



The College of

WILLIAM & MARY

EDUC 663: Principles of Educational Research¹

Fall 2016

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Office Hours: Mondays: 10:00 am – 4:30 pm

By Appointment via Skype

Classes: Mondays, 7:15 pm – 9:45 pm, Room 2016

Course Description

EDUC 663 is a study of the methods and techniques employed in research. The course includes the study of selected statistical methods used as tools in research, data analysis, and the field of educational tests and measurement. Major emphases are placed on the design and interpretation of quantitative research studies, including problem and hypothesis formulation, research design, data collection, data analysis, and interpretation, understanding the process of empirical research,

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understanding basic concepts and methods of educational research, and interpreting and evaluating the products of empirical research, including locating and evaluating research articles. This course provides students with a general understanding of different paradigms, key concepts, and ethical issues in research. Students are encouraged to apply the principles and underlying concepts of educational research to their own areas of interest.

Course Objectives

At the completion of the course, the student should be able to:

- 1) Identify the steps of scientific method found in journal articles.
- 2) Explain the characteristics of various types of research used in the social sciences.
- 3) Compare and contrast the central characteristics of the qualitative and quantitative research paradigms.
- 4) Understand the processes and procedures of educational research.
- 5) Demonstrate a working knowledge of key research concepts.
- 6) Develop skills in locating, reading, interpreting, and summarizing various types of research reports and articles.
- 7) Conduct searches of bibliographic databases appropriate to area of interest to locate published research studies on a particular topic.
- 8) Demonstrate a working knowledge of human subject requirements with particular attention to children -- a protected population.
- 9) Understand the basic terminology of educational research.
- 10) Choose the research design which is appropriate to apply to solve a given research problem.
- 11) Choose from lists of various statistical analytical tools those which are appropriate to solve a given research problem.

- 12) Explain the basis of various statistical tests used in analyzing research data
- 13) Given research data, compute the proper statistic and interpret the result in terms of a research conclusion.
- 14) Analyze and evaluate different quantitative data-gathering methods and determine appropriate applications.
- 15) Analyze and evaluate diverse quantitative research studies.
- 16) Critically evaluate the quality of published research studies.
- 17) Demonstrate a working knowledge of the major steps and procedures for conducting quantitative research and reporting results.
- 18) Acquire a background for further preparation and training in research activities.

Required Texts

1. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (9th ed.). New York, NY: McGraw-Hill.
2. American Psychological Association (2009). *Publication manual for the APA* (Third printing 6th ed). I also encourage you to use their website: <http://www.apastyle.org/>

Course Requirements

Final Grade (Total of 100 points)

Your final grade will be based on the following:

- 8 Quizzes
 - 17 total points
 - Quizzes 1-7 are scored on a scale of 0-2.
 - Quiz 8 is scored on a scale of 0-3
- 2 Exams (Midterm and Final)

- 55 total points
- Midterm Exam: 25 possible points
- Final Exam: 30 possible points
- Literature Review Paper (draft and final paper)
 - 25 total points
 - Draft is graded on a scale of 0-5
 - Final paper is graded on scale of 0-20
 - Collection of References (part of Final paper)
 - Collection of References is a USB or CD with all the articles your group read for your literature review. *All articles should be electronically highlighted.*
 - The USB/CD should have 3 folders including the following:
 - 1st folder: all articles from the reference list
 - 2nd folder: summaries of all the articles read (used and unused)
 - 3rd folder: group meeting minutes (meeting date, length of meeting, who was present, and notes of what was accomplished)
- Class Participation
 - 3 possible points
 - “Introduce Yourself” scored on scale of 0-0.5
 - Three Reflections on three book chapters scored on a scale of 0-1.5
 - Introduction Chapter scored on a scale of 0-0.5
 - Chapter 1 scored on a scale of 0-0.5
 - Chapter 2 scored on a scale of 0-0.5

- 2 pictures of group working worth 0.5 point each

Weekly Quizzes

On the last slide of each week's PowerPoint, I have included three to four *potential* quiz questions. **I will pick a question from one of the potential quiz questions for each week and post it in the "Assignment" section on Blackboard. I will post it on Wednesday by 11:59 pm. You must answer and submit the question on Blackboard by 11:59 on Sunday, giving you approximately four days.**

Taking Quizzes

Once you enter the screen to take the quiz, you will have **only** 30 minutes to submit your answer. I suggest drafting answers for every potential question in advance, and then review and revise your answer for the official quiz question. This will give you plenty of time to complete your answer.

