

Subject: Re: EDPS 621 SPSS files
From: Robert Carpenter <rcarpen1@emich.edu>
Date: Tue, 19 Sep 2006 11:33:41 -0400
To: Kyung Hee Kim <kkim7@emich.edu>

Dear Kyung-Hee,
One of the things I wanted them to learn is how to import tables from SPSS into word documents to prepare them for the data analysis project. Also, they have much more control over the length of the output in word compared to SPSS. Hope this helps, Rob

----- Original Message -----
From: Kyung Hee Kim <kkim7@emich.edu>
Date: Tuesday, September 19, 2006 10:33 am
Subject: Re: EDPS 621 SPSS files

Dear Dr. Carpenter,

Thank you for your detailed explanation. I have another question. What do you mean by "*a word version of your tables" * below?
" I may ask you to demonstrate your understanding of anything from the first two Units and I will ask you to turn in a copy of your completed data file and ***a word version of your tables*** at the end of class as "homework"

Kyung Hee

Thank you.

Robert Carpenter wrote:

Good morning Kyung-Hee,
The "material" (reading) is from Moore and McCabe and focused on what data is and where it comes from. The purpose of the activity was to make sure the students read through the course pack material and were working on their own through the Green & Salkin text. I was also trying to measure two things with the assignment. First, do they understand what constitutes a data file (many think summary tables are data files)? Second, do they have a functional level of SPSS skills?
Have a good day, Rob

----- Original Message -----
From: Kyung Hee Kim <kkim7@emich.edu>
Date: Monday, September 18, 2006 9:36 pm
Subject: Re: EDPS 621 SPSS files

Dear Dr. Carpenter,

I have a question about the second homework, "Directions for the Data File Assignment" below. Which materials are you referring to? *

*
*
*

Bring a small data set, six variables and between 20 and 40

cases,

to
class next week to serve as the foundation of our lesson on SPSS.
We
will be entering the data into SPSS and applying the skills

taught

in
the first two Units of Green and Salkind utilizing your data set.

I

may
ask you to demonstrate your understanding of anything from the
first two
Units and I will ask you to turn in a copy of your completed data
file
and a word version of your tables at the end of class as
"homework". My
expectations are as follows:

- * Bring a data file with the given parameters
- * ***Read the e-reserves materials in the September 27, folder***
- * Work through the first two units of the Green and Salkind text
/BEFORE/ class (note this may take some time and will vary
based on your prior experience using database programs, give
yourself */PLENTY/* of time to work through the

exercises). We

will be applying these skills in our SPSS lesson utilizing the
data files you bring to class. For this activity to be
successful, it is important that it confirms and clarifies
understanding rather than introduces the topic.

- * Bring questions on SPSS to class. These will be the basis of

our>> opening "homework" questions for class.

Let me know if you have questions and I look forward to seeing

your

data
and SPSS skills next week!

Robert Carpenter wrote:

Hi Brian,
I've deleted the old files and uploaded the files again only to

see the

same issue as before ("page not found error"). Not sure what is

going on

or what changes have been made to the system since the Winter

semester. Rob

----- Original Message -----

From: Brian Filipiak <bfilipiak@emich.edu>

Date: Friday, September 15, 2006 2:42 pm

Subject: EDPS 621 SPSS files

Rob,

Do you have the original SPSS files used for your e-reserves

files?>>>>

It appears as though those files may be missing or damaged, and

may

need to be reloaded.

Thanks,

Brian

(Note: If I've included a URL in the above message, it will be

the

text between the angle < > brackets.)

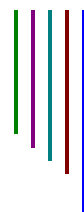
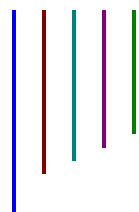
Brian Filipiak

Webmaster

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734.487.7120 x 2555

bfilipiak@emich.edu
iChat/AIM: filipiak@mac.com



Subject: Re: EDPS 340 11:00

From: pat pokay <pat.pokay@emich.edu>

Date: Tue, 06 Dec 2005 17:50:39 -0500

To: Kyung-Hee Kim <kkim7@emich.edu>

In CAP 4 there are two sections for students to address. The first, the TED outcomes, refer to the Teacher Education outcomes that are in their CPEDDS booklet (that they should have gotten in the special ed course or their development course). Anyway, there are 7 teacher education outcomes that we address in the 340 course. They are listed in the directions for CAP 4. The assignment is for students to address how competent they feel at each of these - both their strengths and weaknesses. There are probably some that they feel pretty competent at while others that they are still learning about. For example, in the technology outcome, they learned a few things in our course but I would not expect them to feel completely "competent" based on that. For some students, they knew a lot of technology coming in to the course; while others have a lot to learn yet - they should say this.

