

Course Description and Philosophy

Office
Work Cell

Office hours by appointment

The course is online only from .
Though the course is online
only we will schedule optional
time to meet online.

Welcome to EDU 6975 Applying and Interpreting Educational Research I. I want to communicate the course philosophy by stating with a simple statement: I really enjoy this class. I enjoy teaching it and learning more about its content. It's interesting to me. I love the systematic, empirical, quantitative (and qualitative) components. But more importantly for you, it's useful. You can use what you learn here to solve problems, to improve teaching, or counseling, or administration, and to avoid wasting time and resources on ineffective programs or interventions or activities. If you learn about education research you can become a real asset to your institution; you may be able to do things that others may not be able to do. You may have insights that others may not see.

Academic Vision of SPU

Seattle Pacific University seeks to educate students to make a difference in the world. Goals include graduating
*People of Competence,
People of Character
People of Wisdom
People of Grace.*

**School of Education
Mission Statement**

To prepare educators for *service and leadership* in schools and communities by developing their professional *competence and character* within a framework of Christian faith and values.

Graduate Student Goals

The School of Education seeks to graduate educators who demonstrate
*Effective Leadership
Clear Communication
Analytical/Problem Solving Skills
Foundational Knowledge and Skills
Positive Impact on Student Learning
Professionalism*

Let me share an example. Not too long ago a previous student contacted me with some questions about student survey data. These are surveys school districts purchase/use to provide feedback from students to teachers. Two example surveys are Panorama and Tripod. One of the challenges with student surveys is there isn't enough research validating their use, certainly not for making human resource decisions related to teacher performance. For example, the Tripod survey indicates it measures 7 dimensions of teaching: Care, Control, Clarify, Captivate.... The research on Tripod (there's a little) shows that it seems to measure 2 dimensions of teaching – something like Support and Classroom Management. Another challenge is survey results for a teacher compare student responses with other teachers in the same school and district. This doesn't make much sense. For instance, at the school level students probably feel differently about teachers in elective courses vs. English or math, which are required. Likewise, the output compares the teacher to all teachers in the district. This means an 11th grade English teacher is compared to all teachers across subjects and grades. The problem is grouping elementary teachers with secondary teachers (and other comparisons of non-equivalent groups) - kids just do not feel the same way about school from elementary to secondary. I can see how survey results might leave a teacher feeling confused (or worse, the teacher might try to correct for problems that don't exist, being under the delusion that their performance is worse, or better, than other teachers nearby).

This is just one (real-world) example of how the content of this course could be useful to you. Here are a couple of others:

You will be able to collect and analyze data to solve educational problems involving individuals, groups, classrooms, and maybe even a whole school

You will be able to judge the quality of existing research for choosing programs, interventions, or activities that are more effective thereby saving time and resources

There is a lot more to be gained from this course. This is just a preview, but I think (and hope) by the end of our time you will come to appreciate the content of the course like I do.

Objectives

Specific course objectives will be shown in Canvas under Modules. These objectives will guide our activities across the course. Nevertheless, all course objectives contribute to the broader goals represented in evaluation criteria for educators and administrators working in Washington State, including

Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning and,

Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

Required Materials

Bhattacharjee, A. (2012). *Social science research: Principles, Methods, and Practices* (2nd ed.). This is the textbook for the course and it is available as a PDF on Canvas. You can have a copy of the textbook printed at your local print shop if you prefer a paper copy; it's also available on Amazon).

Articles, handouts, videos, and other supplementary material located on Canvas under Modules.

Microsoft Excel available from CIS <https://wiki.spu.edu/display/HKB/SPU+Download+Center> as part of Microsoft Office (we'll begin using Excel around module 4 or 5)

Grading

Course grades are calculated from scores in three categories:

1) Quizzes	25%	} See Course-at-a-Glance for due dates.
2) Interactive Journal	40%	
3) Research Proposal Outline	35%	

Grade information, including feedback, will be shown in Canvas under the Grades link. Please familiarize yourself with the grade interface in Canvas. A goal of the course is to have assignments graded, with feedback, in about five business days after submission

Letter grade percentage equivalents:

A = 96-100%	B+ = 87-90%	C+ = 77-80%	D+ = 67-70%
A- = 90-96%	B = 83-87%	C = 73-77%	D = 63-67%
	B- = 80-83%	C- = 70-73%	D- = 60-63%
E = 60% and below			

Assignments

Generally, assignments are due according to the date shown on the Course Schedule, by the end of the day (midnight), at the end of the week. Assignments are submitted to Canvas using the Submit Assignment > Browse button in the assignment field unless otherwise noted. Detailed assignment descriptions, submission guidelines, and performance criteria are shown in corresponding links on Canvas. Frequently submitting late assignments will result in a reduced final grade.