Answering Quiz Questions

I expect **detailed** and **complete** answers to the question: simple answers, while they may be elegant, will not be sufficient for full credit. I suggest using an original example in your answer to exemplify your true understanding, however, your answer should be as concise as possible. Being clear and concise is a difficult skill as a researcher, but it is something I want you to focus on during the semester. Your answer must clearly indicate you have a full and complete understanding of the material being assessed. Late answers will **NOT** be accepted and quizzes may not be re-submitted. The specific due dates are listed on the last page of the syllabus.

Asking Questions about Quiz Questions

If you have questions about any of the potential quiz questions (or any PowerPoint presentations), I encourage you to ask and raise those specific questions as soon as they arise. I will not review

your draft answers for quizzes; instead, ask specific questions, so I can assist you with your full understanding.

Email Communication

I generally respond to e-mails within two **business** days (if I do not respond in two business days, please forward me a gentle reminder). Therefore, if you have questions, ask them early because waiting for my response to a question is **not** an excuse for a late submission.

Submitting Assignments

When you submit an assignment, please make sure that the name of each file includes your **last name**, your **class number**, and the name of the Assignment (e.g., Kim_7_Reflection). Please refer to the class Sign-in Sheet for your class number. You are required to submit **ALL of your assignments through Blackboard. Do not email your assignments** because my inbox fills up and I may not receive it. Additionally, in the past, student e-mails have gone to my junk folder where they can go undetected for days. One final note, it is **your** responsibility to confirm you submitted your assignments correctly on Blackboard.

Mid-term and Final Exam

I will provide detailed study guides and post them on Blackboard prior to the exams. The exams are multiple-choice questions and will be posted in the “Assignment” section on Blackboard.

Group Literature Review Paper

i) Topic Approval

You may choose **any topic as long as it is related to creativity**, which I believe to be the most important concept in educational psychology. **I will select your group of 4 heterogeneous (e.g., quanti/quali major, many/no similar classes) members.** I must approve the final topic of interest prior to the deadline either through a personal meeting (discussion with your group) or via e-mail. I strongly suggest that you **email me ASAP**, either to make an appointment to meet with me or to submit your topic. Your e-mail must include a) your specific topic; b) the reason you chose the topic; c) the importance of the topic; and d) the purpose of your study of the topic. When you e-mail me regarding your Group Literature Review Paper, **all group members must be on the copy list (cc:).**

Each group must have a leader and a record keeper. Here are the responsibilities of both:

Leader

- Ensures everyone understands new learning and assignment procedures
- Directs the action based on the teacher instructions
- Ensures all members participate and work productively
- Facilitates resolution of any conflicts among team members
- Submit draft and final on BlackBoard

Record Keeper

- Records what the group decides for each part of the project
- Records each member's roles and each role's responsibilities
- Records discussions
- Records all absences
- Submits minutes to the leader for the Collection of References USB/CD (e.g., Who Did What)

Other group responsibilities:

Research

- All group members should experience the research process
- Locate articles for research; you will need to find more articles than what is required because some of them may appear relevant, but upon further examination they will not be helpful

- As a group divide the articles so each person in group reads at least 7-10 articles and includes:
 - APA Citation
 - Short summary of each finding
 - Research methods (measuring instruments)
 - Critical commentary
 - Relevance/significance/accuracy/quality of the sources

Writing

- All members may write by dividing up the sections of the paper, or you may have one or two people write the paper
- Synthesizes information from all the sources
- Follows and uses correct APA format

Note: In the past, when all members have written different parts of the paper, the final product is disjointed and does not flow well. Even though there are two main writers, EVERY group member is responsible for the content and mechanics, grammar, and APA.

First Draft of Group Literature Review

You must submit a **single draft** of your group's first draft of the Literature Review. At the end of the draft, you must include a "**Who Did What**" section so I can assign points for your draft. Additionally, each member of the group must complete the "**Peer and Self-Assessment for Literature Review Draft**" found on Blackboard to reflect your personal, and each of the other group members' collaboration. **The draft must be submitted by the Leader. Although this is a group project, if anyone wants to pursue the topic further, once the semester is over, he or she will be the author of the future paper and does not have to give credit to the other members unless they, too, decide to participate in the paper further.** I will not accept drafts after the due date. The earlier you submit a draft, the sooner and probably more complete my feedback will be. I will make every attempt to provide feedback to submissions **in the same order as they were received.** The draft rubric can be found on BlackBoard.

