



EDC 250; Spring 2019
 Educational Research
 Tuesdays, 4:00-6:50pm
 Room: Eureka Hall 115

Stephen E. Brock, Ph.D.
 Office Hours, Wednesday, 10:00 AM to 1:00 PM
 Office: Brighton Hall, Room 225
 916-278-5919
 brock@csus.edu

CSUS Catalog Course Description: This course will study qualitative and quantitative methods used in the development of reliable knowledge in the field of education. It includes identification and formulation of research problems, research designs, and the presentation of reports representative of different research strategies. It is anticipated that this course will facilitate skills important to the evaluation of educational and psychological programs.

Prerequisite: Graduate Standing

Course Objectives: At the conclusion of this course it is anticipated that students will...

1. Become familiar with a range of qualitative and quantitative research methods.
2. Be able to formulate research hypotheses.
3. Have identified a variety of research tools important to the research process.
4. Demonstrate understanding of a variety of research methods by connecting such to his/her unique research interests

<p>Required Text: <i>Educational Research: Competencies for Analysis and Application</i> (12th ed.) by G. E. Mills. ISBN: 9780134784229</p>	<p>Required Resources: <i>Publication Manual of the American Psychological Association</i> (6th ed.).</p>
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Seminar Requirements/Activities

Grades are based upon a completed research methods portfolio (70% of the grade) and participation in class discussions/activities (30% of the grade). Class discussions include student reports on the completion of the portfolio projects described below.

Research Methods Portfolio: The completed Research Methods Portfolio has the following components.

- 1) **Areas of research interest.** Identify **at least three (3)** general areas of research interest. Within each area, several specific research questions should be identified.
- 2) **Develop preliminary hypotheses.** For **at least three (3)** of the identified specific research questions, develop preliminary research hypotheses (at least one of which shall be for a correlational study, and one for a group comparison study).
- 3) **Database search printouts.** From **at least three (3)** different databases (e.g., PsycINFO, ERIC), include in your portfolios printouts that provide information on at least one aspect of each of your identified research questions.
- 4) **Identify at least three (3) standardized measures relevant to areas of research interest.** Include the following information for each measure: (a) the name, publisher, and cost of the measure; (b) a brief description of what the measure purports to assess; (c) a brief summary of the measure’s reliability and validity data.
- 5) **Human Subjects Research Course.** Provide a certificate of completion documenting your participation in the university’s human subjects research courses (CITI).
- 6) **Mini-proposal 1.** Briefly describe a **descriptive research** project relevant to one of your identified research topics.
- 7) **Mini-proposal 2.** Briefly describe a **correlational research** project relevant to one of your identified research topics.
- 8) **Mini-proposal 3.** Briefly describe a **causal-comparative research** project relevant to one of your identified research topics.
- 9) **Mini-proposal 4.** Briefly describe an **experimental research** project relevant to one of your identified research topics.
- 10) **Data analysis resources.** In this section of the portfolio identify resources that will assist you in analyzing quantitative research data. These resources do not necessarily need to be CSUS resources. Portfolio entries could include descriptions of the data analysis resources identified. Alternatively, any descriptive handout(s) describing how to locate/use a given resource may be included.
- 11) **Mini proposal 5.** Briefly describe a **qualitative research** project relevant to one of your identified research topics.



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Notes Regarding Portfolio Grading

(a) Each portfolio section is weighted equally and graded pass (“+”), revision required (“√”), or fail (“-”). Portfolio grades (70% of the course grade) will be determined as follows:

Number of Sections Satisfactorily Completed (i.e., passed “+”)	Portfolio Grade
11	A (70 points)
10	A- (66.5 points)
9	B (63 points)
8	C (50 points)
7	D (40 points)
6 or fewer	F (30 points)

(b) The different components of the research methods portfolio are due as indicated on the Course Outline (p. 4). For portfolio items 6, 7, 8, 9 and 11 only, if the given assignment is turned in on schedule **and** demonstrates that you have completed the assigned reading, you will be given **one** (1) opportunity to revise the assignment (assuming it is not satisfactory, i.e., graded as a “√”). This opportunity will **not** be available to students who fail to turn portfolio items in on schedule or who clearly have not completed the assigned reading. In other words, the submission must demonstrate a basic understanding of the assigned task. **Revisions are due at the end of the semester, and must have the original submission attached.**

