td>
<td>Experimental Research</td>
<td>Chapter 10</td>
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<td>8</td>
<td>Survey Research</td>
<td>Chapter 7</td>
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<tr>
<td>15</td>
<td>Qualitative &amp; Action Research</td>
<td>Chapter 14,16,20</td>
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<td>22</td>
<td>Qualitative &amp; Action Research</td>
<td>Chapter 14,16,20</td>
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<tr>
<td>29</td>
<td>Descriptive Statistics</td>
<td>Chap. 12</td>
</tr>
<tr>
<td>Dec.</td>
<td>Prepare for Final Examination</td>
<td>Be There</td>
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<td>6</td>
<td>Discuss Research Critiques &amp; Proposals</td>
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<tr>
<td>Dec.</td>
<td>Final Examination (4:00 - 7:00 p.m.)</td>
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POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE *

1. GRADING SCALE:

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2. PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:
   • The belief that all students can learn.
   • Value and respect for difference.
   • Value of positive human interaction.
   • Intellectual curiosity and willingness to learn new knowledge.
   • A commitment to inquiry, reflection, and self-assessment.
   • Value of responsible, collaborative, and cooperative work.
   • Sensitivity to community and cultural context.
   • Responsible and ethical practice.

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus.

4. MAKE-UP EXAMINATIONS AND QUIZZES: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

5. DUE DATES: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

6. FINAL EXAMS: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.
Revised and approved by SOE faculty 3/31/06
7. **PAPERS:** Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

8. **HONOR SYSTEM:** All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

**MISSION**

The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

**MAKE THE TEACHING AND LEARNING CONNECTION**

The mission is further defined through elements of teacher competency that organize standards of effective teaching.

**Element of Teacher Competency 1: Understand and value the learner**

Standard I: Evidence theoretical and practical understanding of the ways learners develop

**Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.**

Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.

Standard III: Evidence a variety of strategies that optimize student learning

Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

**Element of Teacher Competency 3: Understand oneself as a professional**

Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession

Standard V: Communicate effectively with students, parents, colleagues, and the community
Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

College of Charleston
School of Education
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http://www.cofc.edu/SchoolofEducation