Quizzes. There will be a quiz during for each module. Quiz questions will be aligned with module content. Quiz questions will provide an opportunity for some self-assessment of progress toward understanding terms, concepts, and procedures. Quizzes may be taken while referencing module readings and other materials.

Interactive Journal entries are for engaging course content through various writing activities and other exercises. Activities and exercises involve elaborating and clarifying, making connections, building on views, etc. Each entry is shared with a group for reference and feedback.

Research Proposal Outline is the major assignment for this course and it involves designing an educational research study. For the purposes of this class, the study is purely hypothetical; that is, you are not required to actually carry out the study. The purpose of this assignment is for you to apply the concepts of the course to a topic of interest to you. Of course, it would be fine if you decided you actually wanted to carry out this study or turn it into a dissertation, but that is beyond the scope of this course.

Course-at-a-Glance

Timeline	Topic	Assignments and Activities
Module 1	Thinking Like a Researcher	Social Science Research 1 and 2 Module 1 & 2 Interactive Journal Module 1 Quiz
Module 2	The Research Process	Social Science Research 3 and 4 Module 1 & 2 Interactive Journal Module 2 Quiz
Module 3	Research Design	Social Science Research 5 and 6 Module 3 & 4 Interactive Journal Module 3 Quiz
Module 4	Reliability, Validity, and Sampling	Social Science Research 7 and 8 Module 3 & 4 Interactive Journal Module 4 Quiz
Module 5	Survey Research and Experimental Research	Social Science Research 9 and 10 Module 5 & 7 Interactive Journal Module 5 Quiz
Module 6	Locating and Reviewing Literature	Draft Proposal Outline due 2/14 (credit based on participation in Interactive Journal category)
Module 7	Interpretive Research and Qualitative Analysis	Social Science Research 12 and 13 Module 5 & 7 Interactive Journal Module 7 Quiz
Module 8	Quantitative Analysis: The Normal Distribution	Social Science Research 14 Module 8 & 9 Interactive Journal Module 8 Quiz
Module 9	Quantitative Analysis: Descriptive Statistics	Social Science Research 14 Module 8 & 9 Interactive Journal Module 9 Quiz
Module 10	Quantitative Analysis: Correlation	Social Science Research 14 Research Proposal Outline due 3/17 Module 10 Quiz

Resource List

- American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
- BBC More or Less: Behind the Stats. (2018). Retrieved from <https://www.bbc.co.uk/programmes/p02nrss1/episodes/downloads?page=2>
- Computer-Assisted Statistics Teaching CAST. (2017). Retrieved from http://cast.massey.ac.nz/collection_public.html
- Consortium for the Advancement of Undergraduate Statistics Education. (2018). <https://www.causeweb.org/cause/>
- Denzin, N., & Lincoln, Yvonna S. (2017). *The SAGE handbook of qualitative research* (Fifth ed.). Los Angeles, CA: Sage.
- Easton, V. J., & McColl, J. H. (1997). Statistics glossary. Retrieved from <http://www.stats.gla.ac.uk/steps/glossary/index.html>
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research* (7th ed.). New York, NY: Pearson.
- Gapminder. (n.d.). Retrieved from <https://www.gapminder.org/about-gapminder/>
- Krashen, S. D. (2015). A short, narrow and biased introduction to statistics. Retrieved from <http://www.sdkrashen.com>
- McMillan, J. H. (2012). *Educational research: Fundamentals for the consumer* (6th ed.). Boston, MA: Pearson
- Newby, P. (2014). *Research methods for education* (2nd ed.). London: Routledge. Retrieved from <https://goo.gl/vyQR1g>
- NIST/SEMATECH e-Handbook of Statistical Methods. (2012). Retrieved from <https://www.itl.nist.gov/div898/handbook/index.htm>
- StatSoft. (2018). *Electronic statistics textbook*. Retrieved from <http://www.statsoft.com/Textbook>
- SticiGui Multivariate Statistics: Concepts, Models, and Applications. (2017). Retrieved from <https://www.stat.berkeley.edu/users/stark/SticiGui/index.htm>
- The New Statistics (2019). Retrieved from <https://thenewstatistics.com/itns/>

Policy Notes

Academic integrity. The SPU Catalog describes the University's commitment to academic integrity, which is breached by academic dishonesty of various kinds. Among these is turning in another's work as your own and committing plagiarism, which is the copying of portions of another's words from a published or electronic source without acknowledgement of that source. The penalty for a breach of academic integrity is a failing grade for the work in question on the first offense and a failing grade for the course as a whole with repeated offenses.