(c) All portfolio submissions **must be typed.**

(d) Extra Course Credit (equivalent to one portfolio element). Complete the mandatory thesis/project formatting workshop (this is extra credit because typically this is done after you have started work on your thesis or project). Before you can submit a thesis or project to the Office of Graduate Studies you must attend this mandatory workshop: <https://www.csus.edu/gradstudies/currentstudents/thesis-project-dissertation/formattingworkshops.html> .

Course letter grades will be based upon the following point totals (30 points maximum for attendance and participation, 70 points maximum for the portfolio):

A	=	94 points and above	A-	=	93 to 90 points
B+	=	89 to 88 points	B	=	87 to 85 points
B-	=	84 to 80 points	C	=	79 to 70 points
D	=	69 to 50 points	F	=	below 50 points

NASP 2010 Standards addressed in this course:

- Standard 2: Data Based Decision Making and Accountability
- Standard 8.1: Research and Program Evaluation

CCTC School Psychology Standards addressed in this course:

- Standard 4: Assessment
- Standard 15: Technological Literacy
- Standard 24: Research, Measurement, and Technology



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Special Notes:

1. Computer/Smart phone use is not allowed (emailing, web surfing, texting) unless it is a directed part of a classroom activity. If you need to use your computer for note-taking during class please check with the instructor prior to doing so for this class (you are asked to turn off the device's Wi-Fi). If you need to have your smart phone on to receive important work or family communications please place it on vibrate and step out of the classroom to respond to a text or take a phone call.
2. Assigned grades will be consistent with CSUS grading policy as described in the CSUS course catalog.
3. All assignments are due on the dates indicated on the course outline. A minimum of one full grade deduction will be applied to all late assignments.
4. If you have a disability and require accommodations, you need to provide disability documentations to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with the instructor after class or during office hours early in the semester.
5. Basic Needs Support. If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available: <https://www.csus.edu/basicneeds/>
6. Academic Honesty Policy: Go to <http://www.csus.edu/admbus/umannual/UMA00150.htm> for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:
 - a) Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
 - b) Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
 - c) Not taking credit for academic work that is not their own.
 - d) Not knowingly encouraging or making possible cheating or plagiarism by others.

Please refer to <http://csus.libguides.com/plagiarism> for a student tutorial on how to avoid plagiarism.