Final Draft of Group Literature Review

You should revise your draft based on my feedback. If you decide not to follow my feedback, you must e-mail me with your explanations and get my approval before the final submission. This is because your grade may be severely affected if you do not follow my feedback without providing an explanation. The **Leader** must submit the final literature review on BlackBoard. At the end of your final paper, you must also include a “**Who Did What**” section so that I can assign points for your final paper. The **Leader** must also turn in the Collection of References at the next class meeting. The USB/CD should be put in a Ziploc bag with all members’ names on it. Additionally, you must complete the “**Final Self and Peer Assessment**” on Blackboard to reflect your own as well as each of other group members’ collaboration. There will be **no written feedback on your final paper**, but you will receive a **graded rubric** with underlined criteria indicating where you have lost points. The final rubric can be found on BlackBoard.

Class Participation

- Introduce Yourself
 - Please introduce yourself (as unique and exciting as possible) to your fellow classmates and me with the information on the form that’s on Blackboard. Please fill out the form, copy a recent photograph of yourself (showing your face with no sunglasses), paste the photograph to the form, and **upload** the form on the assignment section of the Blackboard in the “Participation Assignment” folder. I

will have your information posted as soon as possible on the Blackboard for this class. I will also attach my brief bio and vitae to introduce myself to you.

- Reflection
 - Write Three Reflections in **no more than 200 words for EACH Chapter** on what you learned after reading from the Introduction Chapter, Chapter 1, and Chapter 2 of my book (*The Creativity Challenge: How We Can Recapture American Innovation*). The three chapters can be found on Blackboard, and your reflection must be uploaded in the assignment section on Blackboard in the “Participation Assignment” folder.
- Emailed group photos
 - For attendance purposes, you must email my TA a picture of your group meeting during the two class times that we do not physically meet. It must include all the members of your group, their names, and what your group accomplished the day the photo was taken.
 - Send on November 7th
 - Send on November 28th

Please note:

This class requires dedication, and it can be time consuming. If you have any questions or concerns, please contact me earlier in this semester. Also, please remember that **I will assist you in any way possible to help you learn – you simply have to ask! I truly believe that there are no such thing as stupid or silly questions. I promote a classroom environment that is non-judgmental and I encourage you to ask ANYTHING that comes to mind. Do not be**

afraid because I am sure someone else in the class has a similar, if not, the exact same question.

Other Considerations

This class is a requirement for numerous graduate degrees as outlined in William & Mary's Program of Studies. That being said, the students in this class are here because they have to be. Often, the students enrolled in this class have a wide range of research experience. This might be your first research class at the graduate level, or it might be your third. You might find this class very challenging, or you may find it very easy. As a graduate student, you are continuing your education by being a part of this class, and it is **your** responsibility to create the ceiling. I have designed this class to be fair for all varying student levels, but if you find the assignments in this class not challenging enough, I encourage you to go above and beyond what I require. Set the sky as your limit; do not be held back by the ceiling created by the syllabus.

General Course Expectations

1) Grading Policy

The following scale will be used in this course

A (94-100%)	B (84-86%)	C (74-76%)	D (64-66%)
A- (90-93%)	B- (80-83%)	C- (70-73%)	D- (60-63%)
B+ (87-89%)	C+ (77-79%)	D+ (67-69%)	F (59% & below)

2) Late Work Policy

No work will be accepted after the posted due dates.

3) Academic Honesty and Confidentiality

Honesty: The College's rules concerning plagiarism will be followed. You are expected to complete your own work and give appropriate credit when referencing work from other people.

Confidentiality: Because there will be various discussions related to a lot of research topics in class, class discussions should be confidential and not be repeated out of class.

4) Attendance Policy

- It is important for you to be in class both to learn and to help others learn. Arriving late and/or leaving early interrupts is unprofessional and interrupt the natural flow of the class.
- **It is important that you sign in for every class session in order to get credit for attending class.** I will set out a sign-in sheet before class begins. If you come in after I begin, it is your responsibility to sign in immediately after class, or during a break **without disturbing the lesson.** Otherwise, you will be marked absent for the class.
- If you miss class, it is your responsibility to determine what you missed during class and submit the appropriate work in a timely manner. It is unprofessional to expect me to review material from previous classes when you miss a class.
- *Absences will affect your Class Participation grade!*
 - **-0.5 will be deducted for every absence from your grade**
 - If you have more than 3 absences, I recommend dropping the class
 - Each time you are **late or leave early**, I will count it as **an absence**. I consider leaving early more disruptive than arriving late. Thus, if you are planning to leave early, you

should notify me in advance and sit in the back. If you anticipate being late due to traffic please text/call/email my TA prior to class, so I know to expect you.

- Every week, it is expected that you sit in a new seat, next to a new classmate to encourage more flexible thinking.