Attendance. One-way learning occurs in community, specifically through participation in discussions, group work, and other activities. Students are expected to interact with instructor and peers in online activities according to the Course Content and Schedule and directions located in Canvas.

Assignment submission. Assignments are submitted through Canvas unless otherwise note on the Syllabus. Some assignments are submitted as Microsoft Office attachments (e.g. doc., .docx, .pptx) or Portable Document Format (.pdf) or website URLs (<https://docs.google.com/document/>).

Assignment Accommodation for a Religious Holiday. Students who would like to request an accommodation for a religious holiday (e.g. request that an exam scheduled for a religious holiday be rescheduled) should make a written request within the first two weeks of the course pursuant to SPU's Academic Schedule

Religious Accommodation Policy. The policy is posted in the Graduate Student Handbook at <https://spu.edu/catalog/graduate/20190/student-life>.

Commitment. Part of the mission for faculty at Seattle Pacific University is to be faithful to the Christian message and the good news of Jesus Christ. Please feel free to join in conversations about spirituality and teaching as the instructor integrates faith along with the content of this course.

Communications. The course website will serve as the primary method for class communication. Progressing through the course at the correct pace requires frequent (daily, or every other day) interface with the course website (Canvas).

Contact and monitoring. The instructors will monitor student progress in the course across the week, through Canvas. Email is the best method if you need to contact instructors with questions. Along with the course website, please also check your university email each day.

Course evaluation. Please participate in an online evaluation of this course and its instructor in a thoughtful and constructive manner. The evaluation data is used to make improvements in the course, and your feedback is considered when selecting reading materials, designing teaching methods, and preparing assignments. Courses are evaluated using the Smart Evaluations in Canvas. All answers are completely confidential. Your name is not stored with your responses. Instructors do not see any results until final grades are submitted to the University.

Course website privacy. Only students and faculty enrolled in the course have access to course materials, such as discussion boards, etc.

Disability statement. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with specific disabilities that qualify that student for academic accommodations should contact Disability Support Services (DSS) in the Center for Learning. DSS in turn will send a Disability Verification Letter to the course instructor indicating what accommodations have been approved.

Diversity. The School of Education embraces and seeks the richness that diversity brings to our learning community. We acknowledge that all people bear the image of God regardless of race, gender, socioeconomic status, age, religion, political history, (dis)ability, sexual orientation, language and linguistic inheritance, country of origin, past participation outside of the culture of power. Our focus is to offer and enhance opportunities to all, including those who have traditionally been underserved by and underrepresented in the institutions of our society. Our commitment is to increase the diversity of our faculty, staff, and students and to foster a hospitable climate for a diverse community reconciling all people.

Due dates. Due dates are fixed; exceptions will be made for illness or family emergencies. Consistently submitting late work will have a negative effect on your final grade.

Emergency response. Information at <https://wiki.spu.edu/display/SOEGRAD/Emergency+Response+Information>

Flexibility. The key outcomes of this course are reflected in the University Handbook. In addition, this syllabus is a robust schedule of the content for each session. However, changes to the schedule, readings, and assignments may be made over the quarter to promote learning.

Interactions. Please proofread your writing. Discussion entries, reflections, and other public postings should promote constructive communication and a supportive class environment.

Incomplete coursework. Students may request an incomplete grade if they are unable to complete all course requirements by the end of the quarter given unexpected personal need and you have already completed at least 50% of the course requirements and assignments. Students must initiate this request for an incomplete grade before the first day of the 6th week of the quarter. Instructors are under no obligation to grant an incomplete and can require verification of the rationale behind the request (e.g. medical documentation). If an incomplete is offered, then a completion plan will also be written. If a student does not meet the completion plan by the end of finals week the following quarter, a grade will be calculated based upon the work completed. Once this grade has been submitted it cannot be changed, except by petition as outlined in the *University Catalog* under *Academic*.

Reference Desk. Seattle Pacific University's Front Desk, on the Library's main level, provides quick on-demand student support for software use, project advice, and technology questions. Contact the Front Desk at reference@spu.edu.

Workload. There will be approximately 1.5 hours of work per week for each credit of instruction, e.g. 1 credit = 1.5 hours to complete assignments, readings, etc.