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Course Outline

Date	Week	Topic	Assignments (To be completed by the class meeting)
Tuesday, January 22	1.	Course Introduction and Overview	<ul style="list-style-type: none"> Purchase Textbook. Read <i>Educational Research</i> Chapter 1.
Tuesday, January 29	2.	Selecting and Defining a Research Topic	<ul style="list-style-type: none"> Read <i>Educational Research</i> Chapters 2 & 3. Portfolio Activity: (1) Areas of research interest.
Tuesday, February 5	3.	Preliminary Research Design Considerations	<ul style="list-style-type: none"> Read <i>Educational Research</i> Chapters 4 & 5. Portfolio Activities: (2) Develop preliminary hypotheses.
Tuesday, February 12	4.	Selecting a Sample	<ul style="list-style-type: none"> Read <i>Educational Research</i> Chapter 6. Portfolio Activity: (3) Database search printouts
Tuesday, February 19	5.	Gathering Research Data	<ul style="list-style-type: none"> Read <i>Educational Research</i> Chapter 7. Portfolio Activity: (4): Identify 3 standardized measures relevant to areas of research interest.
Tuesday, February 26	6.	No class meeting NASP Convention	<ul style="list-style-type: none"> <i>Alternative Learning Activity</i>: Complete the Human Subject course. Typically takes no more than 4.5 hours to complete.
CITI Human Subjects Research Course			<ol style="list-style-type: none"> Preview the Registration Guidelines Register for the Human Subjects Research Course. This course is free. Use the guidelines above to ensure you correctly register. Complete the course Include a copy of the course completion certificate in your portfolio
Tuesday, March 5	7.	No Class	
Tuesday, March 12	8.	Survey Research	<ul style="list-style-type: none"> Read <i>Educational Research</i> Chapter 8. Portfolio Activities: (5) Mini-proposal 1.
Tuesday, March 19		No class	Spring Break
Tuesday, March 26	9.	Correlational Research	<ul style="list-style-type: none"> Read <i>Educational Research</i> Chapter 9. Portfolio Activities: (6) Mini-proposal 2.
Tuesday, April 2	10.	Causal Comparative and Experimental Research	<ul style="list-style-type: none"> Read <i>Educational Research</i> Chapters 10 & 11. Portfolio Activity: (7) Mini-proposal 3.
Tuesday, April 9	11.	Data Analysis: Descriptive Statistics	<ul style="list-style-type: none"> Read <i>Educational Research</i> Chapter 18. Portfolio Activities: (8) Mini-proposal 4.
Tuesday, April 16	12.	No Class Meeting	<ul style="list-style-type: none"> <i>Alternative Learning Activity</i>: Complete the Human Subject course.
Tuesday, April 23	13.	Data Analysis: Inferential Statistics	<ul style="list-style-type: none"> Read <i>Educational Research</i> Chapter 19. Portfolio Activity: (9) Data analysis resources.
Tuesday, April 30	14.	Qualitative Research: Overview, Data Collection/Analysis, Narrative & Ethnographic Research	<ul style="list-style-type: none"> Read <i>Educational Research</i> Chapters 13, 14, 16, 20 & 21. Portfolio Activity: (10) Mini proposal 5
Tuesday, May 7	15.	Writing and Evaluating Research	<ul style="list-style-type: none"> Read <i>Educational Research</i> Chapters 22 & 23
Tuesday, May 14	16.	Finals Week No class	<ul style="list-style-type: none"> Completed Research Portfolios are due at 4:30 in Brighton Hall, Room 225.



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EDS 250

Quantitative Research Proposal Guidelines

The purpose of the mini-proposals is to demonstrate an understanding of the various research methodologies explored during the course. This is one of the more important assignments used by the instructor to assess student understanding of course content. These documents will have two required sections: Introduction and Methods. This document should include some evidence of a literature review (i.e., a reference section should be included), but an extensive review is not required.

It is judged important that the research question be from an area of personal interest. While this is not required, it will make the task more meaningful if proposals are from the previously identified areas of interest (i.e., portfolio activity number 1).

The following outline further summarizes the required content of the mini-proposals:

1. Introduction

Provide the instructor with a brief orientation to the topic under consideration. An extensive literature review is not required. However, some evidence that the student has a basic familiarity with the literature is important.

The introduction must conclude with the specific research questions or hypotheses that the proposed research will address. Specific variables to be studied must be clearly identified (e.g., it should be clear that what is being studied) and operationalized (i.e., state how they will be measured). These questions or hypotheses must be stated such that it is clear they match the research method being demonstrated.

2. Method

The method section must identify the sample that will be studied (a "Participants" section), describe the procedures that will be used (a "Procedures" Section), identify potential measures (a "Materials" and/or "Measures" section), and propose possible data analysis strategies (a "Data Analysis" section). In addition to the specific research questions or hypotheses, it is this section that the instructor will use to document your understanding of the assigned reading and the research methodology being considered.

NOTE: Mini-research proposals that are turned in on schedule and demonstrate a basic understanding of the given methodology, yet are not satisfactory, can be revised. However, if the given proposal is turned in later than the date indicated on the syllabus and/or does not demonstrate at least a basic understanding of the research methodology, revision will not be permitted. For example, if the methods section of a causal-comparative research mini-research proposal appears to describe a correlational research project, revision would not be permitted.



Instructor's Note: The following mini-proposal approximates the minimum required. The introduction section could be expanded and more evidence of familiarity with the literature demonstrated. Alternatively (or in addition), the Method discussion might provide greater detail and include concrete examples of the questionnaire items.