5) Professional Writing

Papers and tests should have few, if any, grammatical, spelling, or other mechanical errors. If you are not a strong writer, be sure proofread and use other resources, spell check, thesaurus, etc. Assignments with many errors will receive a grade of C or lower because this is unacceptable writing for professionals in Education. I will not correct all of your grammar/spelling errors in drafts or while grading. At most, I will point out errors through one or more examples in your paper. It is your responsibility to read and correct the entire paper prior to submission.

6) APA Formatting

- Papers should be typed, double-spaced, 12-point font, Times New Roman, 1" margins, and have no spaces between sections.
- Your paper must start with a numbered cover page that includes (in order) project/study title, course number and title, your name, your Program, The College of William & Mary, date of submission, my name, and the semester (Fall 2016).
- All pages should have a page number with a header on the top right corner.
- *Papers not following the APA Style will receive a grade no higher than B.*

7) Course Incompletes

Incompletes will be given only: a) in extenuating circumstances and b) after a student-initiated discussion with the instructor ***prior to the end of the semester***.

- If you end up withdrawing from the course, you must have **84% (B) or better** to qualify for an "I" grade.
- You must also present an acceptable reason (and accompanying documentation) for an extension and the date when your course requirements will be completed.

8) Students with Disabilities

William & Mary accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels s/he may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at [757-221-2509](tel:757-221-2509) or at sas@wm.edu to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information, please see www.wm.edu/sas. If you have a documented disability (including psychological issues), please contact me immediately so that I can provide appropriate accommodations to the learning environment.

9) College of William & Mary Policy on Credit Hours

The following policy on credit hours requires:

- Not less than one hour of classroom instruction and two hours of student work outside of class each week for approximately 15 weeks per credit hour, or

- An equivalent amount of work for other academic activities including labs, internships, practica, and/or online discussions leading to the award of credit hours.

10) Live Text

Some assignments in this course may be administered and uploaded through LiveText. LiveText is web-based assessment and eFolio system that allows students the ability to create and selectively share electronic portfolios with prospective employers. It also allows the college to measure program and individual growth through centralized formative and summative measurements. Before tasks requiring LiveText are assigned, training in the basic use of LiveText will be offered during one of your School of Education classes. The School of Education will also offer additional training opportunities at your convenience. If you have any additional questions about the LiveText system, please email Jake Joseph at jdjoseph@wm.edu or visit his office at 1117A.

Tentative Weekly Class Schedule

Note: All assignments and quizzes are due by 11:59 pm of the due date through Blackboard.

Week	Date	Topic	Quiz Due	Assignments Due
1	8/29	Introduction	Research Competency Pretest (8/28)	Review Syllabus, come with any questions, and “Introduce Yourself” (8/28)
2	9/5	Chapter 1 “The Nature of Research” & Chapter 18 “The Nature of Qualitative Research” <i>No Class in observance of Labor Day</i>	Quiz 1 (9/11)	Reflection (9/4)
3	9/12	Chapter 2 “The Research Problem”	Quiz 2 (9/18)	Literature Review Topic (9/11)
4	9/19	Chapter 3 “Locating and Reviewing the Literature”, Chapter 5 “Variables and Hypotheses” & APA Manual skim pps.174-224	Quiz 3 (9/25)	
5	9/26	Chapter 4 “Ethics” & Chapter 6 “Sampling”	Quiz 4 (10/2)	
6	10/3	Chapter 8 “Validity and Reliability” & Chapter 9 “Internal Validity”	Quiz 5 (10/16)	
7	10/10	Fall Break		
8	10/17	Mid-term Exam ; TA Statistics lecture		First draft of Literature Review (10/23)
9	10/24		Quiz 6 (10/30)	

		Chapter 10 “Descriptive Statistics” & Chapter 11 “Inferential Statistics”		
10	10/31	Chapter 13 “Experimental Research” & Chapter 14 “Single-Subject Research”	Quiz 7 (11/6)	
11	11/7	Chapter 21 “Ethnographic Research”, & Chapter 22 “Historical Research” Dr. Kim at NAGC Conference Literature Review group meeting	Email a group photo of all members to TA at 9:45	
12	11/14	Chapter 15 “Correlational Research”, Chapter 16 “Causal-Comparative”, Chapter 17 “Survey Research”	Quiz 8 (11/20)	
13	11/21	Literature Review		
14	11/28	Literature Review	Email a group photo of all members to TA at 9:45	Final Literature Review (12/4) and Reference CD/USB (12/5)
14	12/5	Study Guide		
15	12/12	Final Exam	You’ve made it!	