The one on standards does refer to the standards in the blueprint (and they address these in other courses as well). So students should talk about how comfortable they feel in this area. Some will feel comfortable enough to talk to teachers about them (for example) while others will not. They are to simply reflect on THEIR OWN COMPETENCE AT THIS POINT IN THEIR PROGRAM.

The second part of CAP 4 should be more obvious to them. It's just their reflection on what they know about assessment now that they have taken the course.

Hope this helps. Dr. Pokay

On 12/6/05 3:18 PM, "Kyung-Hee Kim" <kkim7@emich.edu> wrote:

Dear Dr. Pokay,

Could you read the e-mail from one of my students so that I can e-mail everybody the answer?

Thank you.

Kyung-Hee Kim, Ph.D.

Assistant Professor

Department of Teacher Education

Eastern Michigan University

313K Porter Building

Ypsilanti, MI 48197

Phone: 734-487-7120, ext.2649

Fax: 734-487-2101

Subject: Re:

From: pat pokay <pat.pokay@emich.edu>

Date: Mon, 03 Oct 2005 08:39:51 -0400

To: Kyung-Hee Kim <kkim7@emich.edu>

I will talk more about reliability, go over their homework and then talk some about the individual differences chapter.

On 10/2/05 11:27 PM, "Kyung-Hee Kim" <kkim7@emich.edu> wrote:

Thank you for your reply.
What do you want me to put on the ppt. for Tuesday?
Do you want to talk more about reliability? Or, do you want to cover CH. 11?
Please let me know.

Kyung-Hee Kim, Ph.D.
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----- Original Message -----

From: pat pokay <pat.pokay@emich.edu>
Date: Sunday, October 2, 2005 11:13 pm
Subject: Re:

Kyung-Hee - The move is keeping us very busy at the moment - I can't wait to be in the new house - even if we're still living out of boxes! As for the test on Thursday, I'll look at the study guide that's in their coursepack and see if there's anything that I haven't addressed and can't be reasonably gotten from their readings. If so, I'll take those off the list and make up the test from the objectives that are left on the list. I don't spend time going over the whole list - that's what we've been doing for the past several weeks. I'll just answer questions at the end of Tuesday if they have any.

On 10/1/05 9:49 PM, "Kyung-Hee Kim" <kkim7@emich.edu> wrote:

Dear Dr. Pokay,

I hope everything is going very well with your move.
I called you today, but you did not answer. You must be really busy right now.
I do not want to bother you, especially when you are doing

something

like this.

However, I need your help with the classes for the next week. The students are supposed to have the first test on Thursday. What

do you

cover before the test?

Thank you.

Kyung-Hee Kim, Ph.D.
Assistant Professor
Department of Teacher Education
Eastern Michigan University
313K Porter Building
Ypsilanti, MI 48197
Phone: 734-487-7120, ext.2649
Fax: 734-487-2101

Subject: Re:

From: pat pokay <pat.pokay@emich.edu>

Date: Sun, 02 Oct 2005 23:13:04 -0400

To: Kyung-Hee Kim <kkim7@emich.edu>

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Thank you.

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E-mail from Dr. Pokay

Tuesday

finish talking about hi, med, low objectives

check student homework by exchanging papers with green pens

introduce construct validity and criterion (concurrent and predictive) validity

Construct - measuring an abstract idea

important for teachers when interpreting student standardized scores

i.e. IQ scores - what do they really measure?

important when using a (standardized) test to put students into groups

i.e. kindergarten "readiness" tests, special education, "gifted" program -

what

do these constructs really mean? Does the test really measure that?

Criterion validity - does the test predict to another measure - presently (concurrent) or future (predictive) - I focus on predictive validity since that's what students are most likely to encounter.

Predictive - this is the kind of evidence you'd be concerned with in using the ACT or some other measure to decide who should get into a particular college. You'd hope that the test accurately measured who would be most successful so that the right people were chosen.

Concurrent - Suppose that you wanted to use teacher recommendations instead of the ACT. You'd give the test and at the same time, ask teachers to recommend who should go to a certain college. To the extent that the teacher recommendations were as predictive as the ACT, you could use them instead of the ACT to predict. However, if the teacher recommendations were very different from the test, you'd say the teacher recommendations had low evidence for concurrent validity

I'll give examples on the board for these. We'll probably put off the homework assignment on reliability and make it due next Tuesday.

Reliability and Anti-Bias - Thursday's topic

I discuss reliability as getting consistent results (While validity is getting accurate results) I don't get into different types of reliability in testing, (split-half, Kuder Richardson, etc) Instead I focus on two areas that teachers can use to get fairly good reliability in their assessments.

- 1) Writing assessments - The two points I make are:
 - the larger the sample, the more reliable (both within a test and across a semester)
 - using different types of assessments will also yield more reliable information than using only one type of assessment.
- 2) Grading assessments - assessment scores can be more reliable if teachers:
 - give very clear directions and use a very clear rubric
 - avoid bias
 - avoid fatigue while grading