Mini-Proposal Number One: Descriptive Research

STATUS OF CRISIS INTERVENTION IN CALIFORNIA SCHOOLS

Stephen E. Brock
California State University Sacramento

During the past decade the author has observed increased interest in crisis preparedness and in the formation of school crisis response teams. Despite the recent growth and interest in school crisis response, there has yet to be a systematic study of the prevalence, form, and function of actual crisis response plans in today's schools. While authorities on school crisis preparedness have devoted significant time and energy to telling educators what a crisis response plan should look like (e.g., Brock, Sandoval, & Lewis, 1996), there has been very little attention given to what these plans look like in the "real world." The proposed research would fill this void.

These questions describe how variables are distributed in a population

Research Questions

From questionnaire survey data, the proposed research would address the following questions:

1. How many of California's school districts have a formal crisis response plan, and what school professional(s) is responsible for plan implementation?
2. For those districts that have a plan, who are the crisis intervention team members?
3. For those districts that have a plan, what types and how much training in crisis intervention is offered?

This sentence indicates exactly who will be questioned to address the study's questions

Method

Sample

This study would randomly survey 50% of school districts within the state of California.

This section describes the specific steps that will be followed when conducting the study.

Procedure

The survey would employ a questionnaire. Making use of the California Public Schools Directory, this survey would be mailed to school districts via US Postal Service.

This sentence indicates how study variables will be measured.

Measure

The questionnaire will be brief and to the point. After identifying the investigator, stating the research question, and clarifying that participation is voluntary, the questionnaire will ask whether the district purports to have a crisis response plan, who coordinates such preparedness, and who the crisis intervention team members are. It will also ask questions designed to assess type and amount of crisis intervention training.

Data Analysis

Descriptive statistics will be used to analyze all data. This will include simple frequency counts as well as measures of central tendency and variance. Relationships among these variables will also be assessed using the appropriate correlation statistic (NOTE: the scale of measurement will inform the researcher regarding what the appropriate correlational statistic will be). (NOTE: if this were a group comparison study this section might



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read as follows: “To assess the differences between the two groups measures of central tendency will first be computed. Then a *t* test will be used to assess the probability that the obtained differences are bigger than might be expected to occur by chance.”)

APA formatted reference indicates familiarity with the literature.

Reference

Brock, S. E., Sandoval, J., & Lewis, S. (2001). *Preparing for crises in the schools: A manual for building school crisis response teams* (2nd ed.). New York, NY: Wiley.



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EDS 250

Qualitative Research Proposal Guidelines

The purpose of the mini-proposals is to demonstrate an understanding of the various research methodologies explored during the course. This is one of the more important tools used by the instructor to assess student understanding of course content. This document will have two required sections: Introduction and Research Procedures. This document should include some evidence of a literature review (i.e., a reference section should be included), but an extensive review is not required.

It is judged important that the research question be from an area of personal interest. While this is not required, it will make the task more meaningful if proposals are from the previously identified areas of interest (i.e., portfolio activity number 1).

The following outline further summarizes the required content of the mini-proposals:

1. Introduction

Provide the instructor with a brief orientation to the topic under consideration. An extensive literature review is not required. However, some evidence that the student has a basic familiarity with the literature is important.

The introduction should include a statement of the purpose of the research and some initial problems or questions to be explored (such initial formulation can be, relative to quantitative research proposals, general).

2. Research Procedures

This section should classify the specific type of qualitative study being conducted (e.g., narrative, ethnographic, action research). It should also have separate subsections that address "Site and Sample Selection," the "Researcher's Role," "Data Collection," "Data Management," and "Data Analysis."

NOTE: Mini-research proposals that are turned in on time and demonstrate some understanding of the given methodology, yet are not satisfactory, can be revised. However, if the given proposal is turned in later than the date indicated on the syllabus and/or does not demonstrate at least a basic understanding of the research methodology, revision will not be permitted. For example, if the methods section of a causal-comparative research mini-research proposal appears to describe a correlational research project, revision would not be permitted.